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ACTIVE READING STRATEGIES

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Active reading strategies involve purposefully engaging with text through actions like annotating, questioning, summarizing, predicting, and connecting ideas to improve comprehension and retention, moving beyond passive reading by marking up texts, asking "who, what, why," visualizing, and connecting to prior knowledge. Key techniques include previewing text, paraphrasing complex ideas, and reviewing material by explaining it to others or self-testing. There are many different active reading strategies. Each strategy has a specific purpose, but students can use these strategies in tandem to fully understand a text. Some active reading strategies include looking for the author's purpose, reading and thinking aloud, annotating, making predictions, chunking, questioning, clarifying, using references, and summarizing. Active reading strategies are described below.

Key words: Strategic reading Approach, Retention of information, Meaning-making, Deep understanding, Analysis and evaluation, Reader-text interaction, Comprehension improvement, Interactive reading process, Purposeful reading, Critical thinking, Active engagement with the text.

Active reading is a comprehension strategy that helps readers understand a text and think more critically about it. These strategies do not come automatically to new readers, so teachers must help students through the process. The active view of reading is important because it encompasses techniques that help students develop critical thinking skills. Critical thinking refers to objectively questioning, analyzing, evaluating, and judging an argument, concept, or idea. Some examples of these reading techniques include questioning

and predicting. Predicting is when students try to guess what will happen in a story or a text. Summarizing is another important skill in which a writer identifies the most crucial information. Students can also be asked to clarify whereby they re-read or restate parts of the text to develop their understanding of what is written. One way a teacher may develop comprehension is by employing the read-and-think-aloud strategy.

Strategic reading

Strategic reading is a conscious and planned approach to reading in which the reader uses specific techniques to understand, analyze, and remember information effectively. It involves active engagement, goal-oriented reading, and the use of various strategies before, during, and after reading.

Strategic reading is an essential skill that transforms reading from a passive activity into an active, intentional, and analytical process. By using a variety of strategies before, during, and after reading, learners enhance their comprehension, improve critical thinking, and become confident, independent readers. It is a key tool for academic success and effective learning.

Retention of information

Information retention is the brain's ability to encode, store, and retrieve knowledge, skills, and experiences over time, moving them from short-term to long-term memory for future use, crucial for learning and problem-solving. Effective retention relies on focusing, understanding, making information meaningful, and using strategies like active recall, spaced repetition, visualization, and consistent practice to combat the natural forgetting curve. Memory is the faculty of the mind by which data or information is encoded, stored, and retrieved when needed. It is the retention of information over time for the purpose of influencing future action. Poor knowledge retention is caused by factors such as lack of reinforcement, inadequate training, limited engagement, poor documentation, and ineffective Retention gives us the meaning of remembering in retrieving or recalling what students have learned from experiences, experiences, information and others during a certain period after learning and acquisition. There is an ability to retain and remember, and there are factors that affect retention, including:

- 1-If students are more mature, intelligent and experienced, they learn at a remarkable speed and retain information at a greater and better level.
- 2-The material with meaning is retained by the students more than the material that does not have a clear meaning.

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3-The internal links that exist to organize the learned material and its relevance to the learner himself, not only facilitate learning, but are useful or easy to retain well.

4-The student's level of intention to learn affects the level of information retention, as well as the rate of the original learning.

5-Through re-teaching and reviewing, the process of enhancing information retention takes place. Learning leads to raising students' achievement and achieving their retention of educational experiences through their mastery of their school duties and the transmission of the impact of learning, and the need to repeat the progress of experiences, information, concepts and skills for students so that they can store and retain them appropriately and remember them easily and easily.

Retention gives other terms that give the same concept of retention, and they have been used in some educational and psychological studies and research, such as (retention, deferred collection or deferred collection..), and they do not differ from retention in anything, as they all share one goal, which is to know the information that can be Students remember it and recall it after a certain period of time.

Meaning-making

The Making Meaning thinking routine asks learners to explore an already familiar topic, concept, idea, or event through connection making, wondering, building explanations, and synthesising in order to achieve deeper learning. This routine highlights the notion of building understanding in a collaborative way. Another meaning-making strategy people use is to create meaning by valuing their own life. People who create meaning in this way may try to cherish the life they have, try to find their purpose, or change their lifestyles. Meaning making involves revising one's view of the situation and reformulating one's beliefs and goals in order to regain consistency among them. Meaning-making is the process by which students interpret, understand, and make sense of the information, experiences, and the world around them. It's a critical component of learning that moves beyond the acquisition of facts and information. It is the process of actively constructing knowledge by building on their prior understanding and experiences and engaging with content in a meaningful and relevant way. Fostering meaning-making requires that educators cultivate learning environments and design learning experiences that encourage students to question, analyze, synthesize, and apply information in new contexts. There are many vehicles for meaning-making, some individual and some collaborative. Discussions, debates, problem-solving activities, and reflective practices are some of the ways that educators can help students connect new knowledge with their existing framework of understanding. The goal of promoting meaning-making in the

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classroom is to develop independent learners who can think critically, solve problems, and apply their knowledge. Below are a few examples of meaning-making activities teachers can ask students to complete individually to construct understanding by deeply engaging with the content, encouraging critical thinking, and fostering the development of analytical skills

Create An Analogy: Encourage students to make a comparison or create an analogy. An analogy, or comparison, challenges students to think about a thing's qualities or characteristics to explain how it is similar to something else.

Compare and Contrast: Challenge students to compare and contrast two concepts, processes, issues, or phenomena to identify their similarities and differences. Students can capture their work on a Venn Diagram, in writing or drawings, or with a verbal explanation.

Draw a Concept Map or Flowchart: Ask students to surface their learning visually and make connections. Encourage them to begin by identifying the main concepts covered in a lesson, video, article, chapter of a text, or podcast, and create a concept map or flowchart to show how those concepts fit together. How are they connected or related to one another?

Active engagement with the text

Active engagement with a text means reading with a purpose, interacting with the material through highlighting, note-taking, questioning, and summarizing to achieve deeper comprehension, better retention, and critical analysis, rather than passively skimming words. Key strategies include previewing the text, annotating margins with questions or brief summaries, paraphrasing key ideas, and discussing the text to build connections and evaluate arguments.

In conclusion, active reading strategies transform reading from passive to engaged, crucial for deep comprehension, better retention, and critical thinking by using techniques like questioning, summarizing, annotating, and connecting text to prior knowledge, ultimately making learning more efficient, focused, and impactful for academic success and deeper understanding. These methods, including previewing, summarizing, and self-testing, build a stronger connection to the material, helping readers identify main ideas and retain information long-term, making it a vital skill for any learner.

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