Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Reading Process: Generation Tame

Fill out the following chart before, during, and after reading the article “Generation Tame.” Make sure that your answers are NOT BOLDED, so that Ms. Hammond can tell where the question begins and your answer ends.

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| --- | --- |
|  |  |
| **Before Reading** –  Consider Prior Knowledge | Generation Tame |
| **1) Question:** ask and answer questions that help you figure out what you already know about the subject or text! | **What do you already know about teenagers’ values?** |
| **2) Scan:** look at the title, pictures, headings, layout, font, etc. What do you notice? | **What are some (2-3) formatting techniques used by the author to help increase the article’s readability?** |
| **3) Make Predictions:** based on the previous 2 steps, what do you think the text is about? | **What do you think the article will be about?** |
| **During Reading** - Comprehend | Generation Tame |
| **1) Vary Reading Rate:** slow down for deep reading and understanding, and speed up for shallow reading and understanding (skimming) | **What is the purpose of this text?**  **Who is the audience of this text? How do you know?**  **Describe a part of the article that required deep reading. Include a direct quotation from the text.**  **Describe a part of the article that required shallow reading. Include a direct quotation from the text.** |
| **2) Use Fix-Up Strategies:** when something doesn’t make sense: slow down, backtrack, look up words, stop and think, ask someone else, or reflect on what you already know.  **2) Use Fix-Up Strategies cont’d:** when something doesn’t make sense: slow down, backtrack, look up words, stop and think, ask someone else, or reflect on what you already know. | **Give an example of a point in the text when you struggled to understand, and describe the fix-up strategy you used.**  **List 3 words you were unfamiliar with, along with their definitions.**  **Word 1:**  **Definition:**  **Word 2:**  **Definition:**  **Word 3:**  **Definition:** |
| **3) Find Main and Supporting Ideas:** figure out what the text’s message is, and how you know that. The “main idea” is what the text is about. The “supporting ideas” are facts and phrases that back up the main idea. | **What is the main idea of this text?**  **How do you know? List 3 supporting ideas (facts) found in the article. Include the source of these facts.**  Example:   1. “the 2008 survey found that a full 67 per cent of adolescents… now rate family life as ‘very important,’ up from 59% in 2000.” (source: Project Teen Canada Survey) |
| **After Reading** –  Make Connections | Generation Tame |
| **1) Reflect:** ask and answer questions that confirm understanding! | **Does the author’s understanding of today’s teenagers match up with your own understanding?** |
| **2) Make Meaning:** make connections to something bigger (self, text, world). | **Name a text or experience that this article reminds you of. Explain why the article reminds you of this text or experience.** |
| **3) Extend:** ask yourself what you still want/need to know about the reading. | **Come up with 1-2 questions you still have after reading this article.** |