

P2W Skills for Success

Activity Set 1: Reading Strategies Part 1



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1.1: Getting Started

PART 1

Let's Talk!

- Have you heard of reading strategies?
- What strategies have you heard of?
- Why do you think it's important to use reading strategies?

PART 2

What?

Reading strategically includes using strategies that help you decide the best way to read a text.

Why?

To manage a variety of texts, read efficiently and improve your comprehension

Who?

- ✓ Construction labourers scan a telephone directory to find the name of their labour relations representative.
- ✓ Students preview a textbook to understand how it is organized.
- ✓ Salespeople skim email messages to decide which to respond to first.

What's involved?

- Asking yourself, "Why am I reading this?"
- Looking at layout and formatting
- Interpreting headings, labels, legends, symbols
- Skimming to gain a general understanding
- Scanning to locate details
- Monitoring comprehension

How about you?



List some situations when you have used reading strategies like those listed above.

1.

2.

3.

How comfortable are you using these strategies?

I need a lot of practice

I'm very comfortable

1

2

3

4

5

6

7

8

9

10

1.2: Pre-reading Strategies

Good readers start by asking, “Why am I reading this?”. Then they adjust their reading to the purpose. Here are some examples:

- Jerry flips through a Driver’s Manual to see how it is organized.
- Sara checks who a memo is addressed to to see if she should read it.
- Tom quickly reads the first and last paragraphs of a newspaper article to get a sense of what it’s about.

In the first column, make a list of reading material and other texts like forms, posters, flyers, etc. you came across recently. Be as specific as possible. For each one, identify *why* you read it. An example has been included.

Text	Why was I reading it?
Poster about a fishing derby	To find the date of the event

Let's Talk!

- Share the kinds of texts you read recently, and why you read them
- For each text, discuss whether you
 - Read every word
 - Looked for specific information, or
 - Read quickly to get a general idea of what the text was about

1.3: Text Features and Organization

Most textbooks and workbooks use different features to organize information. These features help readers find the information they are looking for. They also help reinforce important information.

Work with a partner to review a textbook or workbook, then answer the questions below.

1. What is the title?

2. Is there a table of contents?

3. What does the table of contents show (e.g., chapters, modules, units, subtopics)?

4. How many chapters, modules or units does the book have?

Look at one of the chapters, modules or units in the textbook or workbook, then answer the questions below.

5. How is it organized? (e.g., headings, introduction, review, etc.)

6. Look for the following formatting features and write down the page numbers for features you find. Think about why they are used.

a. Bold typeface

e. Numbering

b. Italics

f. Graph

c. Table

g. List

d. Illustration

h. Bullets

1.4: Skimming

Read about skimming, then answer the questions below.

What is skimming?	Skimming refers to looking over a text quickly to get the general idea.
Why skim?	Skimming helps you read quickly to get a sense of what the text is about. You can skim a text to decide whether you want (or need) to read it. You can also skim to build a general overview of the topic before you read it in detail.
How is it done?	<p>To skim a long text, read any titles or headings, the first few paragraphs, two or three middle paragraphs and the final one or two paragraphs. This should give you a basic understanding of what the text is about.</p> <p>To skim a shorter text, read the first paragraph. Then read the first sentence of each paragraph and the last one or two paragraphs.</p> <p>Other tips:</p> <ul style="list-style-type: none"> - Look at any illustrations, tables or charts along with their captions to see how they support the text. - Do not read every word. Generally, you want to move your eyes steadily across the page.

Let's Talk!

- Have you ever skimmed a newspaper or online news article?
- What did you do after skimming? Did you go on to the next article because you learned enough? Or did you decide to read the whole article closely?

1.5: Skimming Practice A

Read only the first sentence of each paragraph, then answer the questions below.



Foster's Department Store

July 5, 20__

Jeannine Lefevre
156 Kendall Ave
Ottawa, Ontario
K1A 4B6

Head Office
1378 Sherbrooke Avenue,
Suite 700
Montreal, P.Q.
H7Y 1K0

Dear Ms Lefevre:

Thank you for your letter dated June 14.

I am sorry to hear you were not satisfied with your shopping experience at Foster's Department Store. As you describe it, you had difficulties finding the appropriate merchandise, and our sales associates were not able to assist you in making your purchase. Although all sales associates receive customer service training, from time to time it is brought to our attention that a customer has not met with the high standard of service we aim to provide. Be assured that your comments have been noted and will be addressed with the store manager responsible.

Please accept our apologies. As a token of our appreciation, you will find enclosed a certificate in the value of \$10.00 for use on your next visit to Foster's Department Store.

We look forward to serving you in the near future.

Sincerely,

A Brant

Alison Brant
Customer Service Manager

Encl/ Cert. #10-77

**Let's
Talk!**

- What type of document is this?
- What is the main idea?
- Which parts of the text did you look at when you skimmed?
- Having skimmed the text, what questions do you have?

1.6: Skimming Practice B

Skim the text assigned by the instructor, then answer the questions below.

1. What is the main idea?

2. Who is the text written for?

3. What does the title tell you?

4. What do any illustrations or graphics tell you?

5. What would you expect to learn from reading the entire text?
