ThinkSheet about
What Is Reading?

Answer the following questions after reading the above essay and studying the figures therein.

1. Find evidence in the above essay and Figure 1 to support this statement: "Reading is an ACTIVE process."

2. Using the comments of the literacy researchers (pp. 2d-4a, 7-8), explain how reading for meaning is "a goal-directed activity," "a selective process," and "an event."

3. What is in your "mental backpack" to use as a reader to make sense of your difficult, academic texts?

4. Using the explanation of "cueing systems" (pp. 4-6), create your own explanation of how reading works and end with a useful definition for you.

5. How might this definition influence how you read your academic texts? That is, how does this definition of reading lead to certain decisions you make as you read that you would not make if you defined reading in another way?

6. Consider the examples of the three hypothetical readers (pp. 12-13). Which reader most closely represents your current self when reading an important but difficult text? How so? What can you learn from this reader to help you be a better academic reader in your discipline?

7. Complete the continua for "What Kind of Academic Reader Am I?" (pp. 18-19).

   a. Compare and contrast this experience with your responses from the first time you took this assessment at the beginning of the course. What have you learned about yourself as a reader of academic texts?

   b. What are some specific actions you might take to become a more active reader?