***PART THREE: Lessons 19-27, Improving Critical and Creative Thinking when Reading Academic Texts***

Materials for Part 3:

Before you begin Part 3, we recommend you make hard copies of the following pages and materials. These are the documents you need to complete Lessons 19-27. You can find them in the handbook, or you can click the links listed below. If you prefer, you can copy them as you go for each lesson with the links listed at the end of 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 3, 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 19: \_\_\_p. 262, [*Rocket-Powered Reading—Basic (RPR-B)*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/28-ThSh-RPR-Basic.docx) *(*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. 263, [*The Basic PLOT Outline*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/263-Basic-Plot-Outline-.docx) (Make two copies)

For Lesson 20: \_\_\_p. 106, [*Mindful Coding* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2013/10/ThSh-Mindful-Coding.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. 78, [*4x4 Download* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/77-4x4-Download.pdf)(Make two copies)

For Lesson 21: \_\_\_p. 125, [*MICER* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/125-MICER.pdf) *(*Make two copies of each ThinkSheet—one or doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.)

For Lesson 22: \_\_\_p. 180, [*Relate the Parts—Web* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/180-Relate-the-Parts-Web.pdf) (Make one copy).

*\_\_\_*p. 182, [*Relate the Parts--Matrix*](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/182-Relate-the-Parts-Matrix.pdf) (Make one copy).

Store all your finished ThinkSheets in your binder.

For Lesson 23: \_\_\_p. 132, [*Visual & Technical Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/132-Visual-and-Technical-Reading.pdf) *(*Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

For Lesson 24: \_\_\_p. 112, [*Author on My Shoulder* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/112-Author-on-My-Shoulder.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

 \_\_\_p. 190-191, [*Probe the Author’s Mind* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/190-91-Probe-the-Authors-Mind.pdf). (Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

For Lesson 25: \_\_\_p. 196, [*Probe My Mind* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/190-91-Probe-the-Authors-Mind.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

 \_\_\_p. 278, [Words Per Minute (WPM) Chart](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/278-WPM-Chart.pdf). (You need only one copy until you complete the entire chart. Then you can make another copy.)

For Lesson 26: \_\_\_p. 202, [*New Questions/New Thoughts* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/202-New-Questions-New-Thoughts.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

For Lesson 27: \_\_\_make a hard copy of the article [*What Is Reading?*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/What-Is-Reading_.pdf)(20 pages). You will need to write on it.

 \_\_\_pp. 19-20, *What Is Reading?* ThinkSheet*.* You already copied it –it is the last two pages of the 20 pages you just copied from the website. Store all your finished ThinkSheets in your binder.

\_\_[Part II Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/Part-II-Strategies.pdf) (When finished with this list, 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 and worked on in Part 2.)

­­\_\_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.)

**You are invited to send us feedback on the lessons and the materials—much appreciated so we can improve the lessons.** [**Click here**](https://www.isaksonliteracy.com/about-us-2/contact/) **to contact us. Please identify the lesson and/or the material you talk about.**

**Thanks,**

**Marné B. Isakson, Ph.D.**

**19 Speeding Up Day #2**SpU: < 10 min.

\_\_\_ **Read** Drill 7: Rocket-Powered Reading—Basic (RPR-B), pp. 252-253. You may choose to split this lesson into two separate sessions: Part I, p. 252-253b, and later Part II, p. 253c-d.

\_\_\_ **Do**: Make a copy of two ThinkSheets: RPR-B, p. 262, and The Basic PLOT Outline, p. 263. Read them carefully.

\_\_\_ **Do**: Follow the instructions for Part I, pp. 252-253b, and on the ThinkSheet, p. 262.

\_\_\_ **Do**: Follow the instructions for Part II, p. 253c-253d.

\_\_\_ **Do**: Record the ten items on your Speeding-Up Chart as exemplified on Column 9, p. 277.

For Lesson 19: \_\_\_p. 262, [*Rocket-Powered Reading—Basic (RPR-B)*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/28-ThSh-RPR-Basic.docx) *(*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. 263, [*The Basic PLOT Outline*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/263-Basic-Plot-Outline-.docx) (Make two copies)

**20 Make Notes—*Mindful Coding*** LT: <35 min.

 **Synthesize Along the Way—*4x4 Download*** LT: <25 min.

SpU: < 5 min.

This lesson had two strategies. You may choose to break this lesson into parts. Both are powerful ways to process your text and remember what you have learned.

|  |  |
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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. |
| *Mindful Coding* |
| 2 Preview  | pp. 98-106 |
| 3 Principle | pp. 98-99a |
| 4 *Strategy* | pp. 99b-105. Give special attention to the examples, p. 102, and to the example of *Moby Dick*: [*Moby Dick 1—coding sheet*](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Moby-Dick-coding-sheet.pdf)*,* [*Moby Dick 2—Mindful Coding*](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Moby-Dick-Mindful-Coding.pdf)*.*Seethe box “Making Room for Notetaking” p. 104, for ways to mark the text when little space exists or when you may not mark on the text. |
| 5 Demonstration | Watch the video *Mindful Coding* <https://youtu.be/ZRajYkIHifA> (12:03). |
| 6 ThinkSheet | p. 106, the *Mindful Coding* ThinkSheet. Study it carefully. Fill in the top line. |
| 7 Practice | For this first practice, please select a text you can write on. Later, after you are comfortable with the strategy, you can use it on electronic texts and use the digital notetaking mechanisms.Make a coding sheet—see example, p. 101. Read the text with pencil in hand. Follow instructions in the Shaded box, p. 99-101 and the ThinkSheet, p. 106.Complete the ThinkSheet. |
| 8 Review | p. 98a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Mindful Coding,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. Put *Mindful Coding* on the DURING line. Put the Before strategies you used on the BEFORE line and *Postview* on the AFTER row. Write your Metacognitive Reflections about *Mindful Coding* in the right column. |
| *4 x 4 Download* Another effective but more systematic way to take notes is to use the *4x4 Download* sheet. With it you can capture what you need from the text and synthesize important meanings. |
| 2 Preview  | pp. 61-62d, pp. 75-79. |
| 3 Principle | Review pp. 61-62d |
| 4 *Strategy* | pp. 75-76. The key to the effective use of this strategy is the decision you make about which four questions to ask, so give added attention to Step #2, p. 75, and the examples for narrative and informational texts found in the middle of the page. Notice they are categorized from easier “Basic” areas of focus to harder “Advanced” areas of focus. |
| 5 Demonstration | Watch the PPT demonstration *4x4 Download* <https://www.isaksonliteracy.com/wp-content/uploads/2022/07/18-4x4-Download-DEMO-SCR-ARS.pptx> |
| 6 ThinkSheet | p. 77, the *4x4 Download* ThinkSheet. Study it carefully. Notice that the bolded lines separate the four big quadrants per page. Notice for the synthesis cell in the middle of each smaller quadrant, you could put the page number where you ended. p. 78, study the example for narrative texts, the folktale “Cinderella.”p. 79, study the example for an informational text, a chapter in a neuroscience textbook. Make several copies of the ThinkSheet front and back. The quantity depends on the length and difficulty of the text. The harder the text, the shorter the segment you will read for each 4 x 4 quadrant. |
| 7 Practice | PREPARE:Select a different text for this practice than the text you used for *Mindful Reading.* Or,select a later part in the same text you haven’t read.  Do any BEFORE strategies for the text. For sure, preview of content (*T.H.I.E.V.V.E.S. with Snatches*) and set your purpose for reading (*Launch*). These will give you a sense of the content and what you want to learn from this text. That knowledge will help you come up with four generic questions that you can ask over and over to think about your text in a systematic way. Be sure the questions can be applied to virtually all parts of the text. See the difference between these two examples: 1. *“What is the main point of this part?”* 2. *What was Agnes wearing?* Do you see that #1 is a generic question that can apply to any segment you read and that #2 is not—it is very specific to a small segment of the text?Shaded box, p. 75. Instructions on ThinkSheet, top of p. 77. Abbreviate your questions as shown in the first quadrant of both examples. Rather than “What is the main point of this segment?” just put “Main Points”—no need to take the time to write it over and over in each quadrant because it is the same question each time and in the same position for each quadrant. APPLY:With your four questions in mind, begin reading the text. Stop at the end of a section or paragraph or several paragraphs, depending on the text’s difficulty, and fill in the boxes. Then continue reading the next segment of text, fill in the boxes, and so on until you finish the text.As per the instructions, write a synthesis of the entire text (*Make an Abstract*) in the large central box on your first *4x4* ThinkSheet. |
| 8 Review | p. 61b. Answer all the questions and focus on Question #4 for *4x4 Download.* |
| 9 Self-Evaluation | p. 286 Self-Evaluation Rubric for *4 x 4 Download,* the “KNOW the strategy” rows: *a, b,* and *c.* |
| 10 Reading Log | Update Reading Log. Put *4 x 4 Download* on the DURING line. Put the Before strategies you used on the BEFORE line and *Make an Abstract* on the AFTER row. Write your Metacognitive Reflections about *4 x 4 Download* in the right column. |
| 11 Speeding-Up | p. 251, read the instructions for the A3 to A2 to A1 to Lv (A-Lv).Suggestion: since you will be going very fast, select of one of the texts you already read for this lesson and use it as a *Postview* of the text for this Speeding-Up Drill. Set up your Speeding-Up Chart for A-Lv (see p. 277, col. 8).Follow the instructions, p. 251, being sure to put your sticky tabs close together and to start slower than you usually would. You will soon be reading very fast!Record the ten items on your Speeding-Up Chart, p. 276. See the example, Column 8, p. 277. |
| 12 More Practice | Later, practice *Mindful Coding* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.*Later, practice *4 x 4 Download* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 20: \_\_\_p. 106, [*Mindful Coding* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2013/10/ThSh-Mindful-Coding.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. 78, [*4x4 Download* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/77-4x4-Download.pdf)(Make two copies)

**21 Deal with the Difficult—*MICER*** LT: <45 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. 120-126 |
| 3 Principle | pp. 120-121a |
| 4 *Strategy* | pp. 121b-124 |
| 5 Demonstration | Watch the PPT *MICER* <http://www.isaksonliteracy.com/wp-content/uploads/2022/07/10-MICER-DEMO-ARS.pptx> |
| 6 ThinkSheet | p. 125, the *MICER* ThinkSheet. Study it carefully.  |
| 7 Practice #1 | Learn the processes of *MICER* by doing the following activity for the *Romeo and Juliet* sonnet on p. 292.\_\_\_**Do**: Draw a line between the fourteenth and fifteenth line—this separates the sonnet from the rest of the passage.\_\_\_**Read** the sonnet aloud without stopping (This is *Superficial Reading,* also it’s the *MICER* step of Creatively Explore & Act where you read aloud and hear the text).\_\_\_**Do**: Turn to page 126.\_\_\_**Read**: For the sample ThinkSheet (p. 126), read **M**onitor, **I**dentify, and the first three actions taken for **C**reatively **E**xplore & Act. \_\_\_**Do**: Look at the first processing example, [*Romeo and Juliet*, Sample #1](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Romeo-and-Juliet-Sample-1.pdf): Notice the incredible structure with iambic pentameter, the rhyming in each stanza, and the couplet of the last stanza.\_\_\_**Do**: Look at the second processing example, [*Romeo and Juliet*, Sample #2](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Romeo-and-Juliet-Sample-2.pdf): See what this reader did to act it out. Do these same actions yourself with an imaginary partner (a floor lamp, chair, etc.) or a real partner.\_\_\_**Do**: Look at the third processing example, [*Romeo and Juliet*, Sample #3](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/Romeo-and-Juliet-Sample-3.pdf): Read the meaning the reader is coming to for each line. What would you add to this or change?\_\_\_**Read**: On the sample ThinkSheet, p. 126, finish reading the actions taken for #4, 5, 6 and **R**eread and Reflect. \_\_\_**Reread** the sonnet aloud all the way through again without stopping. Notice how much you’ve come to understand. What is now clear that wasn’t on the first reading?**Read** pp. 309-311 for ways to make sense of difficult sentences and paragraphs.  |
| 7 Practice #2 OPTIONAL but valuable | Complete the following steps to study a thorough example for dealing with a demanding text, “Excerpt from *Education Lost”* pp. 290 and 291. Rarely would you need to go into this depth, but this is a good example showing what you could do if you needed to for a very demanding required text. \_\_\_**Read** the paragraph once through on the top half of p. 290. \_\_\_**Read** the seven steps this reader used to make sense of the passage (bottom half). \_\_\_**Do**: Return to each step on this list and find the corresponding circled numbers on p. 291 for the reader’s process of making sense of this text.  |
| 7 Practice #3—your own text | Select a difficult text or a text with difficult parts. Do some BEFORE strategies for your text: * Preview it for content and quick code what seem to be the hardest parts
* Set purpose(s) for what you most want to take away from this chapter.
* Do any other BEFORE strategies you might be helpful. Use *metacognitive awareness* to decide.

The shaded box, p. 121-122 Instructions on the ThinkSheet, p. 125. Begin reading your text. Do any DURING strategies that will help you meet your purposes. Practice *MICER* on one of the hard parts of your text. Think what you are doing and why. Continue reading and applying *MICER* on the parts of the text that most puzzle you and that seem the most crucial for understanding what you need from the text. Complete the ThinkSheet. |
| 8 Review | p. 121a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *MICER,* the “KNOW the Strategy” rows: *a, b,* and *c,* |
| 10 Reading Log | Update Reading Log. *MICER* goes on the DURING line so do any other During strategies you may have used to process the larger texgt. Put the Beforestrategies on the BEFORE line and any After strategies on the AFTER row—perhaps *Cover & Explain, The More You Know,* or others. Write your Metacognitive Reflections about *MICER* in the right column.Yes, *MICER* can be time consuming, and you won’t use it often. But, when you come to a hard part of a text, you now know what to do. It is the opposite of “speed reading.” |
| 11 Speeding-Up | If you don’t have time for this drill today, practice it later.p. 251, review the instructions for Drill 6: A3 to A2 to A1 to Lv (A-Lv).Follow the instructions using an academic text—go for an easy academic text for this practice session and place the sticky tabs closer than farther apart. Record the ten items on your Speeding-Up Chart, p. 276. See example Column 8, p. 277.  |
| 12 More Practice | Later, practice *MICER* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.*  |

For Lesson 21: \_\_\_p. 125, [*MICER* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/125-MICER.pdf) *(*Make two copies of each ThinkSheet—one or doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.)

**22 Analyze—*Relate the Parts*** LT: <40 min.

SpU: < 10 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. 175-183 |
| 3 Principle | pp. 175-176b |
| 4 *Strategy* | pp. 176c-179 |
| 5 Demonstration | Watch the PPT *Relate the Parts*  <http://www.isaksonliteracy.com/wp-content/uploads/2022/07/13-Relate-the-Parts-DEMO-ARS.pptx> |
| 6 ThinkSheet | p. 180 and p. 182, *Relate the Parts—Web* ThinkSheet and *Relate the Parts—Matrix* ThinkSheet. Study them carefully. What do these two ThinkSheets have in common? How are the different? Study the examples, pp. 181 and 183, respectively. Select either one to use now and set up the first two lines. |
| 7 Practice | Choose an academic text you have already read. If you haven’t already done so, do one or more AFTER strategies to firm up the content in your mind (such as *Met Purpose?, Cover & Recite, Postview, Be the Teacher, Make an Abstract,* or *Create a Concept Map*). Use *metacognitive awareness* to decide. *Relate the Parts* is a strategy you use after you feel you have accurately reconstructed the author’s basic message. Shaded box, pp. 176c-177bInstructions on the version of the ThinkSheet you have chosen, p. 180 or p. 182Work through the analytic processes to complete the ThinkSheet.Optional: Practice *Relate the Parts* using the same text, but this time use the other ThinkSheet to gain a feel for both approaches to analyzing a text—one freer (Web, p. 180), one more systematic (Matrix, 182). Complete this second ThinkSheet. Which version worked best for this text? Why?  |
| 8 Review | p. 175a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Relate the Parts,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *Relate the Parts* goes on the AFTER line. Put *NA* on the BEFORE line and on the DURING line. Put any other After strategies on the AFTER row that you may have used. Write your Metacognitive Reflections about *Relate the Parts* in the right column. |
| 11 Speeding-Up | p. 254. Read Drill 8: Rocket-Powered Reading—Textbook (RPR-T). Select a text and set up the ThinkSheet. Practice. Since an informational text is usually more demanding than a narrative text, give yourself permission to slow the reading rate enough to pick up something from the text or be more tolerant of missing much but gaining the gist. Follow the instructions, p. 254 and the six steps on the ThinkSheet, p. 264. Complete the ThinkSheet. Record the ten items on your Speeding-Up Chart, p. 276. See example, Column 10, p. 277. |
| 12 More Practice | Later, use either method or both across time to practice *Relate the Parts* on other texts. Try both without using the printed ThinkSheets—make your own. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 22: \_\_\_p. 180, [*Relate the Parts—Web* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/180-Relate-the-Parts-Web.pdf) (Make one copy).

*\_\_\_*p. 182, [*Relate the Parts--Matrix*](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/182-Relate-the-Parts-Matrix.pdf) (Make one copy).

Store all your finished ThinkSheets in your binder.

**23 Interpret Graphics—*Visual & Technical Reading*** LT: <40 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. 127-133 |
| 3 Principle | pp. 127-128a  |
| 4 *Strategy* | pp. 128-131.  |
| 5 Demonstration | Watch the video *Visual & Technical Reading:* <http://www.isaksonliteracy.com/wp-content/uploads/2022/07/13-Relate-the-Parts-DEMO-ARS.pptx> (11:27) |
| 6 ThinkSheet | p. 132, the *Visual & Technical Reading* ThinkSheet. Study it carefully, then study the example, p. 133, and fill in the top line on your ThinkSheet. |
| 7 Practice | Select an academic text with visual information. Shaded box, pp. 128b-129 Instructions on ThSh, p. 132Practice this strategy and complete all the steps on the ThinkSheet.OPTIONAL: After experiencing this strategy, look over the Tips, p. 130b-d, again, and 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 Self-Evaluation | p. 286. Self-Evaluation Rubric for the *Visual & Technical Reading*, the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update your Reading Log. *Visual & Technical Reading* goes on the DURING line. Put the Before strategies you used on the BEFORE line and any other During strategies you used for your reading purposes on the DURING line. Put any After strategies AFTER row. Write your Metacognitive Reflections about *Visual & Technical Reading* in the right column. |
| 11 Speeding-Up | p. 251. Practice Drill 7: A3-A2-A1-L (A-Lv) on any text of your choice. OR p. 254, 264. Practice Drill 8 RPR-T again.Record the ten items on your Speeding-Up Chart, p. 276. See examples for either Column 8 or Column 10, p. 277. |
| 12 More Practice | Later, practice *Visual & Technical Reading* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 23: \_\_\_p. 132, [*Visual & Technical Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/132-Visual-and-Technical-Reading.pdf) *(*Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

**24 Infer/Predict—*Author on My Shoulder*** LT: < 40 min.

**Expand Critical Perspective—*Probe the Author’s Mind*** LT: <65 min.

This lesson has two parts and you may choose to divide this lesson into two or more sessions, depending on your time. In the first part, you learn to work through the difficulties of a text until the author’s messages become clear to you—a DURING strategy. In the second part, you look at those messages with critical perspective by evaluating the messages, implications, and intentions of the author—an AFTER strategy for critical thinking. Both make you a thinking, scholarly reader. There is no Speeding-Up Drill for this lesson but keep practicing with any drill you have learned so far.

|  |  |
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| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist for the Specific Principle and *Strategy*. |
| Infer/Predict: *Author on My Shoulder* |
| 1 Chapter Intro | Review p. 61a  |
| 2 Preview  | pp. 107-113 |
| 3 Principle | pp. 107-108b  |
| 4 Strategy | pp. pp. 108c-111c |
| 5 Demonstration | Watch the PPT demonstration *Author on My Shoulder* <https://www.isaksonliteracy.com/wp-content/uploads/2022/11/17-Author-on-My-Shoulder-DEMO-ARS.pptx>  |
| 6 ThinkSheet | p. 112, the *Author on My Shoulder* ThinkSheet. Study it carefully and the example, p. 113, starting with the little box below the instructions: “Business had been slow since. . .” See how one reader listed the surface information and then made bridging and elaborative inferences about what was happening. |
| 7 Practice | Select a challenging text to read, preview it, and set purpose(s) for reading (write your purpose on the second line of the ThinkSheet). Plus, use any other Before strategies you think would prepare you to tackle/enjoy this text. Shaded box, p.108b-109cInstructions on ThSh, p. 112Read the text using any DURING strategies to help you meet your reading purpose(s). When you come to a hard part, practice *Author on My Shoulder* by demanding of yourself the thinking involved. Imagine “talking” to the author and your professor to help you infer and reason yourself to an adequate reconstruction of the author’s meaning. Complete the ThinkSheet.NOTE: Some readers appreciate how *Author on My Shoulder* makes possible a more potent, meaningful abstract for their AFTER strategy. |
| 8 Review | p. 107a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Author on My Shoulder,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update your Reading Log. *Author on My Shoulder* goes on the DURING line. Put the Before strategies you used on the BEFORE line and any other During strategies you used on the DURING line. For now, leave blank the AFTER line and the Metacognitive Reflections in the right column.  |
| Because you have now learned all the DURING strategies, do these activities. | Read “Essential Points about DURING Principles and Strategies,” p. 134. These were written by students who have taken our face-to-face courses.Answer three questions about the Essential DURING 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 eleven DURING strategies, what would you add to this list of “Essential Points about DURING Principles and Strategies”? Write it as #12 on the list, p. 134.
 |
| Realize that a main purpose for *Author on My Shoulder* is to help you reconstruct the author’s meaning as best you can, and this often requires making inferences to obtain a well-rounded understanding of the author’s messages. Once you feel satisfied that you have fairly and accurately captured the author’s messages, you are ready to evaluate the messages and the author’s intentions for writing the text—which you learn in second part of this lesson. You may use the same text you used for *Author on My Shoulder,* or you may use a different text you have already read and feel you understand. These two strategies do not need to used together. |
| Expand Critical Perspective: *Probe the Author’s Mind* |
| 1 Chapter Intro | p. 137a |
| 2 Preview  | pp. 184-193 |
| 3 Principle | pp. 184-187b |
| 4 *Strategy* | pp. 187c-189 |
| 5 Demonstration | Watch the PPT demonstration *Probe the Author’s Mind* <https://www.isaksonliteracy.com/wp-content/uploads/2022/07/14-Probe-Authors-Mind-DEMO-ARS3.pptx> |
| 6 ThinkSheet | pp. 190-191, the *Probe the Author’s Mind* ThinkSheet. Read the critical-thinking questions on the ThinkSheet. Study the example, pp. 192-193 about an article on the Iranian Hostage Crisis 1979-1981. Notice that the reader did not answer every question. When you do this strategy, select the questions that most intrigue you and seem most pertinent for your text and reading purpose(s). |
| 7 Practice | Select a text you have already read. Practice *Probe the Author’s Mind.* Answer several questions listed in each of the three types of questions on the ThinkSheet. |
| 8 Review | p.184a. Answer #1-3 and 6. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for the *Probe the Author’s Mind*, the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update your Reading Log. If you used the same text as for *Author on My Shoulder,* put *Probe the Author’s Mind* goes on the AFTER line. If you chose another text, put any Before strategies on the BEFORE line and any During strategies on the DURING line. Then put *Probe the Author’s Mind* goes on the AFTER line.Write in the box Metacognitive Reflections in the right column for both strategies—use the back of the log, if needed. |
| 12 More Practice | Later, practice *Author on My Shoulder* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.*Later, practice *Probe the Author’s Mind* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 24: \_\_\_p. 112, [*Author on My Shoulder* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/112-Author-on-My-Shoulder.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

 \_\_\_p. 190-191, [*Probe the Author’s Mind* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/190-91-Probe-the-Authors-Mind.pdf). (Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

**25 Expand Critical Perspective—*Probe My Mind*** LT: < 45 min.

SpU: <10 min.

This strategy involving self-reflection can be unnerving because you are forcing yourself to probe your opinions, biases, assumptions, entrenched beliefs, and understandings as they relate to the ideas in the text. You are playing the role of Socrates—but instead of questioning others as he did in Plato’s dialogues, you are questioning yourself. This expands your self-awareness as a learner. You are learning about yourself as well as the material in the text.

|  |  |
| --- | --- |
| 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. pp. 184-187b, pp. 194-197 |
| 3 Principle | Review pp. 184-187b. Give special attention to point #3 “Realize What You Bring to the Text” p. 185. |
| 4 *Strategy* | pp. 194-195 |
| 5 Demonstration | Watch the PPT demonstration *Probe My Mind:* <https://www.isaksonliteracy.com/wp-content/uploads/2022/07/15-Probe-My-Mind-DEMO-ARS1.pptx> |
| 6 ThinkSheet | p. 196, the *Probe My Mind* ThinkSheet. Study it carefully and the example on p. 197. This example is also about the Iranian Hostage Crisis, and as with *Probe the Author’s Mind,* you can select the questions best suited for your text and for pushing you to come to grips with your own mind. |
| 7 Practice | Shaded box, p. 194. Use the same academic text you used for *Probe the Author’s Mind* so you can experience the different kinds of thinking between the two strategies (although you may certainly use it independently other times). Go to the ThinkSheet and to the first section: “The critical thinking questions focused on me” and select at least one question under each of the three main questions (*a, b, c*). Answer them in the right column. Then choose several from the second section: “Let me ‘read’ me reading the text.” Work on the ThinkSheet until you feel satisfied with the thinking you have done. |
| 8 Review | p. 184a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Probe My Mind,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *Probe My Mind* goes on the AFTER line. Put *NA* on the BEFORE line and on the DURING line because you already did these for the text earlier. Write your Metacognitive Reflections about *Probe My Mind* in the right column. |
| 11 Speeding-Up | WEAN DRILL #1 (with pacing device):p. 256a&b. Read Drill 10: “Wean” Drills, (W) for Wean #1.Follow the instructions, p. 256 for Wean Drill #1. Record the ten items for W1 (and which Push-Up drill you combined with it) on your Speeding-Up Chart as shown in the example on Column 12, page 277. Note: W1 is listed as W-P1 because Push-Up Drill #1 was used with it.WEAN DRILL #2 (without pacing device):Wean Drill #2 is the drill you use when you no longer have a pacing device and want to maintain or increase you reading rate. p. 278. Make a copy of Words Per Minute (WPM) Chart, Follow the instructions, p. 256c, d, and on the WPM chart, p. 278a. Practice the drill and use the Words Per Minute Chart, p. 278, to track your progress across time and rate reason for the same text.Record the ten items on your Speeding-Up Chart, p. 276. See example Column 13, p. 277. |
| 12 More Practice | Later, practice *Probe My Mind* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 25: \_\_\_p. 196, [*Probe My Mind* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/190-91-Probe-the-Authors-Mind.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

 \_\_\_p. 278, [Words Per Minute (WPM) Chart](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/278-WPM-Chart.pdf). (You need only one copy until you complete the entire chart. Then you can make another copy.)

**26 Generate New Thinking (Creative Reading)—*New Questions/New Thoughts***

LT: < 50 min.

SpU: < 5 min.

|  |  |
| --- | --- |
| 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. 198-203 |
| 3 Principle | pp. pp. 198-199a |
| 4 Strategy | pp. 199b-201 |
| 5 Demonstration | Watch the PPT demonstration *New Questions/New Thoughts:* <https://www.isaksonliteracy.com/wp-content/uploads/2022/07/16-New-Thoughts-Questions-DEMO-ARS.pptx> |
| 6 ThinkSheet | p. 202, the *New Questions/New Thoughts* ThinkSheet. Study it carefully. Study the example, p. 203. Notice that this example is using a neuroscience text. Look at the box in the middle where this reader selected a concept from the text: “depolarization.” Then go to each side in the order indicated, reading the instruction first and then the responses this reader made. |
| 7 Practice | Shaded box, p. 199bThinkSheet, p. 202Choose a text you have already read. Work through the ThinkSheet in the order indicated. Don’t rush through it; Push beyond what’s easy and obvious to think, think, think! Use the back of the ThSh as needed. Enjoy your fine mind at work!Complete the ThSh. |
| 8 Review | p. 198a. Answer all the questions. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *New Questions/New Thoughts,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update Reading Log. *New Questions/New Thoughts* goes on the AFTER line. Put *NA* on the BEFORE line and the DURING line because you did these at some earlier time for this text. If you selected a text you hadn’t read before, do all three lines as you know to do. Write your Metacogni-tive Reflections about *New Questions/New Thoughts* in the right column. |
| Because you have now learned all the AFTER strategies, do these activities. | Read “Essential Points about AFTER Principles and Strategies,” p. 204. These were written by students who have taken our face-to-face courses.Answer three questions about the Essential AFTER 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 ten AFTER strategies, what would you add to this list? Write it as #16 on the list, p. 204.
 |
| 11 Speeding-Up | p. 257. Read through all the options for “Ready for More Challenge?” Speeding-Up Drills. Become aware of ways to continue to push yourself to read at faster rates for superficial reading occasion. Select one option and practice it. (Do not choose #9 yet; that will be the focus of Lesson 28). Record the ten items on your Speeding-Up Chart, p. 276, for whichever drill you chose. See p. 277 for examples. |
| 12 More Practice | Later, practice *New Questions/New Thoughts* on other texts. After you practice, update the Self-Evaluation Rubric for the “DO the strategy” rows, *d-h.* |

For Lesson 26: \_\_\_p. 202, [*New Questions/New Thoughts* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/202-New-Questions-New-Thoughts.pdf)(Make two copies—one for doing the strategy initially, the second for additional practice.) Store all your finished ThinkSheets in your binder.

**27 Integration Day #3 “Improving Critical and Creative Thinking”**Estimated Total Time: < 10 hrs. 50 min.

See options for shorter sessions in third

 paragraph below.

 Do break this into several sessions.

Today is the last of the three Integration Days. You will integrate and use many of the strategies you have learned from Lesson 2 to Lesson 26, and especially those in Part III: “Improving Critical and Creative Thinking” with these strategies: *Mindful Coding, MICER, Relate the Parts, Visual & Technical Reading, Author on My Shoulder, Probe the Author’s Mind, Probe My Mind,* and *New Questions/New Thoughts.* Because these are complex strategies to apply, this lesson is too long for one session. Divide it up as you see fit. In fact, this lesson may feel like overkill. In the real world you would rarely, if ever, use and integrate ALL these strategies when reading a single text as you will today. Instead, you would use *metacognitive awareness* to decide how to approach a specific text and which strategies would most likely lead you to accomplishing your purposes for reading it. But the activities today will be valuable for solidifying your conceptual and practical knowledge of these critical-thinking strategies.

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 that demands analytical, critical, and creative thinking.

Another purpose of this Integration Day #3 is to practice the targeted strategies on a challenging text that delves into the theories of how learning from reading happens. This text will make sense to you now that you have experienced the course to this point. In fact, it will bring perspective and clarification to this entire self-instructional course. Nevertheless, here are some options if the estimated time is more than you can spend:

1. The full text *“What Is Reading?”* (16 pages: pp. 1-15) (Make a hard copy of this article so you can write on it. Put aside pp. )
2. Introduction, “The Nature of Reading,” “The Cueing Systems of Reading” (7 pages: pp. 1-7 from the full text you copied above)
3. “Our Model of Academic Reading,” “What Is Academic Reading?” “The Impact of Personal Beliefs about Reading” (7 pages: pp. 7-15 from the full text you copied above)
4. Appendix I in handbook: “Our Metacognitive Model of the Academic Reading Process” (4 pages: pp. 327-330) If you choose this option, write on the pages or make a copy of it.

In this lesson, you will also be presented with an actual text situation a student shared. Your task is to decide how to handle the situation with some of these advanced strategies and then to justify your decisions.

Finally, you will update your Strategy Tracking Chart and complete the Rubrics for Demonstrating the Speeding-Up Drills.

Practice the strategies as follows (using whichever of the four options you chose, but you’ll need to adapt if you chose any except the first option above):

BEFORE

\_\_\_**Do** a *Skeleton* of the article **within 50 seconds**. What did you observe about the structure?

\_\_\_**Do** a *T.H.I.E.V.V.E.S. with Snatches* of the article**within 7 to 11 minutes**. What could you learn from this article?

\_\_\_**Do** *Launch.* What do you most want to learn from this article and what do you think the author of the essay expects you to learn from it? The ThinkSheet “What Is Reading?” pp. 19-20—the last two pages of the essay, states the author’s expectations. The first six tasks could give you some ideas to help you formulate your purposes for reading. (Ignore Question 7 for now—to be addressed in Lesson 32.)

DURING

\_\_\_**Do**: Post the eight Part III Strategies for easy reference as you read.

\_\_\_**Do**: Review in the handbook the four DURING strategies you will be using today as you read:

\_\_\_ *Mindful Coding,* in the shaded box, p. 99c-101c, the ThinkSheet, p. 106, and your completed ThinkSheet from Lesson 20. Make a new coding sheet or reuse one you made earlier.

\_\_\_ *4x4 Download,* in the shaded box, p. 75-76, the ThinkSheet, p. 77, and your completed ThinkSheet from Lesson 20.

\_\_\_ *MICER,* in the shaded box, p. 121b-122, the ThinkSheet, p. 125, and your completed ThinkSheet from Lesson 21.

\_\_\_ *Visual & Technical Reading,* in the shaded box, p. 128b-129, the ThinkSheet, p. 132, and your completed ThinkSheet from Lesson 23.

\_\_\_ *Author on My Shoulder,* in the shaded box, p. 108c-109c, the ThinkSheet, p. 112, and your completed ThinkSheet from Lesson 24.

\_\_\_ Of course, you may use any of the others DURING strategies; just be sure to use these five focus strategies today.

\_\_\_**Read** with your mind highly alert. Do *Mindful Coding* in the margins of the hard copy of “What Is Reading?” Fill the margins with your codes and thinking such as the readers did in Figures 4 and 5 (handbook, pp. 102-103). Actively search for information, wonder, ask questions, center your mind on constructing meaning, connect, infer what’s most important for you to learn, pause often to synthesize, talk to the author, and do whatever it takes to refine meaning. That is, use strategies that help you be a scholarly reader including those strategies you learned earlier such as *Telegram, My Questions, The More You Know,* and so on.

\_\_\_**Do**: Use *MICER* for the parts that seem especially hard to understand. Code these hard parts as you read and move on to see if they come to make sense as more information comes in from the text. Then return to them and do *MICER* on the parts that remain fuzzy.

\_\_\_**Do**: Use *Visual & Technical Reading* for the visuals in “What Is Reading?”: Figure 1 (p. 3), Figure 2 (p. 5) and Figure 3 (p. 8). If you figure out the meanings within Figure 3, then Figures 4, 5, and 6 will make sense to you. Table 1 will probably be easy to figure out.

AFTER

\_\_\_**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 Step 4 on the ThinkSheet, handbook p. 50.

\_\_\_**Do** *Met Purpose?* Reread your purposes (to answer the questions from the “What Is Reading?” ThinkSheet, pp. 20-21) and prove to yourself that you met your purposes. What did you do if you didn’t meet a purpose? (Did you think through it again? return to the text? dismiss it as no longer important? go beyond the text for answers? other?) Complete the “What Is Reading?” ThinkSheet except for Question 7.

\_\_\_**Do**: Review *Relate the Parts* in the handbook: the shaded box, p. 176c-177b, the ThinkSheets, p. 180 and 182, and your completed ThinkSheet from Lesson 22.

\_\_\_**Do**: Choose one of the *Relate the Parts* ThinkSheets to do—either on a printout of the ThinkSheet or on a blank sheet of paper. Select a few key parts to relate to each other and to the main message of the text.

\_\_\_**Do**: Review *Probe the Author’s Mind* in the handbook: the shaded box, p. 187c-188a, the ThinkSheet, pp. 190-191, and your completed ThinkSheet from Lesson 24.

\_\_\_**Do**: Evaluate the arguments and propositions of the author and the way she staged the presentation of her ideas to convince you of their worth. Select at least one question from each of the three main questions from the ThinkSheet (1, 2, 3) and answer each with your best thinking.

\_\_\_**Do**: Review *Probe My Mind* in the handbook: the shaded box, p. 194, the ThinkSheet, pp. 196, and your completed ThinkSheet from Lesson 25.

\_\_\_**Do**: Turn the critical-thinking questions onto yourself. Select several of the questions from each of the two main questions on the ThinkSheet.

\_\_\_**Do**: Review *New Questions/New Thoughts* in the handbook: the shaded box, p. 199, the ThinkSheets, p. 202, and your completed ThinkSheet from Lesson 26.

\_\_\_**Do**: Generate new ideas and implications about this text using the questions on the ThinkSheet. Be creative. Let the “What Is Reading?” text stimulate original ideas. Select an intriguing concept, topic, issue, or idea within or inspired by the article and write that down. Then address all four ways to push yourself beyond what is in the text concerning that concept you just wrote down.

\_\_\_**Do**: Record this experience on a row on your Reading Log, listing each strategy used for BEFORE, DURING, and AFTER. Then do the Metacognitive Awareness Reflection in the righthand column. Since there are so many strategies, you may choose to use more than one row or to write on the back of the Reading Log.

TEXT SITUATIONS

Below are two text situations that students submitted.

\_\_\_**Do**: Tell which strategies you would use and why for this situation.

|  |
| --- |
| Text Situation:You have an intense discussion coming up in five days for which you must read and review two specific dialogues by Plato. The professor has provided thought questions to help you understand the dialogues. The problem is that this professor randomly selects two of you to put on the spot as though he is Socrates. The three of you will sit in a circle surrounded by your classmates while he grills you. Then he opens the discussion to the class to jump in with comments and questions and how they would answer one of the questions. This is very demanding (and scary), and you must be prepared to think on the spot. You really like the readings, but you don’t have a ton of time. |

STRATEGY TRACKING CHART

\_\_\_**Do**: Update your Strategy Tracking Chart (STC) today or in the next few days as follows:

\_\_\_**Do**: Gather your completed Reading Logs since Integration Day #2, Lesson 18. In the second column, “Dates Used,” fill in any strategies you have practiced since that day—look at your Reading Logs and list each date you used any strategy, including today: DURING: *Mindful Coding, 4x4 Download, MICER, Visual & Technical Reading,* and *Author on My Shoulder;* AFTER: *Relate the Parts, Probe the Author’s Mind, Probe My Mind,* and *New Questions/New Thoughts.*

\_\_\_**Do**: 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 in the third column of the STC to the three questions listed in two places: p. 279d and the top of the STC, p. 280. Write and circle the number of the question you are answering. See p. 284 for examples.

WHAT READERS SAY

\_\_\_**Reread** “What Readers Say” for each of today’s eight strategies to see the degree you agree with the readers and to think what you would tell other readers about this strategy: *Mindful Coding,* p. 105; *Author on My Shoulder,* p. 111; *MICER,* p. 124; *Visual & Technical Reading,* p. 131; *Relate the Parts,* p. 179; *Probe the Author’s Mind,* p. 189; *Probe My Mind,* p. 195; and *New Questions/New Thoughts,* p. 201. You may add your own “What Readers Say” (What I Say as a Reader) to any of these strategies. Write your contribution in the handbook just below what other readers have said.

**SpU:**

\_\_\_ Assess how well you can do the ten speeding-up drills you have learned so far. Can you explain and demonstration them? Go to the “Rubrics for Demonstrating the Speeding-Up Drills” on pp. 258-259. Review the first five and complete the rubrics for the next five drills:

*\_\_\_LEVEL (LV)*

*\_\_\_LADDER (LD)*

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

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

*\_\_\_ ACCELERATION (A1, A2, A3)*

*\_\_\_ A3 TO A2 TO A1 TO LV (A-LV)*

*\_\_\_ ROCKET-POWERED READING—BASIC (RPR-B)*

*\_\_\_ ROCKET-POWERED READING—TEXTBOOK (RPR-T)*

*\_\_\_ WEAN DRILL #1 (W1)*

*\_\_\_ WEAN DRILL #2 (W2)*

For Lesson 27: \_\_\_make a hard copy of the article [*What Is Reading?*](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/What-Is-Reading_.pdf)(20 pages). You will need to write on it.

 \_\_\_pp. 19-20, *What Is Reading?* ThinkSheet*.* You already copied it –it is the last two pages of the 20 pages you just copied from the website. Store all your finished ThinkSheets in your binder.

\_\_[Part II Strategies](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/Part-II-Strategies.pdf) (When finished with this list, 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 and worked on in Part 2.)

­­\_\_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.)