***PART TWO: Lessons 10-18,***

***Expanding Your Essential Tools for Reading Academic Texts***

Materials for Part 2:

Before you begin Part 2, we recommend you make hard copies of the following pages and materials. These are the documents you need to complete Lessons 10-18. You can find them in the handbook or you can click the link. If you prefer, you can copy them as you go for each lesson. But, making the copies ahead will probably be more convenient. The YouTube or PPT links demonstrating the strategies are embedded in each lesson. You will need the handbook for every lesson.

For every lesson, you need these:

\_\_p. 357, [Sequence Chart for Self-Instruction--Complete](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Sequence-Chart-for-Self-Instructional-Guide-Complete.docx) (use the one you already have)

\_\_p. 356 [Checklist: The Self-Instructional Steps for Learning Each Strategy](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/356-Checklist-for-Self-Instruction-1.docx) (use the one you already have)

\_\_p. 286 [Self-Evaluation Rubric](https://www.isaksonliteracy.com/wp-content/uploads/2022/09/286-Self-Evaluation-Rubric-for-Strategy.pdf) (Make 9 copies for Part 2, if you haven’t already.)

\_\_[Reading Log for Self-Instructional Program](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/271-alt-Reading-Log-for-Self-Inst.pdf) (make more copies as needed)

\_\_[Speeding-Up Chart](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/276-Speeding-Up-Progress-Chart.pdf) (make more copies as needed)

For Lesson 10: \_\_\_p. 72, [*Telegram* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/72-Telegram.pdf)(Make two copies of each ThinkSheet—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.)

*\_\_\_*p. 73, [*Telegram* and *Abstract* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/73-Telegram-and-Make-an-Abstract.pdf) (Make two copies)

For Lesson 11: \_\_pp. 88-89, ThinkSheet for Ask Questions [Prof’s Questions and My Questions](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/88-89-Profs-Questions-and-My-Questions.pdf) (Make two copies—for this lesson you will use only the left side of the ThinkSheet. And will use the right side for the next lesson.)

For Lesson 12: \_\_pp. 88-89, ThinkSheet for Ask Questions [Prof’s Questions and My Questions](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/88-89-Profs-Questions-and-My-Questions.pdf) (You may use the same ThinkSheets you already used for Professor’s Questions if you are using the same text. You’ll use the right side of the ThinkSheets.)

For Lesson 13: \_\_p. 56, [K-W-L & The More You Know ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/56-K-W-L-and-The-More-You-Know.pdf) (Make two copies)

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For Lesson 14: \_\_p. 96, [That Reminds Me](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/96-That-Reminds-Me.pdf) (Make two copies)

For Lesson 15: \_\_p. 118, [Target, Track, and Defend the Main Points](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/118-Target-Track-Defend.pdf) (Make two copies)

For Lesson 16: \_\_p. 174, [Be the Teacher](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/174-Be-the-Teacher.pdf) (Make two copies)

For Lesson 17: \_\_p. 163, [Create a Concept Map](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/163-Create-a-Concept-Map.pdf)(Make two copies)

\_\_ samples of student-designed concept maps: [Design 1](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Student-design-1.jpg), [Design 2](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Student-Design-2.jpg), [Design 3](http://www.isaksonliteracy.com/wp-content/uploads/2020/12/Student-design-3.jpg), [Design 4](http://www.isaksonliteracy.com/wp-content/uploads/2020/12/Student-design-4.jpg), [Design 5](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/student-design-5.jpg)

\_\_[Optional practice for *Create a Concept Map*](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/More-Practice-for-Create-a-Concept-Map.docx)

For Lesson 18: \_\_[Part II Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/Part-II-Strategies.pdf) (Place this list in the Integration Days section of your binder.)

\_\_pp. 280-283, [Strategy Tracking Chart](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/280-83-strategy-tracking-chart-1.pdf) (found in the Integration Days section because you will continue to work on the same chart you started in Part 1.)

­­\_\_pp. 258-259. [Rubrics for Demonstrating the Speeding-Up Drills](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/258-Speeding-Up-Rubrics.pdf)  (found in the Integration Days section because you will continue to work on the same rubric you started in Part 1.)

**We invite feedback and your reactions to the lessons and materials.** [**Click here**](https://www.isaksonliteracy.com/about-us-2/contact/)**.**

***PART TWO: Lessons 10-18, Expanding Your Essential Tools for Reading Academic Texts***

**10 Synthesize Along the Way: *Telegram*** LT: < 25 min.

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

SpU: <5 min.

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*.  All the materials highlighted in purple have links listed at the end of this lesson.  The materials highlighted in blue are the generic charts you ran off before starting  Part 2, See Materials List above. |
| Synthesize Along the Way: *Telegram* | |
| 1 Chapter Intro | Review Intro, p.61a |
| 2 Preview | pp. 61-62d, 69-74 |
| 3 Principle | Review pp. 61-62d |
| 4 Strategy | pp. 69-71 |
| 5 Demonstration | Watch the video *Telegram* (first part about *Telegram—*up to 5:36) <https://youtu.be/9EkdVp4yyvM> |
| 6 ThinkSheets | p. 72, *Telegram* ThinkSheet;p. 73, *Telegram* and *Abstract* ThinkSheet; example, p. 74, and 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 2” x 1 1/2” sticky tabs. 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 |
| 5 Demonstration | Watch the video *Telegram* (second part about *Make an Abstract—*from 5:37 to the end) <https://youtu.be/9EkdVp4yyvM>  See additional examples here: Examples of Three Abstracts handwritten at the end of chapters in a biology trade book, *The Forest Unseen: A Year’s Watch in Nature,* pp. 179 [(publishable)](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/longer-abstract-scaled.jpg), p. 80 ([annotation](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/medium-abstract-scaled.jpg)), and p. 212 ([News Release](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/short-abstract-1-scaled.jpg)) |
| 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*.* Read all your Telegrams. Create your abstract remembering the ABCC’s of an abstract, p. 165b. The questions listed there 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 and revise as needed to make to fit the characteristics of a good abstract: A-B-C-C. |
| 8 Review | p. 61b, Answer all the questions for Synthesize Along the Way. For #4, focus on *Telegram.*  p. 164a. Answer all the questions for Synthesize—Parts to Whole. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Telegram,* the “KNOW the Strategy” rows: *a, b,* and *c*.  p. 286. Self-Evaluation Rubric for *Make an Abstract,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *Telegram* goes on the DURING line and *Make an Abstract* goes on the AFTER line. On the BEFORE line put the strategy or strategies you used to preview the text and put *Launch—*as per Step 1 on the *Telegram* ThinkSheet. |
| 11 Speeding-Up | p.248. Review the procedures for PUSH-UP Drills, <https://youtu.be/Kj5aGn_G0R4>  Practice the PUSH-UP #2 (P2) Speeding-Up Drill on a text of your choice—do a *Postview* of the text you just read or choose a different text. Use one or more of the three hand motions you have already learned (p. 245). Follow the instructions, p. 248.  Record the ten items on your Speeding-Up Chart, p. 276, as shown on the example, Column 4, p. 277, but label it as P2. |
| 12 More Practice | Later, practice these two strategies separately.  To practice *Telegram,* write on the text, on sticky tabs, or on a blank sheet of paper. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.*  To practice *Make an Abstract,* you might place it at the end of each chapter you read for a class. See the links to examples of abstracts in row #5 above. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 10: \_\_\_p. 72, [*Telegram* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/72-Telegram.pdf)(Make two copies of each ThinkSheet—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.)

*\_\_\_*p. 73, [*Telegram* and *Abstract* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/73-Telegram-and-Make-an-Abstract.pdf) (Make two copies)

**11 Ask Questions—*Prof’s Questions?***

LT: <30 min.

SpU: < 5 min.

For this lesson choose a text for one of your classes. If you are not currently taking any classes, choose a former professor you’ve had and an article on a topic that could fit with that course.

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for This Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 61a |
| 2 Preview | pp. 80-90 |
| 3 Principle | pp. 80-81b |
| 4 *Strategy* | pp. 81c-82b |
| 5 Demonstration | Watch the *Ask Questions* video (first part of video *Professors’s Questions* —0:00 to 5:02) <https://youtu.be/yaKUpZDCvuY> |
| 6 ThinkSheet | p. 88, *Prof’s Questions and My Questions* ThinkSheet, left column, p. 89, and the example in the left column, p. 90. |
| 7 Practice | Shaded box, p. 81b-c  Follow ThSh instructions, p. 89. First, “Read the Professor” before beginning to read your chosen text using some or all of 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 in the left-hand column of the ThinkSheet. Or you may prefer to write them in the margins of the text. Later transfer them to the ThSh for this lesson.  Asking questions will give you specific purposes for reading—questions to answer while reading or after reading as you review.  When finished, use an AFTER strategy to solidify what you need to learn from your text. |
| 8 Review | p. 80a, Answer 1-4 and 6. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Prof’s Questions,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *Prof’s Questions* goes on the DURING line. Put any Before strategies you did on the BEFORE line and any After strategies on the AFTER row. Write your Metacognitive Reflections about *Prof’s Questions* in the right column. |
| 11 Speeding-Up | p. 248, review the instructions for the PUSH-UP (P) Speeding-Up Drill.  Select an academic text and practice the PUSH-UP (1, 2, or 3, P1-3) Speeding-Up Drill.  Record each of the ten items on your Speeding-Up Chart as instructed on p. 275a and as exemplified on Column 4, p. 277. |
| 12 More Practice | Later, practice *Prof’s Questions* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 11: \_\_pp. 88-89, ThinkSheet for Ask Questions [Prof’s Questions and My Questions](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/88-89-Profs-Questions-and-My-Questions.pdf) (Make two copies—for this lesson you will use only the left side of the ThinkSheet. You will use the right side for the next lesson.)

**12 Ask Questions—*My Questions*** LT: <25 min.

SpU: <5 min.

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 61a |
| 2 Preview | pp. 80-81b, 83c-90 |
| 3 Principle | 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 start prodding yourself naturally to be curious and to ask genuine, gripping questions, you will likely not need the ThinkSheet. There is rarely enough room on it for the many questions you will ask the author and text. Instead, write your questions in the margins or make a marginal gloss (see box, p. 104, #3). |
| 5 Demonstration | Watch the *Ask Questions* video (second part of video *My Questions* —5:03 to the end) <https://youtu.be/yaKUpZDCvuY> |
| 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 example of one way to set up for *My Questions* as shown in the right column, p. 90. This example uses “The Question Starter 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, 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 the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *My Questions,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *My Questions* goes on the DURING line. Put any Before strategies you did on the BEFORE line and any After strategies on the AFTER row. Write your Metacognitive Reflections about *My Questions* in the right column. |
| 11 Speeding-Up | p. 249. Read the instructions for the PUSH-UP/ACCELERATION (PA) Speeding-Up Drill.  Select a text (perhaps the text you just read for *My Questions*) and practice the PUSH-UP/ACCELERATION #1 (PA1) Speeding-Up Drill.  Set up to practice the drill and follow the instructions, p. 249.  Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 5, p. 277. |
| 12 More Practice | Practice *My Questions* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

Lesson 12: \_\_pp. 88-89, ThinkSheet for Ask Questions [Prof’s Questions and My Questions](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/88-89-Profs-Questions-and-My-Questions.pdf) (You may use the same ThinkSheet you already used for *Professor’s Questions* **if** you are using the same text; otherwise, make a new copy. You’ll use the right side of the ThinkSheet.)

**13 Use Prior Knowledge and Build More—*KWL & The More You Know***

LT: <50 min.

SpU: < 5 min.

This valuable BEFORE strategy sets you up to make the reading material yours and to connect your prior knowledge to the new material thus increasing the likelihood of learning it for the long term. (Lesson 14 shows you how to connect DURING reading.)

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 25a |
| 2 Preview | pp. 51-57. |
| 3 Principle | pp. 51-52b. Read “Schema—An Example” in the box, p. 51, “schemata” in glossary, p. 342, and “assimilate and accommodate,” p. 334. |
| 4 *Strategy* | pp. 52-55. |
| 5 Demonstration | Watch the *KWL & The More You Know* <https://youtu.be/koj6zt3wrSY> |
| 6 ThinkSheet | p. 56, the *KWL & The More You Know* ThinkSheet, and example, p. 57. Study both carefully. <https://youtu.be/koj6zt3wrSY> (8:17) |
| 7 Practice | Shaded box, p. 52c-53c.  Practice this strategy on one of your academic texts. For the *K, Know,* it helps to give yourself a time limit. Set the timer for 2 or 3 minutes. (After you have practiced it once, consider some of the variations shown in Table 3, p. 54, for an enhanced experience of the strategy the next time you read an academic text.) Be sure to do *The More You Know* during and after reading. Be metacognitively aware to decide if you need to go outside the text for information to clarify what you are reading and to answer your pressing questions. |
| 8 Review | p. 51a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *KWL & The More You Know,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. The *K* and *WN* go on the BEFORE line. Read goes on the DURING line, so does WM if you go beyond the text while reading. The *L* goes on the AFTER line, so does WM if you write down and want to go beyond the text after reading. Write your Metacognitive Reflections about *KWL & The More You Know* in the right column. |
| Because you have now learned all the BEFORE strategies, do these activities. | p. 58. Read “Essential Points about BEFORE Principles and Strategies.” These points were written by students who have taken our face-to-face courses and answer three questions about these points:   1. Which points most standout for you? Why? 2. Which ones do you disagree with for you or do not connect with? Why? 3. Now that you have experienced five BEFORE strategies, what would you add to this list? Write it as #17 on the list, p. 58. |
| 11 Speeding-Up | p. 249. Review the instructions for the PUSH-UP/ACCELERATION Speeding-Up Drill.  Select a text (perhaps the text you just read for *KWL*) and practice the PUSH-UP/ACCELERATION #2 (PA2) Speeding-Up Drill as a *Postview.*  Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 5, p. 277, but put PA2 instead of PA1. |
| 12 More Practice | Later, practice *KWL & the More You Know* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 13: \_\_p. 56, [K-W-L & The More You Know ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/56-K-W-L-and-The-More-You-Know.pdf) (Make two copies)

**14 Make Connections—*That Reminds Me*** LT: <35 min.

SpU: < 5 min.

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 61a |
| 2 Preview | pp. 91-97 |
| 3 Principle | pp. 91-92c |
| 4 *Strategy* | pp. 92d-95. Give special attention to Table 7 for the many kinds of connections you can make while reading. |
| 5 Demonstration | Watch the *That Reminds Me* PPT <http://www.isaksonliteracy.com/wp-content/uploads/2022/07/7-That-Reminds-Me-DEMO-ARS.pptx> |
| 6 ThinkSheet | p. 96 *That Reminds Me* ThinkSheet and the example, p. 97. Study them carefully. |
| 7 Practice | Shaded box, p. 92d-93c.  Preview your academic text for content and set an overall purpose. Write it on the ThinkSheet.  Now read your text and pause to write your connections in the margins or in a margin gloss, p.104, #3. Look at the ThinkSheet to remind you of the types of connections. Make each kind several times, if you can.  Choose one of each type to put on the ThinkSheet.  When finished, choose an AFTER strategy to solidify what you need/want to learn from your text. |
| 8 Review | p. 91a, Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *That Reminds Me,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *That Reminds Me* goes on the DURING line. Put any Before strategies you did on the BEFORE line and any After strategies on the AFTER line. Write your Metacognitive Reflections about *That Reminds Me* in the right column. |
| 11 Speeding-Up | p. 249. Review the instructions for the PUSH-UP/ACCELERATION (PA) Speeding-Up Drill,  Practice the PUSH-UP/ACCELERATION (PA3) Speeding-Up Drill. Perhaps use the same text you just read. Risk starting your LRR faster than where you started last time for this same text. Remember, this is only a drill.  Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 5, p. 277. Notice for this drill that the ending LRR may not be the your highest LRR today. That is because your stopping points depend on the length of the segment you read—that is, the time for reading varies for each segment of text and so does the Line Read Rate (LRR). |
| 12 More Practice | Later, practice *That Reminds Me* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 14: \_\_p. 96, [That Reminds Me](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/96-That-Reminds-Me.pdf) (Make two copies)

**15 Determine Importance*—Target, Track, and Defend the Main Points*** LT: <35 min. SpU: <5 min.

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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 61a |
| 2 Preview | pp. 114-119 |
| 3 Principle | pp. 114-115b |
| 4 *Strategy* | pp. 115-117. |
| 5 Demonstration | Watch the *Target, Track & Defend the Main Points* PPT <http://www.isaksonliteracy.com/wp-content/uploads/2022/07/9-Target-Track-and-Defend-DEMO-ARS.pptx> |
| 6 ThinkSheet | p. 118, *Target, Track, & Defend the Main Points* ThinkSheet. Study the example, p. 119. Notice how this reader completely deleted the second target after getting into the text. It was not a main point. |
| 7 Practice | Shaded box, p. 115c-116d.  Instructions on ThinkSheet, p. 119.  Select an academic text, preview it, and follow the instructions for *Target, Track, & Defend the Main Points.* Complete the ThinkSheet. |
| 8 Review | p. 114a, Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Target, Track, & Defend the Main Points,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. Record *Target* as a BEFORE, *Track* as a DURING*,* and *Defend* as an AFTER strategy. |
| 11 Speeding-Up | p. 250. Read the instructions for the ACCELERATION (A) Speeding-Up Drill  Practice the ACCELERATION #1(A1) Speeding-Up Drill on the same academic text you just read*.* Follow the instructions, p. 250. Like the PA Drill, the time between pausing to download varies, but unlike the PA Drill, you do not drop back to your baseline; you just keep increasing speed until you decide it’s time to do Step #5, p. 250.  Record the ten items on your Speeding-Up Chart, p. 276. See the example, Column 6, p. 277. Remember, the spacing between the pauses will not be evenly spaced. |
| 12 More Practice | Later, practice *Target, Track, & Defend the Main Points* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 15: \_\_p. 118, [Target, Track, and Defend the Main Points](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/118-Target-Track-Defend.pdf) (Make two copies)

**16 Explain—*Be the Teacher*** LT: <35 min.

SpU: < 5 min.

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| --- | --- |
| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | Review p. 137a. |
| 2 Preview | pp. 171-174. |
| 3 Principle | pp. 171-172a |
| 4 *Strategy* | pp. 172b-173. |
| 5 Demonstration | Watch the *Be the Teacher* video <https://youtu.be/vCBCXO0tMFY> |
| 6 ThinkSheet | p. 174, the *Be the Teacher* ThinkSheet. Study it carefully and set up the first two lines. |
| 7 Practice | Shaded box, p. 172  Instructions on the ThinkSheet, p. 174  Practice this strategy on a chapter you have already read. |
| 8 Review | p. 171a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Be the Teacher,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *Be the Teacher* goes on the AFTER line. Put *NA* on the BEFORE and DURING lines. If you use other After strategies such as *Cover & Explain, The More You Know*, put them on the AFTER line. Write your Metacognitive Reflections about *Be the Teacher* in the right column. |
| 11 Speeding-Up | p. 250. Practice the ACCELERATION #2 (A2) speeding-up drill on an academic text; follow the instructions,  Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 6, p. 277. |
| 12 More Practice | Practice *Be the Teacher* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 16: \_\_p. 174, [Be the Teacher](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/174-Be-the-Teacher.pdf) (Make two copies)

**17 Review—*Create a Concept Map*** LT: < 40 min.

SpU: < 5 min.

|  |  |
| --- | --- |
| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Str37ategy*. |
| 1 Chapter Intro | Review p. 137a |
| 2 Preview | pp. 140-141a, pp. 147-163 |
| 3 Principle | Review pp. 140-141a. |
| 4 *Strategy* | pp. 147-162. Then study all the examples in Figures 7, p. 149, and 8, pp. 151-162. Think of the conditions when you could use each concept map to review any of the texts you are currently reading. You do not need to be limited to the types of Concept Maps in the handbook: you may create your own design. See samples of student-created concept maps. Review Figure 6, p. 142. A concept map makes “spaced review” easy and effective if you have included triggers to what you need to know. |
| 5 Demonstration | Watch the *Create a Concept Map* video <https://youtu.be/HJ8qT8MW4Ss> |
| 6 ThinkSheet | p. 163, *Create a Concept Map* ThinkSheet and study it carefully. |
| 7 Practice | You are to choose an academic text you have already read. Use your speeding-up practice as a *Postview* of your previously read text. Doing so will remind you of the contents of the text and thus will prepare you for creating a concept map of that text. For the Speeding-Up Drill today, practice the ACCELERATION Speeding-Up Drill #1, 2, or 3 (A1, A2, or A3) on that academic text. Follow the instructions, p. 250, but without downloading.  Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 6, p. 277. |
| 8 Review | Shaded box, p. 147a.  Instructions on the ThinkSheet, p. 163.  Create a concept map—select a format that is good for your text or create a design of your own. Do all six steps and complete the ThinkSheet.  Optional practice for *Create a Concept Map,* but valuable. This activity gives you more good practice, AND it will also help you become aware of the various ways of reading in the disciplines. |
| 9 Self-Evaluation | p. 140a, Answer all the questions. |
| 10 Reading Log | p. 286. Self-Evaluation Rubric for *Create a Concept Map,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 11 Speeding-Up | Update Reading Log. *Create a Concept Map* goes on the AFTER line. You have already read the text, so put *NA* on the BEFORE line and also on the DURING row. Write your Metacognitive Reflections about *Create a Concept Map* in the right column. If you did the optional activity on Disciplinary Literacy, start a new row of the Reading Log and record all the strategies you used for that activity. |
| 12 More Practice | Practice *Create a Concept Map* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 17: \_\_p. 163, [Create a Concept Map](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/163-Create-a-Concept-Map.pdf)(Make two copies)

**18 Integration Day #2 “Expanding Your Essential Tools”**

Estimated Total Time: <3 hrs. 30 min.

Do break this into several sessions.

**INTRODUCTION**

Today is the second of three Integration Days. You will integrate and use most of the strategies you have learned from Lesson 2 to Lesson 17, and especially those in Part II: *Telegram, Make an Abstract, Prof’s Questions, My Questions, KWL & The More You Know, That Reminds Me; Target, Track and Defend the Main Ideas, Be the Teacher,* and *Create a Concept Map.* Are you now realizing that these strategies can be meshed and modified for your specific text situations? The main purpose of today’s activity is to review and practice integrating these strategies and to make good metacognitive decisions about how to take on a reading assignment. Know that rarely, if ever, would you integrate ALL the strategies when reading a single text as you will today. As always, *metacognitive awareness* is key to deciding how to approach a specific text given your purposes for reading it and the text situation. Plan on today’s lesson taking longer than usual. You may choose to divide it into two to four sessions.

Another purpose of this Integration Day #2 is to practice the targeted strategies on an important text **“Building Vocabulary in a Discipline” (**pp. 293-303) that helps you learn the vocabulary central to understanding the content of your courses. You may also substitute your own text for this article but it will help you a lot as an academic reader of difficult texts (after all, unknown vocabulary often contributes to the difficulty of a text!)

In this lesson, you will also be presented with several actual text situations students have submitted. You are to decide how to handle each situation with some of the strategies and then to justify your decisions. Finally, you will update your Strategy Tracking Chart and the Rubrics for Demonstrating the Speeding-Up Drills.

By following the steps below, you will come to know the strategies by living them again but in combination with other strategies, and at the same time you will come to know how to deal with difficult vocabulary for your classes. This lesson may feel like overkill because you are using so many strategies on just one text, which you would not do regularly. You can do it—spread the lesson over several days to make it easier.

Turn to Appendix B “Building Vocabulary in a Discipline” p. 293-303 and practice as follows:

**PRACTICE**

BEFORE

\_\_\_ **Do** a ***Superficial*** *Reading* of the entire lesson below to become aware of what you’ll be doing for this lesson.

\_\_\_ **Do** a *Skeleton* of pages 293-303 **within 40 seconds**. What did you observe about the structure?

\_\_\_ **Do**: Review *Target* in *Track, & Defend the Main Points,* in the shaded box, p. 115, and refer to the ThinkSheet, p. 118, as needed.

\_\_\_ **Do** a *T.H.I.E.V.V.E.S. with Snatches* of pages 293-303**within 5 minutes**, and while doing so, be thinking what the main points might be, your *targets.*

*\_\_\_*When finished, answer the question *T.H.I.E.V.V.E.S. with Snatches* is meant to answer: “What am I curious about and want to know?” and “What will I be learning from this text?”

\_\_\_ Jot down several points that seem to be the main points of this article. This sets you up to “target” in *Target*, *Track, & Defend the Main Points.*

\_\_\_ **Do**: Review *KWL & The More You Know,* in the shaded box, pp. 52-53, and refer to the ThinkSheet, p. 56, as needed.

\_\_\_ **Do**: Activate your prior knowledge and your experiences learning vocabulary. Use the left column of the ThinkSheet, p. 56, to make your list (or make your own KWL sheet on blank paper). Set the timer and list for **2 minutes**.

\_\_\_ **Do:** In the middle column (W-N as shown on the ThinkSheet), list the questions you want answered from this article. These become your purposes for reading.

DURING

\_\_\_ **Do**: Review well the six DURING strategies you will use today as you read:

\_\_\_ *Telegram,* in the shaded box, p. 69, and the ThinkSheet, p. 72

\_\_\_ *Prof’s Questions,* in the shaded box, p. 81 (pretend the author is your professor. What would she most expect you to be able to answer from this text?). Consider the “read the professor” questions, p. 89.

\_\_\_ *My Questions,* in the shaded box, p. 83, and the right column of the ThinkSheet, p. 89.

\_\_\_ *That Reminds Me,* in the shaded box, pp. 92-93, and the ThinkSheet, p. 96.

\_\_\_ the *Track* step of *Target, Track, & Defend the Main Points,* in shaded box, p. 116a, and the ThinkSheet, p. 118.

\_\_\_ the *W-N* and *W-M* steps of *KWL*: *W-N* to answer while you read—p. 52, #3 and the ThinkSheet, p. 56, #3; and *W-M* to capture the information you need to know that isn’t in the text. See shaded box, p. 53a and the ThinkSheet, p. 56, #4. Suggestion: Where one of these purpose-setting questions is addressed in this text, put the number of the question it addresses and circle it.

\_\_\_**Do**: Post these nine Part II Strategies for easy reference as you read. Use the five DURING strategies as follows:

\_\_\_**Read** with your mind highly alert. For academic reading, you are NOT just looking at words and turning pages. You are actively searching for information, wondering, asking questions, centering your mind on constructing meaning, guessing what your professor expects you to learn from the text, connecting, inferring what’s most important for you to learn, pausing often to synthesize, and doing whatever it takes to refine and enhance the text’s meaning for you.

\_\_\_**Do**: Refer often to your list of strategies and consciously use them:

* synthesize often with *Telegram*
* make connections to your prior knowledge with *That Reminds Me*
* constantly ask two types of questions, those you think the professor (in this case, the author) would expect you to be able to answer—*Prof’s Questions*—and those genuine, thought-provoking questions you want answered about vocabulary learning—*My Questions*
* check to be sure you are meeting your purposes—the *W-N* questions
* create a *W-M* list of information to find outside of the text when you are stymied about something the text doesn’t address well enough (#4 on the *KWL* ThinkSheet.)
* *track* your predictions of what you think the main points are with *Target, Track, & Defend the Main Points.* Change your predictions if needed and then track them for evidence of what the main points are.

\_\_\_ **Do**: Realize how actively you are processing this text using these strategies. It should feel exhilarating and rewarding to be learning the information so well. For the texts for your classes, you need to choose the strategies that will best help you achieve the degree of learning you desire.

AFTER

\_\_\_ **Do**: Post Part II Strategies again and use the six AFTER strategies as follows (includes the three strategies listed PLUS *Defend* in *Target, Track, & Defend the Main Points,* the *L* for Learn in *KWL,* and the *W-M* after reading also in *KWL*).

\_\_\_ **Do**: When you have finished the article, do *Postview* to remind yourself what you have learned. If needed, refer to the shaded box, p. 145, and the ThinkSheet, Step 4, p. 50.

\_\_\_ **Do**: Review *Make an Abstract,* in the shaded box, p. 165. Revisit the *Telegram*s you made as you read to help you create your abstract. Then make an abstract.

\_\_\_ **Do** the *Defend* step of *Target, Track, & Defend the Main Points.*

*\_\_\_* **Do**: Review*Create a Concept Map,* in shaded box, 147 and the ThinkSheet, p. 163. Then on a single piece of paper, create a concept map that captures what you have now know about learning vocabulary for your classes.

\_\_\_ **Do** *Met Purpose?* Reread your purposes in the W-N column and prove to yourself that you can answer your questions. Fill in the L column of the KWL chart. What did you do when you couldn’t answer a question? (Did you think through it again? return to the text? dismiss it as no longer important? go beyond the text for answers? other?)

\_\_\_ **Do**: Review *Be the Teacher,* in the shaded box, p. 172, and the ThinkSheet, p. 174. Now find someone or something (a friend, your pillow, a wall, etc.) to explain what you have learned about acquiring important vocabulary for a course. Reminder: *Be the Teacher* is more than retelling!

\_\_\_ **Do**: On your Reading Log, record all the BEFORE, DURING, and AFTER strategies you used today. (You may need to use two rows.) Then, do the Metacognitive Awareness Reflection in the righthand column for at least one of the strategies that especially pleased you or frustrated you.

**TEXT SITUATIONS**

Below are two actual text situations submitted by students. Pick one or both. Tell which strategies you would use and why for this situation.

|  |
| --- |
| Text Situation #1:  In one week, you have a paper due concerning “honor” as revealed through one book in your philosophy class. The syllabus says you should be about 150 pages into the book right now. Unfortunately, all you have read is the introduction. The text is 223 pages long. |

|  |
| --- |
| Text Situation #2:  You have 20 pages to read of a very detailed human anatomy chapter and have four days to read and understand it for a test. The professor expects good understanding of all the information—details about the concepts, the main points, and thorough mastery of the terminology. |

**STRATEGY TRACKING CHART (STC)**

\_\_\_Update your Strategy Tracking Chart now or in the next few days.

\_\_\_Gather your completed Reading Logs since Integration Day #1, Lesson 9.

\_\_\_ Fill in the second column of the STC—“Dates Used” by looking at your Reading Logs and listing the date(s) you used each strategy, including today. Write small as per example, p. 284, because you will add to the cells of the strategies you learned for Part I as well as the new strategies you have learned since then: BEFORE: *KWL & the More You Know;* DURING: *Telegram, Professor’s Questions, My Questions, That Reminds Me,* and *Target, Track, & Defend the Main Points*; AFTER: *Make an Abstract, Be the Teacher,* and *Create a Concept Map.*

\_\_\_When you feel you have practiced a strategy enough times and over a variety of text situations to say with some confidence, “I know how, why, and when to use this strategy,” review the Metacognitive Reflections on your reading logs and write thought-filled answers on the third column of the STC to the three questions listed on the STC, p. 280a. Write answers and circle the number of the question you are answering. See p. 284 for examples.

\_\_\_For those strategies you have practiced several times, go to **the Self-Evaluation Rubrics** and address the second set of questions, the “DO the strategy” cell for *d-h.*

\_\_\_From now on, you may either keep the STChart up to date or you may wait to do so at the next Integration Day. Be sure to keep accurate Reading Logs of the times you practice each strategy!

**WHAT READERS SAY**

\_\_\_**Reread** “What Readers Say” for each of today’s nine strategies to see the degree you agree with these readers and to think what you would tell other readers about this strategy: *KWL & The More You Know,* p. 55; *Telegram,* p. 71; *Professor’s Questions,* p. 82; *My Questions,* p. 86; *That Reminds Me,* p. 95; *Target, Track and Defend the Main Points,* p. 117; *Create a Concept Map,* p.150; *Make an Abstract,* p. 170;and *Be the Teacher,* p. 173.

\_\_**Do**:You may add your own “What Readers Say” (What “I” Say as a Reader) to any of these strategies. Write your responses in the handbook just below what other readers have said.

**SPEEDING UP**

\_\_\_ **Do**: Assess how well you can do the five speeding-up drills learned so far. Can you explain and demonstration them? Go to your copy of the “Rubrics for Demonstrating the Speeding-Up Drills” on p. 258. Review the first three and demonstrate the fourth and fifth:

Review:

\_\_\_LEVEL

\_\_\_LADDER

\_\_\_PUSH-UP (P1, P2, P3)

Demonstrate:

\_\_\_PUSH-UP/ACCELERATION (PA1, PA2, PA3)

\_\_\_ACCELERATION (A1, A2, A3)

For Lesson 18: \_\_[Part II Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/Part-II-Strategies.pdf) (Place this list in the Integration Days section of your binder.)

\_\_pp. 280-283, [Strategy Tracking Chart](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/280-83-strategy-tracking-chart-1.pdf) (found in the Integration Days section because you will continue to work on the same chart you started in Part 1.)

­­\_\_pp. 258-259. [Rubrics for Demonstrating the Speeding-Up Drills](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/258-Speeding-Up-Rubrics.pdf)  (found in the Integration Days section because you will continue to work on the same rubric you started in Part 1.)