**Self-Instructional Program**

**The Essential Academic Reading Strategies**

INTRODUCTION TO THE PROGRAM:

We hope you enjoy this experience of becoming an effective academic reader. This program has 10 lessons, 11 strategies, and one Integration Day. These are the most essential strategies for finishing your assignments, engaging with the reading material, and understanding and remembering it. As you learn the strategies, you will come to use them naturally any time you read to learn. Later, you might desire to learn the other strategies which focus on critical and creative thinking as you read to learn, research reading, exam reading, and other advanced reading strategies which are included in the Complete Self-Instructional Guide.

The lessons are organized into READ and DO activities—the page numbers refer to the handbook *Learn More and Read Faster (LM&RF)—*4th edition.

NOTE #1: When you are directed to read part of a page, the page number is given and then a letter “a” through “d” to indicate where on the page to begin to read: *a* refers to the first quarter of the page, *b* the second quarter, *c* the third, and *d* the last quarter of the page. This is also true if the page is in columns: *a* and *b* on the left column and *c* and *d* on the right column.

For this Self-Instructional Program for Essential Academic Reading Strategies, you need . . .

1. The handbook, *Learn More and Read Faster—*4th edition, which you obtain from BYU Academic Publishing: BYUStore.com. Search for “Learn More.” Or order here.
2. Access to a variety of texts you need/want to read.
3. A copy of the [Self-Instruction SEQUENCE CHART—Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) so you can see where you are in the course.
4. A copy of the [Self Instruction CHECKLIST—Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx) (adapted from p. 356).

Suggestion: Because the Checklist is used with every strategy lesson, place a copy in a sheet-protector for easy reference. You could mark it with a water-color pen and then erase the checks at the end of the lesson so you can use it for the next lesson. Once you become used to the sequence, just glance at the checklist to remind you of the actions to take.

1. A copy of Ten Lessons—Essential Strategies. (pp. 3-14 that follows.)
2. [Materials—Essential Strategies.](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Materials-chart-for-Essential-Self-Instructional-Course.docx) These are linked to each lesson as well as here. We recommend you open the link here and run them off at the beginning of the course, so you are ready for the lessons without having to go to the printer each time. (Run off the Sequence Chart and the Checklist only once and use them each lesson.)

Practice the strategies with diligence and mindfulness as per this Self-Instructional guide and the ThinkSheets. As soon as possible after learning a strategy, try it again on other texts. Refer to its ThinkSheet until the strategy becomes natural for you and you feel confident you can choose the appropriate strategies to use and adapt to the demands of any text situation.

NOTE #2: This Self-Instructional guide follows the Checklist but puts in the specific instructions needed for each principle and strategy taught in a lesson. Use the checklist and this guide together for every strategy lesson.

NOTE #3: You may choose to spread out any lesson across several days. When questions are asked in the lesson, you may choose to give the answers in your mind, say them aloud, or write them. The person who pilot-tested the lessons did not write her answers unless directed to do so.

**LT:** **Estimated** **Learning Time:** To give you an idea of the time involved for each lesson, you will see the approximate time listed to the far right of the lesson title. This is the time to learn the principle and strategy, to set up before practicing on your own text, and to follow up after practicing. You may work faster or slower than these estimated times. Additional time is needed to watch the videos—time is listed at the end of the video link. These activities do NOT count practice time for the reasons listed below:

**Practice Time** is completely dependent on the text you choose to read, your purpose for reading it, and what you bring to the text. (You bring your motivation, your purposes, your mood, your background knowledge, amount of practice up to that point, etc. See Figure 21, p. 329 in *LM&RF* to see the factors influencing what you “bring to the text.”) When the lessons were pilot-tested and timed, the practice times varied widely. Why? Think of the difference between reading a two-page news article while waiting for a ride vs. reading a difficult 35-page organic chemistry chapter to prepare for a class discussion and important exam. Here are other reasons why practice time will vary:

* Each person’s learning style is different.
* Each person’s reasons for learning from a particular text are different.
* Each person’s background knowledge for learning from a particular text is different, making the difficulty of a text different for each reader.
* The time you need to work on the text is different. Sometimes the actual time to practice may take long enough that you decide to divide the practice times into more than one session.

In other words, supplying an estimate of practice time would be meaningless and misleading.

We urge you to give priority to practicing with your important texts, the ones you need and want to read. Doing so will increase the relevance and power of the strategies to help you learn well what you need and want to learn.

**Lesson 1** **Introduction** Estimated Total Time: <48 minutes

\_\_\_**Read** pages v and 4a. (As explained in NOTE #1, *a* indicates that you are to look at the first quarter of the page—for example, in this case you stop reading on p. 4 at the top of the left column before the next heading.)

\_\_\_**Do**: Retell what you learned about the purpose of the handbook.

\_\_\_**Do**: Close the handbook for now. Complete the left column of the Four Key Concepts ThinkSheet, making your best guess about the meaning of each concept.

\_\_\_**Read** pages 4-8a/b.

\_\_\_**Do**: Watch PPT “Four Concepts for Essential Strategies” (<13 minutes).

\_\_\_**Do**: Return to the Four Key Concepts ThinkSheet you already started. Complete the right column, explaining in your own words what each means.

\_\_\_**Read** pages 9b-11.

\_\_\_**Do**: Tell how the handbook is organized. Also tell why the strategies are arranged differently in the handbook than the order you would learn them in a face-to-face or online course. Self-Instruction SEQUENCE CHART—11 Essential Strategies. For the answer, see 11a.

\_\_\_**Do**: Study the Self Instruction CHECKLIST—Essential Strategies and prepare to use it beginning with the next lesson.

**MATERIALS**

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| 1 | Introduction &  Four Key Concepts | *Learn More & Read Faster,* 4th ed.   * Demo[: PPT Four Concepts for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/PPT-Four-Concepts-for-Essential-Strategies.pptx) * [ThinkSheet: Four Key Concepts](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/ThSh-Four-Key-Concepts.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx) |

**Lesson 2 Preview for Structure: *Skeleton*** Learning Time: <40 min.

(see page 2 above for explanation)

*Skeleton* is presented first so you can experience a useful and important strategy immediately and so you can see how learning a strategy from the handbook works in this program.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy* |
| 1 Chapter Intro | p. 25a, and pages listed therein: p. 343, then 51 |
| 2 Preview | pp. 25-30 |
| 3 Principle | pp. 25-26 |
| 4 *Strategy* | pp. 27-28 |
| 5 Demonstration | Watch the video: Skeleton:<https://youtu.be/yaKUpZDCvuY> 7:19 min |
| 6 ThinkSheet | pp. 29-30 *Skeleton* ThinkSheet and study it carefully. |
| 7 Practice | Shaded box, p. 27  Instructions on ThinkSheet, p. 29  Do a *Skeleton* of your own text. |
| 8 Review | p. 25b, Answer 1,2 and 5 |
| 9 More Practice\* | Later, practice *Skeleton* on other texts (best of all, do a *Skeleton* soon for every text you are to read this semester!). |

**MATERIALS**

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| 2 | *Skeleton* | Before  layer | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Skeleton* <https://youtu.be/yaKUpZDCvuY> * [ThinkSheet: *Skeleton*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/29-Skeleton.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

\*For this Self-Instructional Program of Essential Strategies, I have deleted from all the lesson plans three activities you would use for each lesson in the Complete 32 lesson program: the speeding-up drills, reading logs, and the self-evaluation rubric. If you want to do those, switch to the Complete 32-Lesson Guide and do as many of those lessons as you desire.

**3: Preview for Content—*T.H.I.E.V.V.E.S. with Snatches*** LT: < 25 min.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review Intro, p. 25a. |
| 2 Preview | pp. 31-35 |
| 3 Principle | Review pp. 25-26 |
| 4 *Strategy* | pp. 31-33  Memorize the meaning of each letter in T.H.I.E.V.V.E.S. acronym |
| 5 Demonstration | Watch the video: T.H.I.E.V.V.E.S. with Snatches:  <https://youtu.be/i4PP_cC5mUk> 9:01 min. |
| 6 ThinkSheet | p. 34, p. 35, *T.H.I.E.V.V.E.S. with Snatches* ThinkSheet and study it carefully. |
| 7 Practice | Shaded box, p. 31  Instruction box, top of the *T.H.I.E.V.V.E.S. with Snatches* ThSh, p. 34  Follow the steps on the ThSh |
| 8 Review | p. 25b, Answer 1, 3, 4, and 5 |
| 9 More Practice | Later, practice *T.H.I.E.V.V.E.S. with Snatches* on other texts*.* |

**MATERIALS**

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| 3 | *T.H.I.E.V.V.E.S. with Snatches* | Before  layer | *Learn More & Read Faster,* 4th ed.   * Demo: Video *T.H.I.E.V.V.E.S. with Snatches* <https://youtu.be/i4PP_cC5mUk> * [ThinkSheet: *T.H.I.E.V.V.E.S. with Snatches*](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/34-THIEVVES-with-Snatches.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

**4: Set Purpose—*Launch*** LT: <40 min.

**Check Purpose—*Met Purpose?*** LT: <15 min.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy* |
| Set Purpose: *Launch* | |
| 1 Chapter Intro | Review Intro, p.25a |
| 2 Preview | pp. 36-43 |
| 3 Principle | pp. 36-37 |
| 4 *Strategy* | pp. 38-41. Table 2 will help you form strong purposes to guide your reading, p. 40. |
| 5 Demonstration | Watch the video: Launch (BEFORE) and Met Purpose? (AFTER):  <https://youtu.be/o8eqYKheANo> 8:25 min. |
| 6 ThinkSheet | p. 42, *Launch & Met Purpose* ThinkSheet and study it carefully. |
| 7 Practice | Shaded box, p.38  Instructions on ThSh, p. 42  Complete the top box and left col. of ThSh;  Read your text keeping your purposes constantly in mind. Let them guide your reading. Suggestion: Number your purposes and when they are addressed in the text, put P1, P2, etc., for Purpose #1, Purpose #2, etc.  Complete the center column of the ThinkSheet. You have now completed the parts of the ThinkSheet for BEFORE reading and for DURING reading. |
| 8 Review | p. 36a, Answer all five questions |
| Check Purpose: *Met Purpose?* | |
| 1 Chapter Intro | Review Intro, p. 137a |
| 2 Preview | pp. 137-139 |
| 3 Principle | p. 137 |
| 4 *Strategy* | pp. 138-139 |
| 7 Practice | Practice *Met Purpose?* with the same text you just read today. Complete the right-side column of the *Launch* & *Met Purpose?* ThSh, p. 42. |
| 8 Review | p. 137b. Answer all three questions. |
| 9 More Practice | Later, practice *Launch & Met Purposes?* on other texts*.* |

**MATERIALS**

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| 4 | *Launch*  *Met Purpose?* | Before  After | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Launch* and *Met Purpose?* <https://youtu.be/o8eqYKheANo> * ThinkSheet: [*Launch* and *Met Purpose?*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/42-Launch-and-Met-Purpose.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

**5: Synthesize Along the Way: *Telegram*** LT: <22 min.

**Synthesize—Parts to Whole: *Make an Abstract*** LT: <25 min.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy* |
| Synthesize Along the Way: *Telegram* | |
| 1 Chapter Intro | Review Intro, p.61a |
| 2 Preview | pp. 61-62d, 69-74 |
| 3 Principle | Review pp. 61-71 |
| 4 *Strategy* | pp. 69-71 |
| 5 Demonstration | Watch the video: *Telegram* (DURING) and *Make an Abstract* (AFTER): 12:13 min. <https://youtu.be/9EkdVp4yyvM> |
| 6 ThinkSheet | p. 72, *Telegram* ThinkSheet; p. 73, *Telegram* and *Make an Abstract* ThinkSheet; example, p. 74. Study them carefully. |
| 7 Practice | Shaded box, p.69  Instructions on ThSh, p. 72  Practice this strategy. For Step 1 on the ThinkSheet. Put your telegrams on sticky tabs about 2” x 1 ½.” Also postpone doing Step 4—*Make an Abstract.* |
| Synthesize—Parts to Whole: *Make an Abstract* | |
| 1 Chapter Intro | Review Intro, p. 137a |
| 2 Preview | pp. 164-179 |
| 3 Principle | p. 164-165a |
| 4 *Strategy* | pp. 165-170 |
| 6 ThinkSheet | Use the one you have already copied, p. 73. |
| 7 Practice | Shaded box, p. 165  ThinkSheet, p. 73. Place the Telegrams on sticky tabs onto the ThinkSheet starting in the top left-hand corner and progress left to right around the center. See example, p. 74.  Practice *Make an Abstract* with this same text. Create your abstract remembering the ABCC’s of an abstract, p. 165b and use the questions listed there to help lead you to the central message. Many students have found the Publishable Abstract to be the most useful for putting the text’s points into memory. It is a strong review strategy because of the thinking you do to produce it.  Read over your abstract and evaluate/revise it to fit the ABCC’s. |
| 8 Review | p. 61b: Review your answers to the questions for Synthesizing Along the Way. Focus on #4 for *Telegram.*  p. 164a: Revisit the questions for Synthesizing—Parts to Whole. Answer all the questions. |
| 9 More Practice | Later, practice *Telegram* and *Make an Abstract* on other texts*.* |

**MATERIALS**

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| 5 | *Telegram*  *Make an Abstract* | During  After | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Telegram* and *Make an Abstract* <https://youtu.be/9EkdVp4yyvM> * ThinkSheet: [*Telegram*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/72-Telegram.pdf) * ThinkSheet: [*Telegram and Make an Abstract*](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/73-Telegram-and-Make-an-Abstract.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

**6 Ask Questions—*Professor’s Questions*** LT: <27 min.

**Ask Questions—*My Questions*** LT: <23 min.

For this lesson, choose to read a text for one of your classes. If you are not currently taking any classes, choose a former professor you’ve had in this field or pretend the author is your professor.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy* |
| **Ask Questions: *Professor’s Questions*** | |
| 1 Chapter Intro | Review Intro, p.61a |
| 2 Preview | pp. 80-90 |
| 3 Principle | pp. 80-81b |
| 4 *Strategy* | pp. 81c-83b |
| 5 Demonstration | Watch the video: Ask Questions: *Prof’s Questions, My Questions*:<https://youtu.be/yaKUpZDCvuY> 10:08 min. |
| 6 ThinkSheet | p. 88, *Prof’s Questions* and *My Quesitons* ThinkSheet, left column only for now, p. 89, and the examples in the left column, p. 90. Study it carefully. |
| 7 Practice | Shaded box, p.81b-c  Follow ThSh instructions, p. 89. First, “Read the Professor” before beginning to read your chosen text. Use some/all the suggested questions in the top left box, p. 89, and the G.U.E.S.S. acronym, p. 81  Then, preview the text for content and set an overall purpose.  Now read the text and pause to write questions you think this teacher will expect you to answer—put them in the left-hand column of the ThinkSheet or write them in the margins of the text.  When finished with the reading assignment, use an AFTER strategy to solidify what you need to learn (such as *Met Purpose?*). Try to answer some of your questions or dismiss others for good reason. |
| 8 Review | p. 80a, Answer 1-4 and 6 |
| 9 More Practice | Practice *Prof’s Questions* on other texts later. |
| **Ask Questions: *My Questions*** | |
| 1 Chapter Intro | Review Intro, p. 61a |
| 2 Preview | Refresh your memory of pp. 80-90 |
| 3 Principles | Review pp. 80-81b |
| 4 *Strategy* | pp. 83c-87. Give special attention to Table 5: “Question-Starters Chart” and to Table 6: “Bloom’s Revised Taxonomy Adapted for College Students to Ask Questions about Text.” Both will push you to ask different types of questions beyond what you may be used to.  Realize that after you tart prodding yourself naturally to be curious and to ask genuine, gripping questions, you will likely not need the ThinkSheet—besides, there is rarely enough room on the it for the many questions you will ask the author and the text. Instead, write your questions in the margins or make a marginal gloss (see box, p. 104, #3). |
| 6 ThinkSheet | p. 88, use a copy of the *Prof’s Questions* and *My Questions* ThinkSheet, (the same copy as for *Prof’s Questions* if the same chapter or a new copy if a different chapter), study the instructions on the right column, p. 89, and the examples of one way to set up for *My Questions* as shown in the right column, p. 90. This example uses “The Question-Starters Chart,” Table 5, p. 84. |
| 7 Practice | Shaded box, p. 83c  If you haven’t already, preview the text for content and set an overall purpose.  Now read your text and pause to write your genuine questions. Put them in the right-hand column of the ThinkSheet or in the margins or in a margin gloss, p. 104, #3.  When finished, choose an AFTER strategy to solidify what you need to learn from your text. |
| 8 Review | p. 80a. Answer all three questions, especially #5 if you already answered the questions well for *Prof’s Questions.* |
| 9 More Practice | Later, practice *My Questions* on other texts. |

**MATERIALS**

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| 6 | *Prof’s Questions*  *My Questions* | During  During | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Ask Questions: Professor’s Questions* and *My Questions* <https://youtu.be/yaKUpZDCvuY> * ThinkSheet: [*Professor’s Questions* and *My Questions*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/88-89P1.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

**7: Interpret Graphics—*Visual & Technical Reading***LT: < 36 min.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review Intro, p. 61a. |
| 2 Preview | pp. 127-133 |
| 3 Principle | Review pp. 127-128a |
| 4 *Strategy* | pp. 128-131 |
| 5 Demonstration | Watch the video: *Visual & Technical Reading*:  <https://youtu.be/zGwY7_hB6Hk>(11:27) |
| 6 ThinkSheet | p. 132, the *Visual & Technical Reading* ThinkSheet and study it carefully. |
| 7 Practice | Select an academic text with visual information.  Shaded box, pp. 128b-129  Instructions ThSh, p. 132  Practice this strategy and complete all the steps on the ThinkSheet.  After experiencing this strategy and studying the Tips, p. 130b-d, you might like to generate your own questions for the types of graphics you anticipate encountering often in your studies. |
| 8 Review | p. 127a. Answer all the questions. |
| 9 More Practice | Later, practice *Visual & Technical Reading* on other texts. |

**MATERIALS**

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| 7 | *Visual & Technical Reading* | During | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Visual & Technical Reading* <https://youtu.be/zGwY7_hB6Hk> * ThinkSheet: [*Visual & Technical Reading*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/132-Visual-and-Technical-Reading.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you need/want to read |

**8: Explain—*Be the Teacher***LT: < 31 min.

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist  for This Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review Intro, p. 137a |
| 2 Preview | pp. 171-174 |
| 3 Principle | pp. 171-172a |
| 4 *Strategy* | pp. 172b-173 |
| 5 Demonstration | Watch the video: *Be the Teacher*  <https://youtu.be/vCBCXO0tMFY> (7:08) |
| 6 ThinkSheet | p. 174, the *Be the Teacher* ThinkSheet and study it carefully. |
| 7 Practice | Shaded box, p. 172  Practice this strategy on a chapter you have already read. Follow the steps on the ThSh, p. 174. |
| 8 Review | p. 171a. Answer all the questions. |
| 9 More Practice | Later, practice *Be the Teacher* on other texts. |

**MATERIALS**

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| 8 | *Be the Teacher* | After | *Learn More & Read Faster,* 4th ed.   * Demo: Video *Be the Teacher* <https://youtu.be/vCBCXO0tMFY> * ThinkSheet: [*Be the Teacher*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/174-Be-the-Teacher.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you have already read |

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| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist for This  Specific Principle and *Strategy* |
| 1 Chapter Intro | p. 137a |
| 2 Preview | pp. 140-144 |
| 3 Principle | pp. 140-141b |
| 4 *Strategy* | pp. 141c-143. Notice that Figure 6 shows the power of spaced reviewing. |
| 5 Demonstration | Watch the video: Cover and Recite: <https://youtu.be/63UxryPgQRU> (5:16) |
| 6 ThinkSheet | p. 144, *Cover & Recite* ThinkSheet and study it carefully. |
| 7 Practice | Shaded box, p. 141.  Steps on ThinkSheet, p. 144. Use  *Cover & Recite* to review the chapter you just read. Mark the ThSh as you go. |
| 8 Review | p. 140, Answer all of them except for *Postview* and *Create a Concept Map* in Question #4. |
| 9 More Practice | Later, practice *Cover & Recite* on other texts. |

**9: Review: *Cover & Recite*** LT: < 17 min.

**MATERIALS**

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| 9 | *Cover & Recite* | After | *Learn More & Read Faster,* 4th ed.   * Demo: Video Cover & Recite<https://youtu.be/63UxryPgQRU> * ThinkSheet: [*Cover & Recite*](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/144-Cover-and-Recite.pdf) * [Essential Strategies Sequence Chart](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-SEQUENCE-CHART-Essential-Strategies-1.docx) * [Checklist for Essential Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx)   You supply a textbook you have already read |

**10: Integration Day**Estimated Total Time: < 90 min.

\_\_\_ **Do:** Look at the four Key Concepts on the Bookmark. Explain each key concept and give an example of how you have applied each while reading for this Self-Instructional Program.

\_\_\_ **Do:** Complete the ThinkSheet “Review the Strategies.” To verify and clarify your understanding, refer to the handbook*.*

\_\_\_ **Read** “What Readers Say” for each strategy and write your reactions in the margins on the same page—What You Say—about the strategy. See pages 33, 28, 41, 139, 71, 170, 82, 86, 131, 173, 143.

\_\_\_ **Read** the Text Situation for History and answer two questions about it: (1) What strategies would you use to be successful in this situation? (2) Why these strategies? Then select some or all of the other text situations and do the same thing.

\_\_\_ **Do:** Complete the ThinkSheet “Your Own Text Situation.” Write an actual text situation for you—One you faced in the past or one that you are to deal with presently.

\_\_\_ **Do**: Congratulate yourself. You have finished this self-instructional course. You are to be commended for your diligence, commitment, and hard work.

Have you made progress as an academic reader? Has your effort been worth it? How do you know?

What will you do now as an academic reader?

**MATERIALS**

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| --- | --- | --- | --- |
| 10 | Integration Day | all | ThinkSheet: [Review the Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/ThSh-Review-the-Strategies.pdf)  *A Brief Guide to College Reading,* International Edition  [Bookmark](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Bookmark-for-Essential-Strategies-for-Self-Instruction.docx)  [Text Situations](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Text-Situations.docx)  ThinkSheet: [My Own Text Situation](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/ThSh-Your-Own-Text-Situation.pdf)  You supply a textbook you need to read |