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## SW11. Academic Skills: Active Reading

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Instructor: \_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_

For media links in this activity, visit [the LLC ESL Tutoring website for Upper Level SDLAs](#). Find your SDLA number to see all the resources to finish your SDLA.

### Section 1: Active Reading

When you read something, it is important to be an **active reader**. Active readers are good readers. Being an active reader means that you are always thinking about what you are reading. You need to ask questions and think about what you are reading before you begin reading, while you are reading, and after you are finished. Being an active reader will help you become a better reader, and it

will make reading more enjoyable. Follow the steps below before you read, while you read, and after you read. Enjoy your story!



### Section 2: Before Reading

**Step 1:** Choose ONE story from the media links found on the [ESL Tutoring website](#) and check in the box next to it.

- "Plane Crash in the Rain Forest" from *Stories of Survival* by Fiona Beddall (Levels 2-4)
- "No Speak English" from *House on Mango Street* by Sandra Cisneros (Levels 4+)
- "The First Tuesday We Talk About the World" from *Tuesdays with Morrie* by Mitch Albom (Levels 4+)
- "Fish Cheeks" by Amy Tan (Levels 4+)

**Step 2:** Before you begin reading the story, you are going to practice **skimming** for information. Skimming is used to quickly find the main idea of a reading passage. Skimming is done in a much shorter time than reading. When you **skim** for information, you quickly look at a reading passage to get a general understanding of the text. This allows you to start thinking about the topic before you begin reading, so your overall understanding of the reading passage will improve. When you skim, you should quickly look at the 1) title, 2) the first paragraph, and 3) the last paragraph.





Now that you have skimmed the story, what do you think it will be about? Write your ideas below.

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### Section 3: During Reading

While you read, it is important to think about what you are reading. If possible, print the story you chose to take notes. Use the symbols below to write on your paper as you read the story.

- !** Write an exclamation mark next to any information you think *is interesting or surprising*.
- ?** Write a question mark next to any information you *do not understand*.
- i** Draw a circle around or highlight *new words* that you find while reading. These are words that are unfamiliar to you.

Write *five* new vocabulary words you found in the reading and the definition. You can go to the [Learner's Dictionary](#) to find the English definition of each word.

### New Vocabulary





Vocabulary Word	Definition
1.	
2.	
3.	
4.	
5.	





Section 4: Self-Assessment

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can skim a story for information before reading.				
I can use symbols to take notes while reading.				
I can find new vocabulary words to look up while reading.				
I can think about what I'm reading while I'm reading.				

Here are some words/phrases I need to practice.

*Good Job!*

Now make an appointment

with a tutor on the LLC ESL Tutoring Website

([www.mtsac.edu/llc/passportrewards/llctutoring](http://www.mtsac.edu/llc/passportrewards/llctutoring)).








Section 5: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. The tutor will give you feedback.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
<b>Content</b>	Not enough information provided in responses and often does not use correct vocabulary.	Provides most important information in responses and some of the time uses correct vocabulary.	Provides all necessary information in responses and most of the time uses correct vocabulary.
<b>Skill: Speaking</b>	More than 6 mistakes saying words; needs guessing more than 3 times.	Not more than 5 mistakes saying words; needs guessing on 1-2 words or sentences.	Not more than 2 mistakes saying words; needs no guess about meaning.
<b>Oral Fluency</b>	Speaks mostly in phrases, individual words; many pauses.	Sometimes speaks in complete sentences; several pauses.	Speaks in complete sentences; a couple pauses okay.

\*Students must receive at least 10 points to move on

Possible Points: \_\_\_\_\_ / 15

Tutor Comments:

**Congratulations! Keep going.**

You have successfully completed this SDLA and are ready to continue to the next.

**Work on this more.**

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

