Lecture Notes: **"***Reading For Your Brain"*

a. **Purposes for reading** (Why do instructors assign reading? What are other examples of reading purposes)

**b. Prior knowledg**e: of topic, of genre (give examples: textbook, scholarly article, poem/short story)

**c. Specific Strategies**

i. **Before**
- Preview (look at headings, highlights, visuals, guiding questions)
- If possible: Ask instructors to clarify main terms, concepts, and issues
- Skim- focus on beginning and end of paragraphs and sections.
- Examine other examples of new genre
  - Talk to classmates
  - Use the internet to gain more background knowledge

ii. **During**
- Read with purpose, making connections to prior knowledge
- Use your note-taking strategy (Post-its? In-text symbols and notes? Notes on a separate chart or paper?)
- Test yourself- try to summarize in your own words; picture the situation in your mind; make connections between old and new knowledge.

- Use fix-up strategies as needed:

1. Re-read and/or adjust reading speed
2. Give your brain relevant 'CATALYSTS'
3. Try to identify WHY you don't understand, and write a clarifying question or comment.
4. Skip a word or section if needed
5. Do a bit of 'quick research' online to fill in knowledge gaps or find simpler explanations
   *__**Don't**__ look up every unknown word
   *__**Don't**__ worry about understanding *everything*. Aim instead to understand the main ideas and concepts.

iii. **After**
- Test yourself--teach the material to someone else or make an outline of the material.
- Talk to classmates and/or Approach your instructor (or class discussion) with 'clarifying questions'

## SQ3R Chart – (for Reading Response, etc.)

**Title Of Work:** _____

**Survey:** *Record important titles, subtitles and other observations from work.*

_____

_____

**Question:** *Write "Who, What, When, Where, and Why" questions from main topics.*

_____

_____

_____

_____

**Read:** *Write answers to questions from above.*

_____

_____

_____

_____

**Recite:** *Record key facts and phrases as needed for each question.*

_____

_____

_____

_____

**Review:** *Create a summary paragraph for each question.*

_____

_____

_____

## Why is context so important in reading?

**Sample text 1- Title: _____**

*The procedure is actually quite simple. First, you arrange items into different groups. Of course, one pile may be sufficient depending how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one never can tell.*

*After the procedure is complete, you arrange the materials into different piles again. Then you can put them into their appropriate places. Eventually they will be used again, and the whole cycle will then have to be repeated. However, that is a part of life.*

**SAMPLE 2**: (from http://www.gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm)

"Metacognition" is one of the latest buzz words in educational psychology, but what exactly is metacognition? The length and abstract nature of the word makes it sound intimidating, yet its not as daunting a concept as it might seem. We engage in metacognitive activities everyday. Metacognition enables us to be successful learners, and has been associated with intelligence (e.g., Borkowski, Carr, & Pressley, 1987; Sternberg, 1984, 1986a, 1986b). Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.

"Metacognition" is often simply defined as "thinking about thinking." In actuality, defining metacognition is not that simple. Although the term has been part of the vocabulary of educational psychologists for the last couple of decades, and the concept for as long as humans have been able to reflect on their cognitive experiences, there is much debate over exactly what metacognition is. One reason for this confusion is the fact that there are several terms currently used to describe the same basic phenomenon (e.g., self-regulation, executive control), or an aspect of that phenomenon (e.g., meta-memory), and these terms are often used interchangeably in the literature. While there are some distinctions between definitions (see Van Zile-Tamsen, 1994, 1996 for a full discussion), all emphasize the role of executive processes in the overseeing and regulation of cognitive processes.

The term "metacognition" is most often associated with John Flavell, (1979). According to Flavell (1979, 1987), metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further divides metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

**Supporting Documents from http://www.bucks.edu/~specpop/reading.htm**

## Graphing Various Types of Conceptual Relationships

| Graphic Type | Relationships of ideas appropriate to this type graphic | Examples: | | |
|---|---|---|---|---|
| | | **Humanities** | **Social Science** | **Physical/Life Science** |
| **Web (for a concept)** | • Definitions<br>• Attributes<br>• Examples | Characteristics of cubism in art | Attributes of the demand curve in economics | Attributes of sun spots in astronomy |
| **Tree (for hierarchies)** | • Classification<br>• Analysis<br>• Structure<br>• Attributes<br>• Examples | Family tree of the Tudor Monarchy in England | Organization of the White House staff | Classes of isotopes in chemistry |
| **Chart (for similar concepts)** | • Compare<br>• Contrast<br>• Attributes | Comparison of imagery in poems by Anne Sexton | Comparison of the Viet Nam war to the 1988 war in the Persian Gulf | Comparison of planets of the solar system |
| **Chain (for changes over time)** | • Process<br>• Sequence<br>• Cause/Effect<br>• Chronology | Plot sequence of a novel | Stages of Piaget's theory of cognitive development | Process of cell division |
| **Sketch (for visualizing a description)** | •Physical structures<br>•Descriptions of places<br>•Space relations<br>•Concrete objects<br>•Visual images | Description of the Elizabethan stage set in a drama | Description of a complex appartatus for studying eye movements in reading | The structure of the epidermis and dermis, the two layers of skin |

**SAMPLE NOTE-TAKING FORMAT from CORNELL UNIVERSITY:**

**Subject: _____ Date: _____**

| Main Ideas | (Most Important) Details |
|---|---|
| | |
| **Summary:** | |

FOUR READING RATES – from
**http://www.csupomona.edu/~lrc/crsp/techniques.html**

Texts are written with varying degrees of difficulty and ease that affect comprehension ability. To maximize your comprehension of a text, adjust your reading style, technique, and rate to accommodate the type of text you are reading. The following chart can be used as a guide to determine which reading rate is most suitable for the different types of texts listed.

| RATE | PURPOSE | TYPE OF TEXT |
|---|---|---|
| **Skimming** | _ to locate specific information;<br>OR<br>_ to skim for the main idea or to find out what happened next | directory, dictionary, and any material which will yield a specific answer<br>easy, simple material, newspaper, magazine, fiction, research |
| **Speed Reading (fast)** | _ to read rapidly for certain details or main ideas | any material in which main ideas and supporting facts are to be picked up: newspapers, magazines, stories, easy texts, etc. |
| **Study Reading** | _ to read with maximum understanding: Survey, Raise Questions, Read, Recite, Review | textbooks, technical articles, any material which you read in detail or organize, present to others, or for which you are held responsible |
| **Careful & reflective** | _ to follow directions, for example, how to make a cake or perform a chemistry experiment; to reflect on content; to evaluate; to enjoy; to read aloud to share an aesthetic experience | directions; any work which contains great thoughts; some reports of current events; editorial pages of newspapers; poetry, drama, etc.; descriptive materials; anything read orally |

**WAYS OF READING- David Bartholomae & Anthony Petrosky**
From http://www.csupomona.edu/~lrc/crsp/techniques.html

All college students can read on some level; however, many do not read *effectively*. In other words, many students think they can understand concepts or lessons by memorizing the words and information rather than understanding the ideas which are expressed by words. Consequently, information is retained mainly for the purpose of passing an exam; memorization is mistaken for learning. Therefore, it is crucial for college students to develop reading strategies and techniques that will aid in learning, understanding, and retaining key concepts from textbooks, essays, novels, technical materials, and other kinds of reading. David Bartholomae and Anthony Petrosky offer a different way of thinking about reading in their text *Ways of Reading*. They emphasize the importance of implementing various strategies and techniques into your reading. […] These reading strategies and techniques can guide you in becoming a stronger, more critical reader with greater chances of comprehending and retaining what you read.

## READING STRATEGIES

If you know something about a text you are going to read, your perception, interpretation, and understanding of that text will likely begin before you start to read. Even if you do not know anything abut a text, your mind tries to make sense of what you are attending to. You may have experienced frustration with trying to read something that you did not understand; you may have tried to tackle it, or you may have given up discouraged because it seemed too foreign, too inaccessible. A feeling or sense of difficulty or confusion when tackling something new is normal. Most people experience this feeling when confronted with new ideas, thoughts, or concepts. Recall a time when you found some new task difficult or confusing. Later, when you had mastered the task, it seemed easy. This will also happen with your reading and writing; as you practice, it will become easier.

Think of your work with reading as a new experience to be tackled and mastered. Realize that your mind will make sense of each new project it takes on. Making sense of a text often requires a conscious effort on your part which can and might include: paying attention to clues before you begin to read, connecting what you are reading to material you have read before, aiming for a comprehensive rather than a fragmented view of the text, seeing the text from many different perspectives, and working as an active, not a passive, reader. To help you improve your reading, thinking, and writing performance, take advantage of introductions, headnotes, footnotes, and illustrations included in many texts. Many readers skip these helpful additions and miss opportunities to create stronger, fuller readings. Good readers will take advantage of these helps.

Titles reveal an abundance of information about texts. Taking time to think about a title can help you with your reading. From a title, what concrete things can you say about the text or its author? What assumptions might you make about the reading? Remember that authors choose their titles and their words with care; one of their goals is to communicate, so pay attention to titles since titles can signal meaning before you begin to read.

When you read an essay, try to read without stopping each time you come to a word or phrase you do not understand. Jot down or underline words you do not know and look them up in a dictionary *after* you have finished reading. If you interrupt your reading a number of times, it will be more difficult to create an understanding of a whole text. We realize that there is a temptation to stop each time you encounter an unfamiliar word. Most of us have been taught, somewhere along the line, that we must read and understand every single word in order to make sense of a text. Usually, though, interrupting your reading has the opposite effect and will cause your reading to be fragmented. If you keep stopping, it might be difficult to create an overview of a reading. Starting and stopping might make it difficult to remember what you have read. One strategy that often proves more effective than stopping your reading to look up individual words is to determine the meaning of words or phrases in context. You should do this quickly; do not get bogged down trying to figure out a word. If you cannot get it quickly, move on. When trying to figure out a word's meaning from the context, look at the function of the word: What does it seem to mean? What does it do in the sentence? What possible meanings and functions would be nonsensical? By decoding the meaning of words in context, you are more likely to increase your reading speed, comprehension, and vocabulary.

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**Academic Reading Worksheet**

**PREVIEW and CONNECT:** [*purpose, genre, features, main topics, essential terminology, etc.*]

**PREDICTIONS**
(set-up for notetaking):

| Page/ section | Main Idea, Quote, or Concept | Reaction or Question |
|---|---|---|
| | | |

**OVERALL:** (observations, comments, questions)**:**