***PART FOUR: Lessons 28-32, Applying Strategies to Demanding Situations***

Materials for Part 4:

Before you begin Part 4, we recommend you make hard copies of the following pages and materials. These are the documents you need to complete Lessons 28-32. 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 28: \_\_p. 265, [*Novel in One Sitting* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/ThSh-NOS-Plot-Outline-S-Instr-Guide.docx) adapted for Self-Instructional Guide (make two copies). Included is p. 263, [*The Basic Plot Outline* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/263-Basic-Plot-Outline-.docx) (make two copies).

For Lesson 29: [First Half of Tolstoy’s Story](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/King-Shirt-2.pdf) (make one copy)

pp. 214-215 [*Mindful Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/214-15-Mindful-Reading.pdf) (make two copies)

For Lesson 30 \_\_p. 220 [*Entrance Exam Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/220-Entrance-Exam-Reading.pdf). (Make several copies. After masters are made of first two columns on each sheet, you will make additional copies of these masters—as explained in lesson plan.)

\_\_p. 222 Make a copy of [*READ like a Scholar* Bookmark](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/222-Read-Like-a-Scholar.pdf) (Make one copy and reproduce later as explained in lesson plan.)

For Lesson 31: \_\_ p. 230, [*Retell/Reflect/Synthesis Chart* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/230-Retell-Reflect-Research-Lit.pdf) (Make several copies).

\_\_ p. 233, [*Domain Chart* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/233-Domain-Chart-for-Research.pdf) (Make several copies).

Use these ThinkSheets to process the articles you read for your research.

For Lesson 32: \_\_ p. 322-323[, *What Kind of Academic Reader Am I?*](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/322-323-What-Kind-of-Reader-Am-I.pdf) (Make one copy—or find the second copy your made for Lesson 1, the blank copy. Do not look at your answers for the first copy—yet.)

**28 Speeding Up Day #3**SpU: <65 min.

\_\_\_ p. 255. **Read** Drill 9: Novel in One Sitting (NOS).

\_\_\_ p. 245. **Do**: Review the Z hand motion,

SET-UP

\_\_\_**Do**: Make a copy of two ThinkSheets: Novel in One Sitting, p. 265, and The Basic Plot Outline, p. 263. Study them until you know what to do.

\_\_\_**Do**: Gather all the materials listed at the top of the NOS ThinkSheet, p. 265a.

\_\_\_**Do** Steps 1-8 as outlined on the NOS ThinkSheet to prepare for this reading experience. Synthesize what you know by downloading the first chapter (#5 on the ThSh).

\_\_\_ p. 255. **Do**: Review Drill 9 (Steps #6-9) and the box “Summary of Process,” p. 255. You will infer the story line, grabbing what you can from the text to help you infer what is happening in the story.

\_\_\_**Do**: Sit at a table with a straight back chair and prop your book up at 45° angle. Set your timer for 15 minutes. Gear up mentally for this as you would for a race: fully focused, highly alert, determined.

BEGIN.

\_\_\_**Read** the entire novel in one sitting, in this case, one hour. Reset the timer every 15 minutes.

WHEW! FINISHED!

AFTER

\_\_\_**Do**: Download the rest of the story onto the Basic Plot Outline ThinkSheet and enhance any other part of this ThinkSheet now that you have time to think about it. Congratulations! You have just read the entire book in one sitting! You picked up more than you thought you would, right?

\_\_\_**Do**: Record the items on your Speeding-Up Chart as exemplified for NOS on Column 11, p. 277.

For Lesson 28: adapted from p. 265, [*Novel in One Sitting* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/ThSh-NOS-Plot-Outline-S-Instr-Guide.docx) for Self-Instructional Guide (make two copies). Included is p. 263, [*The Basic Plot Outline* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2023/01/263-Basic-Plot-Outline-.docx) (make two copies).

**29 The Joys of Slow Reading—*Mindful Reading*** LT: < 1 hr. 20 min.

In this lesson you will do the opposite of the last lesson, “Novel in One Sitting.” Instead of reading a novel in one hour, you interact with the author, enter fully into the conceptual world of the text, come to understand the author’s messages, evaluate them, argue for or against them, and create and integrate your own ideas as inspired by the text. This is the most intense and scholarly type of reading. It is also the most fun. You see your fine mind at work. The messages of the text become a quest, and you become a scholar. With this strategy, you indeed experience the joys of slow reading.

Reserve this strategy for your most important texts or parts of challenging texts you want to understand very well. This is at the end of the Self-Instructional Guide because it is the culminating strategy—what you have learned to this point can be used to read mindfully.

|  |  |
| --- | --- |
| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Chapter Intro | p. 207a |
| 2 Preview | pp. 15-16b, 207-215 |
| 3 Principle | Review 15-16b |
| 4 *Strategy* | pp. 207-213. |
| 5 Demonstration with Practice | Prepare to watch *Mindful Reading*  https://youtu.be/tVNGtDMSETc (26:28). Make copies of both the documents listed at the end of this lesson plan.  As you watch, practice as directed in the video. See how this reader thinks this story is structured, click here for another version [*Skeleton of King and the Shirt.*](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/King-Shirt-1.pdf)Follow along as she discusses First Half of Tolstoy’s Story. Study what this reader is doing as she talks through her thinking.  When directed, finish the rest of the story doing *Mindful Reading*: do your own in-depth thinking, questioning, and marking the text using*.* Write your thinking in margins of the bottom four paragraphs as she did in the top half. Think and write for at least five minutes.  Read “The King and the Shirt” aloud again without stopping (*Postview*)*.* See how your understanding of the story has grown and how much deeper your thinking is about this “simple” story. What more has become clear about Tolstoy’s meaning? |
| 6 ThinkSheet | pp. 214-215. *Mindful Reading* ThinkSheet. Study it carefully. |
| 7 Practice | Shaded box, 207-210b  Instructions on ThinkSheet, 214-215.  For this experience, select a short but important text you can write on, a text you want to understand thoroughly. The text could be an essay, a short story, poetry, or one section of a longer academic text you need to read. Even though the text is short, expect this reading experience to take some time.  You won’t record a speeding-up drill today but find places to use your speeding-up skills wherever they are useful*.* This might include when you do *Skeleton, T.H.I.E.V.V.E.S. with Snatches, Superficial Reading & Quick Coding,* when you skim through less important segments of the text, and when you do *Postview.*  Practice all four readings as outlined on the ThinkSheet for *Mindful Reading.* Make your text “thick” with thinking as are the examples on pp. 102, 103.As you go, complete the part of the ThinkSheet connected to each of the four readings.  When finished, how do the pages of your “mindful reading” resemble a mindful reading 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)*.* How so? |
| 8 Review | p. 15. Answer questions 1-3 and 6. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Mindful Reading,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update your Reading Log. You have used several strategies within each layer. Capture all the strategies you used—take a couple of rows on the log if needed to. Write your Metacognitive Reflections about *Mindful Reading* in the right column. |
| 12 More Practice | Practice *Mindful Reading* on other texts and update the Self-Evaluation Rubric when you do, the “DO the strategy” rows, *d-h.* |

Lesson 29: [First Half of Tolstoy’s Story](https://www.isaksonliteracy.com/wp-content/uploads/2020/12/King-Shirt-2.pdf) (make one copy)

pp. 214-215 [*Mindful Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/214-15-Mindful-Reading.pdf) (make two copies)

**30 Advanced Layered Reading—*Exam Reading*** LT: < 40 min.

**Course Exam Reading, Entrance Exam Reading** 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. 207a |
| 2 Preview | pp. 15-16b, 216-223 |
| 3 Principle | Review 15-16b. Be looking for the Layered Reading aspects of *Exam Reading.* |
| 4 Strategy | pp. 219, *Course Exam Reading.* |
| 5 Demonstration | none |
| 7 Practice | *Course Exam Reading*  Answer these questions in your mind:  For your courses, what have you tried on class tests that has worked well? What do you know from experience that does not work well in preparing for and taking tests or quizzes for your courses?  Which of the points on p. 219 connect to your experiences taking exams in school?  What are some general test-taking strategies you hope to use or hope to continue using if you have already been doing them?  How does this strategy fit with *Layered Reading* (p. 5, p. 339)?  How does *Professor’s Questions* (p. 81, p. 89a) play into fine-tuning your test-taking expertise?  The next time you are to take an exam for a class, review p. 219 and practice the ideas on a real exam. |
| 4 *Strategy* | pp. 216-218, *Entrance Exam Reading.* |
| 5 Demonstration | none |
| 6 ThinkSheets | Select a graduate or professional school entrance exam you hope to take (MCAT, GRE, LSAT, DAT, etc.). Search the internet for its free practice tests and then go to the subtests that require passage reading with questions. For example, “DAT Practice Exam, Verbal Reasoning.” Some subtests are called “Reading Comprehension,” “Verbal Aptitude,” or “Verbal Skills.”  pp. 216-217: Do Steps 1 and 2 for one or more passages on the practice tests. Use the resources provided by the test publishers—such as the recommendations for how to take the test. Study the explanations for the answers to each question.  For Step 3, p. 217, do the following:   1. Make several copies of the *Entrance Exam Reading* ThinkSheet, p. 220. Some students have set up a digital template. 2. Make a copy of *READ like a Scholar* Bookmark, p. 222. 3. Go to the verbal reasoning portions of the exam and copy the stems of these questions onto the left columns of the ThinkSheet and Bookmark, leaving out all content—just put a blank to replace any content. This makes the stem generic so it can be applied to any content. See the left columns on p. 221 and p. 223 for examples of how this is done. 4. Then determine the kind of verbal reasoning that seems to be required to answer that question. List this type of thinking in the space provided just to the right of the stem. Refer to the examples on p. 221 and p. 223. 5. For the *Entrance Exam Reading* ThinkSheet, leave the last three columns blank. After you have made several pages of these stems with their types of thinking, take these master copies of the ThinkSheets and run off several copies of each. (Keep the master copies for later.) 6. For *Read like a Scholar* Bookmark—the two-column chart, select eight of the stems from the entrance exam (could be the same ones as the *Entrance Exam Reading* ThinkSheet).    1. Fill in the eight rows of cells on the Bookmark chart with a stem and thinking required to answer each.    2. Look at the other half of the bookmark. See p. 223 for a sample of the four critical thinking strategies. You choose any generic questions most likely to stretch your thinking. (Go to the strategies in the handbook to find questions that will be most useful and intellectually demanding.) List these on the bookmark.    3. Make multiple copies of the bookmark, front and back, and cut them in half. Suggestions: (a) stick one of these bookmarks in each text you are reading for your classes. Or, (b) attach each to a side of a piece of cardstock. Laminate it at a copy center to protect it so you can use it for a long time. |
| 7 Practice | Practice using the *Entrance Exam Reading* ThinkSheet.   1. Choose a chapter or text you have finished reading whether immediately or some time ago. You may use any text (academic or leisure): magazine articles, textbook chapters, fiction, nonfiction, newspaper editorials, poetry, essays, etc. 2. Now fill in the information in the top row for the three blank columns: (See examples on p. 221)    1. On Col. 3, list the title of the text and the genre and date.    2. On Col. 4, create a test-question stem using the stem in Column 1 but for the specific text you are reading.    3. On Col. 5, construct an answer to the question suggested by the stem with the type of reasoning demanded. 3. When you read another text, add the next row to the ThinkSheet. Notice as per the example, p. 221, that you certainly can use the same text for several, many, or all the stems.   Practice using the *Read like a Scholar* Bookmark   1. Using any text you have read, try to answer one or more questions for each of the four strategies on the bookmark. Don’t write your answers; just think them using either or both sides of the bookmark for any text you read.   Use these ThinkSheet and the Bookmark for months or years. By doing so, you are making yourself learn to think in the ways expected for these exams and probably for the educational program you are hoping will accept you. Plus, you are learning deeply from your current texts at the same time! |
| 8 Review | p. 15b. Answer questions #1-3 and #6 but think specifically about Exam Reading as you do. |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Entrance Exam Reading,* the “KNOW the Strategy” rows: *a, b,* and *c*. |
| 10 Reading Log | Update your Reading Log. How did you use Layered Reading to practice for these tests? Put each strategy you used within its layer on the log; consider your layered reading process for reading a passage and answering the questions on an entrance exam.  Write your Metacognitive Reflections about *Exam Reading* in the right column. |
| 11 Speeding-Up | Practice a drill of your choice.  Record the ten items on your Speeding-Up Chart, p. 276. |
| 12 More Practice | Later, practice *Exam Reading* every chance you have and thereby prepare for the real entrance exams you will take in the future. Update the Self-Evaluation Rubric when you are comfortable with this strategy, the “DO the strategy” rows, *d-h.* |

For Lesson 30 \_\_p. 220 [*Entrance Exam Reading* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/220-Entrance-Exam-Reading.pdf). (Make several copies. After masters are made of first two columns on each sheet, you will make additional copies of these masters—as explained in lesson plan.)

\_\_p. 222 Make a copy of [*READ like a Scholar* Bookmark](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/222-Read-Like-a-Scholar.pdf) (Make one copy and reproduce later as explained in lesson plan.)

**31 *Research Reading*** LT: < I hr. 5 min.

Learning these procedures will work best if you have a research project to do. If not, think of something you would like to research for fun. Or, you could imagine a research project and just think through what you would do for each step described (although this is least effective for learning to do research reading).

|  |  |
| --- | --- |
| Follow the Checklist, p. 356 | Extra Information Needed to Do the Checklist  for the Specific Principle and *Strategy*. |
| 1 Activate prior knowledge and experience | Review p. 207a—first two sentences only. Though Layered Reading is involved in reading for a review of literature, it applies much less than to the other strategies and can basically be ignored for now.  Please answer these questions instead: How have you gone about reading the literature for research papers in the past? Did these activities work well for you? Why or why not? |
| 2 Preview | p. 236. This Cycle is an overview of the processes used to do research reading.  pp. 224-236. |
| 3 Principle | The principles involved in *Research Reading* are these:   * Your research should fit within the discipline’s big questions and purposes. * The aim of your research is to expand knowledge in the discipline. This new addition becomes obvious to your readers when you tie what you are doing into what has been studied before on this topic. Your knowledge is built by studying the ideas and discoveries to those who came before you, but keep in mind these important words by Albert Einstein:  |  | | --- | | Many people think that the progress of the human race is based on experiences of an empirical, critical nature, but I say that true knowledge is to be had only through a philosophy of deduction. For it is intuition that improves the world, not just following a trodden path of thought. Intuition makes us look at unrelated facts and then think about them until they can all be brought under one law. To look for related facts means holding onto what one has instead of searching for new facts. Intuition is the father of new knowledge, while empiricism is nothing but an accumulation of old knowledge. Intuition, not intellect, is the 'open sesame' of yourself.  Einstein and the Poet (1983) p. 16 |  * The review of literature is a key part of a research report along with the methodology, results, discussion, limitations, and conclusions. * The best literature sources are from peer-reviewed journals, those where multiple experts in the field review the research and evaluate its quality without having access to the identity of the author(s) or their affiliations (a blind review). The quality of your sources contributes to the quality of your work. * As well as finding support for your thesis (the facts and ideas upon which your propositions are based), you should also explore for, evaluate, and report on alternative/opposing explanations and viewpoints. Seeing multiple sides of the issue positions your readers to assess the truth of your propositions. * The value of your review of literature is determined by the thoroughness of your search, your demonstrated understanding of the topic, and your ability to analyze the topic in detail. |
| 4 *Strategy* | pp. 224-228c |
| 5 Demonstration | None |
| 6 ThinkSheet | pp. 228d-235. The ThinkSheets are the three types of forms described, explained, shown, and exemplified in the handbook. Study these pages and the examples.  Have blank paper or software available to make the Research Synthesis Web.  p. 230 Make several copies of the *Retell/Reflect/Synthesize Chart.*  p. 233 Make several copies of the *Domain Chart.* |
| Also do this activity | p. 235. Read the interview of a graduate-student researcher. What did you find helpful? What would you probably not do that this researcher did? Why not? What would you do instead? Why? |
| 7 Practice | Practice *Research Reading* in this order:  p. 236, Figure 12. **Do Step1, Step 2,** and **Step 3.** Along the way, follow the instructions in the shaded box, pp. 224-226a.  Step 2 is a crucial step—this is when you take your central research question and break it down into subtopics. By doing so, you are creating your tentative outline for reviewing the literature. As you refine your question and identify the subtopics, you can begin creating your Research Synthesis Web with the subtopics surrounding the main question (see Figure 11). You are also ready to set up several Domain Charts, one subtopic per Chart.  p. 226b, **Step 4.**  After you find promising articles as suggested on p. 226, scan-read several. Scan-read (see p. 342 in glossary) entails having your research question solidly in mind, quickly looking for answers to your research question and its sub-questions, and dismissing the rest because your keenly alert mind recognizes the parts that are less relevant for your questions.  p. 226c-227a, **Step 5**. Sort the articles you scan-read into three groups:  Group 1: These articles seem to have lots of useful information and ideas for your topic. Set these aside for a careful reading later (each for R/R/S Chart).  Group 2: These articles have one or more pertinent parts. You may add them now to the appropriate Domain Chart or quick-code (coded to your outline) them to add later.  Group 3: The articles that seem off-topic for your research. Dismiss. Do not use.  You now have enough information to begin adding references to the subtopics on your Research Synthesis Chart (see Figure 11, p. 229).  p. 227b-c. **Step 6**. Select two or three articles from your scan-reading that seem most pertinent. Pick one and create your first Retell/Reflect/Synthesis Chart. Keep your Reference List up-to-date, even if you might change your mind about using a certain source. Follow the instructions for Step 6.  p. 227d-228a. **Step 7**. Continue to add to your Research Synthesis Chart with any sources you think you might use. Continue to add to the Domain Charts—whether from parts of articles or from the R/R/S Charts. This step prepares you to write about each subtopic bringing together what you have learned across texts.  How do you know when you have read enough articles for your study?  Select and describe relevant scholarship. Do not try to be not exhaustive. Only cite works pertinent to the issue, not of tangential or general significance to the issue. Build the logical continuity between previous work and your research, that is, as you relate your study to previous work, show how it differs from and builds on what has been studied before—show how your study fits into the cumulative understanding of the field.  The American Psychological Association (2010) gives these guidelines for the review of literature:  Define and clarify the problem.  Summarize previous investigations to inform the reader of the state of research  Identify relations, contradictions, gaps, and inconsistencies in the literature, and  Suggest the next step or steps in solving the problem (p. 10).  For this lesson, an experience designed to help you learn how to do research reading, you will not have finished your review, but hopefully you have learned enough to benefit as you continue to do the review for your current project and for future research projects. |
| 8 Review | p. 236. Look at the recursive cycle and explain each step and how you did it or modified it for your review of literature.  Answer these two questions:   1. In what ways do any of these steps connect with what you have done in the past to read for a review of literature? 2. Which of these steps or forms will you continue using when doing literature reviews? Why? |
| 9 Self-Evaluation | p. 286. Self-Evaluation Rubric for *Research Reading,* the “KNOW the Strategy” rows: *a, b,* and *c*. Since you will be reading several articles, you can probably complete the Self-Evaluation Rubric, *d-h*, now also. |
| 10 Reading Log | Update Reading Log. You have some choices here. You may write out as separate entries some of the key articles you read and list the individual strategies you used to process each. Or, you may make a generic entry such as “Read five articles on *topic* (state topic) and list some of the strategies you used.  Write your Metacognitive Reflections about *Research Reading* in the right column. |
| 11 Speeding-Up | Where in the research reading process did you or could you use your speeding-up skills? |
| 12 More Practice | Later, practice *Research Reading* every time you have to do research for a class or project. Update the Self-Evaluation Rubric again, the “DO the strategy” rows, *d-h.* |

For Lesson 31: \_\_\_p. 230, [*Retell/Reflect/Synthesis Chart* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/230-Retell-Reflect-Research-Lit.pdf) (Make several copies).

*\_\_\_*p. 233, [*Domain Chart* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/11/233-Domain-Chart-for-Research.pdf) (Make several copies).

Use these ThinkSheets to process the articles you read for your research.

**32 Conclusion** Estimated Total Time: <2 hr. 50 min.

LAYERED READING

Because you have more fully learned and experienced LAYERED READING in all the lessons since Lesson 3:

\_\_\_**Reread** “Essential Points about the LAYERED READING Principle and Strategy,” p. 21.

\_\_\_**Do**: Answer three questions about the Essential LAYERED READING Points:

1. Which points most standout for you now? Why?
2. Which ones do you disagree with or do not connect with? Why?
3. What can you now add to this list? Write it on the list, p. 21.

WHAT READERS SAY

\_\_\_**Reread** “What Readers Say” for the three strategies learned since Integration Day #3. Decide to what degree do you agree with these readers and what would you tell other readers about each strategy: *Mindful Reading*, p. 213d; *Exam Reading,* p. 218d; and *Research Reading*, p. 235. 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.

STRATEGY TRACKING CHART

\_\_\_**Do**: Gather your completed Reading Logs since Integration Day #3, Lesson 28. In the second column, “Dates Used,” fill in any strategies you have practiced since that day. Hopefully, you have practiced these recent strategies at least once: LAYERED READING: *Mindful Reading, Exam Reading,* and at least some aspect of *Research Reading.*

\_\_\_**Do**: Because you have practiced these three strategies at least once, review the Metacognitive Reflections on your Reading Logs and write thought-filled answers to the three questions listed in the instruction box at the top of Strategy Tracking Chart, p. 280.

Finish the third column of the Strategy Tracking Chart for any of the strategies you have not written about yet.

You have just completed your Strategy Tracking Chart, a very helpful document to use and keep for the long term to refresh your memory for all strategies. Most students keep their handbook for reference, too.

ASSESSMENT

\_\_\_**Do**: Take the “What Kind of Academic Reader Am I” assessment a second time. Make a blank copy of pp. 322-323 or use pp. 17-18 in the “What Is Reading?” essay. Without referring to your first assessment from Lesson 1, take this assessment again.

\_\_\_**Do**: Where have you come as an academic reader since the beginning of this self-instructional experience? Pull out the first assessment (taken during Lesson 1) and study the differences. What do you notice? Explain the differences and similarities.

READING LOGS

\_\_\_**Do** a Reading Log Analysis: Look at all your Reading Logs since the beginning. Look over all your Metacognitive Reflections on the Reading Logs and read the essay at the bottom of each log “Self-Evaluation of Progress.” How would you characterize your progress as an academic reader? Explain your progress or the lack thereof.

\_\_\_**Do**: Look at the flow chart on the front inside cover of the handbook. Which of these strategies are second nature to you now and are ones you are sure you will use them often? Why? Which will you use occasionally and why? Which will you probably rarely or never use and why?

**SpU:**

\_\_\_ p. 259a. **Do**: Go to the “Rubrics for Demonstrating the Speeding-Up Drills.” Explain and demonstrate the steps for doing “Novel in One Sitting.”

\_\_\_**Do**: p. 266. Explain all the parts of the Rate of Reading Continuum and whey they are arranged as they are.**.**

\_\_\_**Do**: Pull together all your Speeding-Up Charts since Lesson 4 and do the following:

\_\_\_Look at your progress over time for the same types of texts. What do you notice?

\_\_\_Read your Reflections at the bottom of the Speeding-Up Charts since the beginning. What do you notice?

\_\_\_Reflect on your progress in reading your academic texts faster. Did you improve in understanding at the same time? Why or why not?

\_\_\_**Do:** Answer these questions: Do you plan to keep using your pacing device? Why or why not? If you plan to keep using it, how often to you hope to use it?

For Lesson 32: \_\_\_p. 322-323[, *What Kind of Academic Reader Am I?*](https://www.isaksonliteracy.com/wp-content/uploads/2020/11/322-323-What-Kind-of-Reader-Am-I.pdf) (Make one copy—or find the second copy your made for Lesson 1, the blank copy. Do not look at your answers for the first copy—yet.)

**CONGRATULATIONS!**

You have finished this self-instructional course. You are to be commended for your diligence, commitment, and hard work.

Have you made substantial progress as an academic reader?

Has your effort been worth it?

Now what for you as an academic reader?