



## **Learning Project:**

# **GED Language Arts, Reading and You**

## **Inquiry Activity #2: Developing Your Reading Action Plan**

*(Note: Italicized portions should be directed to students.)*

### **1. Identifying the Problem**

*Your task in this Inquiry Activity is to look at the section of the Action Plan in Appendix 2 of GED as Project: Volume 1 and add a new section which you will call My Reading Action Plan. The questions asked in the reading section of the Action Plan are:*

- 1. With which kinds of reading am I most familiar?*
- 2. What do I want to know about reading?*
- 3. How can I develop reading strategies to help with the reading selections?*
- 4. How can I use my thinking skills to help with the questions?*
- 5. How can I use my test-taking skills in the reading portion of the GED?*
- 6. What parts of the “GED and You” Action Plan can I use in this Reading Action Plan?*

*Again, don't start doing the work. Instead think about your understanding of the questions. Ask others if you need clarification.*

### **2. Becoming Familiar with the Problem (Individually)**

*Review the work you did in Inquiry Activity #1 of this Learning Project.*

*Review the Action Plan you developed.*

*Review the questions in the reading portion of the Action Plan listed above. Make some preliminary notes about what you already know about the subject.*

### **3. Planning, Assigning, and Performing Tasks**

#### ***Planning***

*This is an individual activity. Plan how you are going to approach the task of answering the questions.*

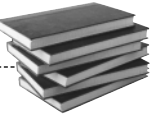
#### ***Performing***

##### ***Doing the Work***

*Start to think in a systematic way to develop an Action Plan for GED Language Arts, Reading.*

##### ***Reaching a Conclusion***

*Develop your Language Arts, Reading Action Plan.*



#### 4. Sharing with Others

This activity is designed to help build awareness of the reading section of the language arts portion of the GED, the reading genres that are used in the test and how the learners interact with them. Becoming aware of these issues is an important part of the learning process.

Discussing them is important too. Everyone should share his or her Reading Action Plan with the instructor. The Plan should indicate that the learner's understanding has deepened, each in different ways. One person's insight, whether instructor's or classmate's, might help someone else's understanding.

*Decide if you would like to share your work with a partner, a group, or the class. You will be asked to share your revised plan with your instructor.*

#### 5. Reflecting, Extending, Evaluating

**Reflecting:** *Think about what you have learned.*

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *What new discoveries have you made about the GED, thinking skills, and reading?*
2. *What questions do you now have about the GED, thinking skills, or reading?*

**Extending:** *Extend what you have learned to new situations.*

These questions tend to be creative or practical in Sternberg's *Successful Intelligence* model.

1. *Develop a new set of questions for the Reading Action Plan.*
2. *Who at work or in your neighborhood might be able to help you study reading?*

**Evaluating:** *Assess what you learned and how you learned it.*

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *How do you feel about your motivation to pass the reading portion of the GED?*
2. *How are you going to study for reading?*
3. *Are you reading any more outside class? If so, how might that help you improve your reading skill?*

