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|  | **1.1.1 Checkup: Active Reading Strategies** | | Checkup |
| Economics | Name: |  |
| Date: |  |

Use this sheet to keep track of the important concepts covered in this activity. If you need help answering any of the questions or identifying key concepts, check with your instructor. Save this sheet for review when preparing for quizzes and tests.



1. Fill in the chart to review your understanding of the eight main active reading strategies.

|  |  |
| --- | --- |
| **Strategy** | **Your definition** |
| Asking questions |  |
| Making mental images |  |
| Predicting |  |
| Summarizing |  |
| Activating prior knowledge |  |
| Drawing inferences |  |
| Using text features and visual cues |  |
| Monitoring and applying fix-up strategies |  |



1. Imagine that you're reading about the different roles the government can play in regulating monopolies. The text identifies three ways governments do this work: (1) restrict monopolies that hinder competition, (2) regulate monopolies that provide services, and (3) provide information to the public to prevent market failures. What mental image could help you remember these three means of regulation?

2. You're reading a short newspaper article about the unemployment rate in your state. The unemployment rate is the percentage of people in the workforce (people currently employed or actively looking for work) who are classified as unemployed. The article says that the unemployment rate for the state is at an all-time low. However, the article also notes that underemployment is a major problem for the state — there are a number of people in the state who are too frustrated to look for work. What inference could you draw from this information?

3. You're reading a long, difficult passage about U.S. monetary policy. When you get to the end, you realize you didn't understand any of it. What active reading strategy could you have used? What can you do now?

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