

Active Reading 5 Day Challenge

Monticello Mustangs, please use March 17-25th to participate in optional, self-directed learning activities. The following optional active reading strategies are available for you to utilize. Deciphering a text requires critical reading strategies. After following these steps, you will have read the text at least five times and you are actively interacting with the material.

1. Please click on the following links to see a variety of articles you may elect to read:

<https://newsela.com/search/articles/>

<http://www.kellygallagher.org/article-of-the-week>

2. Please click on the following links to see a PDF version of articles you may elect to read:

[The Do's and Don't of Social Distancing](#)

[High Schools to Tik Tok: We're Catching Feelings](#)

[A California high school found students' cellphones too distracting, so they're locking the devices up](#)

[Coronavirus Myths, Debunked: A Cattle Vaccine, Bioweapons and a \\$3,000 Test](#)

[US cities are losing 36 million trees a year. Here's why it matters and how you can stop it.](#)

Day 1: Skim through your chosen text and number the paragraphs

-You want to be able to cite and refer to the text in either writing or conversation. One simple way to do this is by numbering each paragraph, section or stanza in the left hand margin.

Day 2: Chunk the text

-When faced with a full page of text, reading it can quickly become overwhelming. Breaking up the text into smaller sections (or chunks) makes the page much more manageable. Do this by drawing a horizontal line between paragraphs to divide the page into smaller sections. For example, the first three paragraphs may be the hook and thesis statement, while paragraphs 6-8 may be the where the author addresses the opposition. It is important to understand that there is no right or wrong way to chunk the text, as long as you can rationally group certain paragraphs together

Day 3: Underline and circle...with a purpose

-To simply underline “the important stuff” is too vague. You are looking to underline and circle very specific things. Think about what information you need to take from the text. For example, when studying an argument, underline “claims.” We identify claims as belief statements that the author is making. You’ll quickly discover that the author makes multiple claims throughout the argument. When studying poetry, underline the imagery you find throughout the poem. Circling key terms is also an effective close reading strategy. Key terms are words that: 1. Are defined. 2. Are repeated throughout the text. 3. If you only circled five key terms in the entire text, you would have a pretty good idea about what the entire text is about. Additionally, circle the names of sources, power verbs, or figurative language.

Day 4: Left Margin....what is the author SAYING?

-It isn’t enough to “write in the margins”. We must be very specific and chunk the text into manageable portions of four to ten lines or sentences. In the left margin, summarize each chunk. Do this in 10-words or less. The chunking allows you to look at the text in smaller segments, and summarize what the author is saying in just that small, specific chunk.

Day 5: Right Margin...dig DEEPER into the text

-In the right-hand margin, complete a specific task for each chunk. This may include:

- Use a power verb to describe what the author is DOING. (For example: Describing, illustrating, arguing, etc..) Note: It isn’t enough to write “Comparing” and be done. What is the author comparing? Be specific.
- Ask questions about the text and dig deeper into the WHY and HOW.

(Adapted from an original blog post by Court Allam and directly sourced from [craftx.org/interrogating the text](http://craftx.org/interrogating-the-text))