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## **READING:**

is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

## **ACTIVE READING:**

takes place when students are proactively involved in the reading of a text. Active reading is about more than reading words in black and white and answering questions afterwards. Student engagement is important in order to optimize learning, so when you, as the teacher, get your students involved in what they are reading, they are more likely to better understand the meaning within the text.

## **GOALS OF ACTIVE READING:**

When we read actively, we try to understand the text thoroughly by reading slowly and carefully, pausing to question a main idea or to re-examine a passage that confuses us, and interpreting the larger meanings and implications of the text we're reading. We try to keep our minds actively thinking about what the text means. In general, active reading allows us to

- 1.Capture main ideas, key concepts, and details of reading.
- 2.Target, reduce, and distil the needed information from the text.
- 3.Engage with the text by making connections with our own knowledge and lives.
- 4.Ask questions that help us think deeper about the content.

## **TECHNIQUES:**

Many techniques can help us read more actively. Here are a few of the main ones:

- 1.Start by previewing the text.

Scan the title, subtitle, footnotes, pictures, and headings in the text. What do these tell you about the topic being discussed in the reading?

Think about what you know about the topic. You already know a great deal about many topics. What preconceived notions might you bring to the reading?

Look for information about the author. What does the author's other works tell you about his or her stance?

Think about the rhetorical situation. What is the author's purpose? Who is the author's intended audience?

2. Read the text carefully and write ideas about the text in the margins, on your own paper, or on sticky notes placed in the text.

Circle and look up the definitions to words you do not know or cultural references that you are not familiar with.

Underline the thesis or main idea.

Ask questions about the text. Questions may consider topics such as the author's purpose or goal in writing, his or her use of evidence to support claims, or his or her use of language. Pause to think of questions you have about the topic at various points in the reading.

Make connections between your own life experiences or knowledge and the text. Does the argument agree with your prior experiences? Have you read other texts with similar arguments? Do you think most people would agree with the evidence presented in the text? Has your own life confirmed or denied any of the arguments in the text?

Find patterns within the text. Does the writer use repetition to get a point across?

Identify assumptions the author makes in presenting the argument. Are the assumptions valid? Do the author's assumptions challenge your own? In what ways?

Interpret key passages to find the underlying meaning. Are there parts of the texts that can be interpreted in multiple ways? How do you interpret key passages? What does the text really mean?

3. Reread the text.

Review passages that are difficult. Now that you've read the text, can you more easily identify the meaning of difficult passages? What can you look up that might help you dissect the text's meaning?

Find shifts in points of view or in voice and identify any language that might cue you into the underlying meanings in the text.

Paraphrase difficult passages by restating the passage in your own words.

Create a summary of the text's main argument in your own words.

Try to describe the text to someone who has not read it.

## **SKIMMING:**

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. It can be contrasted with scanning, which is reading in order to find specific information, e.g. figures or names. ... Skimming is a specific reading skill which is common in reading newspapers, messages and e-mails.

## **FUNCTION OF SKIMMING:**

The function of using skimming technique is to get an overview of a text and get main points. Skimmers move quickly through texts, ignoring and skipping paragraphs, sentences, and words to gather necessary information without wasting their time. The major function of skimming technique is to gather the gist of a text.

## **CAREFUL READING:**

allows you to understand material thoroughly and to monitor your comprehension.

During this technique, you read the text slowly to pay close attention to all details.

### **1) REREAD:**

if material is unclear, especially if the material is new to you. Write out notes or questions or comments for later review.

**2)** A good way to know that you have learned your material is when you can present the material to your class through a presentation/speech. If you aren't ready to give a speech to your class, you don't know your material.

**3)** If you are not ready to present your speech to the class over what you read, you are not ready to go on to answer questions, especially when it comes to TAKS.

## **GENERAL READING:**

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Success in this process is measured as reading comprehension. Reading is a means for language acquisition, communication, and sharing information and ideas.

