

# Resource Units in Language Arts for Department of English, Baiko Jo Gakuin College (Sturges College)

—Reading, Part 1 (General-Basic, Utilitarian, Expository)—

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## OBJECTIVES

Taken from Wilga Rivers' *Teaching Foreign-language Skills*<sup>1)</sup>, the following suggestions are slightly modified.

Development of the student's intellectual powers through the study of English.

Increasing the student's personal culture through the study of the great literature and philosophy to which English is the key.

Increasing the student's understanding of how language functions and bringing him, through the study of English, to a greater awareness of the functioning of his own language.

Developing the student's ability of reading English with comprehension so that he may keep abreast of modern writing, research, and information.

Bringing the student to a greater understanding of people across national barriers by giving him a sympathetic insight into the ways of life and ways of thinking of the people who speak English.

Providing the student with skills which will enable him to communicate orally, and in writing, with the speakers of English and with people of other nationalities who have learned English.

## DEVELOPING COMPETENCE IN READING

Improvement of reading should be met by recognizing the need for

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1) Wilga Rivers, *Teaching Foreign-Language Skills* (Chicago: The University of Chicago Press, 1968), pp. 8-9.

both a developmental and a remedial program—the former to develop more mature powers needed to cope with more complex study activities in college and the latter to aid those students who need further assistance with the skills to which they have been exposed in the earlier stages of their school life.

The developmental reading program in reading includes many different strands, among which are enrichment of vocabulary, improving basic silent reading skills, improving oral reading skills, promoting habits of reading for personal pleasure and profit, promoting special work-study skills, and promoting special skills for the reading of literature. This last strand will be taken up at some other time.

## Unit I. READING READINESS

### 1. Knowing print

(Knowing about the way printed material is oriented on the page)

The goals of reading readiness programmes:

- a. to know what is right side up
- b. to know that pages turn from right to left
- c. to know that the text reads from left to right and top to bottom
- d. to know that words are the units of meaning
- e. to know that there are greater spaces between words than between letters in the same word

### 2. Known words (sight vocabulary)

(To have a basic command of a basic vocabulary of words)

### 3. Words that connect and words that place

(To have a memorized vocabulary consisting of words that appears frequently in writing and bind thoughts and sentences together. These words are some of the most common ones in the language and serve to connect or modify words or sentences in order to build more complicated forms of expression; to place action, events, objects or people in space and time; to tell how many things, or to indicate whether a specific or general reference is made; to indicate the person talking, spoken about or spoken to; and to indicate that some basic form of action or existence is

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being referred to.

a. Connecting and modifying words:

and      no/not      or      if      but      so

b. Words that place in time and space:

when?      now      then      before      after  
where?      here      there      in      out      on  
off      to      from      above      below

c. Words telling how many and how specific and for whom:

a      the      for      of      some      many      none

d. Words referring to people or things:

I      me      us      we      you      he      she  
it      him      her

e. Some basic words of action and their standard uses:

be      I am      we are  
you are  
he is  
she is      they are  
it is  
and similarly:  
make, makes,      do, does

4. Alphabet

Knowledge of the letters

Ability to know the sounds the letters represent

Recognition of words

a. Knowing all of the letters in the alphabet both by name and through some of the sounds they represent

b. Knowing the conventional order of the letters in the alphabet

5. Sounds and combination of sounds

(Having a pretty good grasp of most of what is called phonics as well as an awareness of how sounds blend with each other to form words)

Mastering only a limited number of combinations that exist.

(Mastering major regularities within the system)

Mastering most of the phonetic regularities of the language

Syllables (=combinations of sounds that make up words)

The learner should understand:

- a. Letters represent sounds;
  - b. Combinations of letters represent a combination of sounds;
  - c. Varying parts of words by substituting letters varies the sounds;
  - d. Most of the variations are regular and predictable;
6. Simple sentences

(Having the ability to read simple sentences, newspaper headlines, street signs and uncomplicated directions) The student should be able to read short sentences with familiar words as wholes, and not as disjointed collections of words. It is important for students to understand that sentences have rhythm and that words in the context of a sentence are modified by each other. The written word should be referred to the rhythm and movement of the spoken word in the student's mind. From the start it is crucial to join the study of sentences to the study of voice and rhythm. Students must know that sentences are usually marked off by a capital letter for the first letter of the first word of the sentence and a full stop at the end of the sentence.

Suggested Learning Activities and Experiences

Becoming acquainted with written symbols

Reading the alphabet

Reading phonetic script

Recognizing letters and sounds of letters

Identifying the sounds of words learned orally with words on the printed page

Reading words and phrases without reading them letter by letter

Making and reading from flash cards and strips words, phrases, and sentences

Associating written words with pictures which describe them

Reading words, phrases, and sentences describing objects, persons, and places in picture

Experiences in reading non-printed matter

Reading from the blackboard

Reading from prepared mimeographed materials

Reading from materials written by students

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(Reading handwritten materials)

Reading typed materials

Experiences in reading from the textbook

Reading from the textbook

Everyday reading

The learner should be able to read certain printed materials.

These materials include:

The telephone book      *T.-V. Guide*

Bus and plane timetables      Catalogs      Menus      Advertisements

Instructions that are included with appliances

Newspapers      Posters      Buttons

Campaign literature      'How to' manuals

Handbooks, Guides (Cookbooks)      Labels on packages

Old tickets      A gospel song handbook

Sheet music      Radio schedules

Concert schedules      Wedding and party invitations

Greeting cards      Political handbills

A collection of match books      Lists of top records

Billboard sections      Newspapers

Magazines      Comic books

Road maps      Postage stamps

Record jackets      Manuals; do-it-yourself books

Travel guides

## Unit II. VOCABULARY DEVELOPMENT AND WORD ATTACK SKILLS

### A. Enrichment of Vocabulary

Concept and vocabulary development are closely interrelated. As a teacher provides experiences to develop concepts, he should see that students acquire the correct and precise vocabulary with which to think about, organize, and integrate the concept. Successful vocabulary study rests ultimately on enlargement of experience. So it is imperative to

encourage interesting excursions into *thought*.

This development of vocabulary in relation to experiences and concepts gives students the necessary background for understanding the meaning of many words they meet in their reading. The context in which a word appears gives it the particular meaning intended by the author.

I. Improving vocabulary through:

a. Wide reading.

Wide reading of material adjusted to the reader's level of ability is the best general means of expanding recognition vocabulary, since new words are encountered constantly and reinforced in context.

b. Direct experience.

Though opportunities for direct experience are limited, ability to deal with new terms sometimes can be developed.

c. Indirect experience.

Developing meaning through indirect experiences in the form of audio-visual aids—films and filmstrips, recordings, pictures, models and so on is virtually unlimited in its opportunities.

For purposes of enlarging vocabulary, the study of word meaning should grow naturally out of the students' reading. Preliminary discussion of the words may help in the reading of the selection which follows immediately. Some of the words may be approached through relation to more familiar words. The key to others may be found in prefixes or suffixes. In these cases a follow-up in which the words are considered in context should be included. Some words which are extremely common in the readers, but which are not spelled consistently with the usual spelling rules should probably be taught by the "look-and-say" method, that is, students learn to associate meaning and pronunciation directly from the general shape of the word itself.

II. Improving Skill in Attacking words

Independence in reading is dependent upon the student's having the keys to the recognition of a word and the comprehension of its meaning. Students should develop skills in the use of phonetic and structural analysis in addition to the context clues in order that they can unlock new words

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whenever they meet them.

1. Structural analysis (=The breaking up of words into smaller parts)

This skill involves recognizing a word from its root parts (=stems) and noting changes that result from dropping or adding prefixes and suffixes. It also involves division of compound words.

Students should develop the ability to do the following:

- a. Recognize compound words formed with a known and an unknown word.
- b. Recognize variant forms of known words and the change in meaning resulting from the addition of suffixes and prefixes.
- c. Identify suffixes and prefixes and recognize their function.
- d. Identify contractions.
- e. Recognize the number of syllables in a word and learn that each syllable has a vowel sound.

(Knowledge of vowel and consonant sounds and blends is essential to success in syllabication.)

2. Phonetic analysis (=Learning the sounds of consonants and vowels as they are used separately and put together in various patterns in words)

This skill contributes to word recognition through associating the sounds in words with their letter symbols. Students must have the ability to make fine auditory and visual discrimination.

Students should be able to do the following:

- a. Hear and identify, note and recognize consonant blends that represent two sounds (e.g., *br*, *dr*); and consonant blends that represent a single sound (digraphs) (e.g., *ch*, *sh*, *ph*, etc.),
- b. Blend letter sounds within root words, and blend letter sounds on to root words: *cr awl*, *crawl ing*.
- c. Recognize that some consonants are silent, as *k* in *knock*, *b* in *crumb*, and some have variable sounds, as *c* in *cat*, *race*; *s* in *say*, *wise*.
- d. Realize that different letters may represent the same sounds as *Philip*, *fat*, *cough*, and that long vowels have variant spellings, as *ei*, *ai*, *ay*, *ey*; *i*, *ie*, *uy*, *y*.
- e. Understand, arrive at, and apply simple generalizations of phonics.

3. Using Context clues.

Skill in the use of context clues to meaning helps the student in attacking unknown words independently. The context in which a word or term is used offers various kinds of clues from which the approximate or general meaning can be guessed.

- a. The experience clue
- b. The comparison or contrast clue
- c. The synonym clue
- d. The homonym clue
- e. The summary clue
- f. The association clue
- g. The reflection of a mood or situation clue
- h. The previous contact clue
- i. The example clue
- j. The illustration clue
- k. The abbreviation clue (that is, *i.e.*, *e.g.*, and *viz.*)

4. Related to context clues but focusing more on typographical and other aids in print are:

- a. Sentence structure (phrases and clauses)
- b. Typography (quotes, italics, bold type, footnotes, glossaries)
- c. Graphic (pictures, diagrams, maps, graphs)
- d. Figures of speech (similes, metaphors)
- e. Configuration (=General patterns of words)
- f. Special features or some peculiarity in word (e.g., double b's in rubber)

5. Dictionary study

Teaching of context clues can be incorporated with dictionary study.

- a. For pronunciation
- c. For more precise meanings of words learned in context

6. Other approaches

The following facets of word study deserve exploration.

- a. Interesting word origins
- b. Melapropisms
- c. Words with multiple meanings



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- d. Words whose meanings have shifted  
(e.g., villain, silly)
  - e. Place names
  - f. Subject matter words
  - g. Connotation and denotation
  - h. Snarl words and purr words
  - i. Language and prejudice  
(The use of names intended to hurt or belittle other groups)
  - j. Idioms
  - k. Word sources
  - l. Abstract and concrete words
  - m. Word immigrants (=Words in English borrowed from other languages)
  - n. Imaginative comparisons (=Figurative usage)
  - o. Synonyms, antonyms, heteronyms, and homonyms (Stress not only the likeness but also the differences in synonyms.)
  - p. Onomatopoeic words
  - q. Slang, its use and misuse
  - r. Levels of speech
  - s. Word structure  
(Prefixes, roots, and suffixes related to words frequently used or to words whose spelling will be made easier)
  - t. New coinages  
(New words may be descriptive (e.g., *reader*) or logical and descriptive (e.g., *hairdo*), or structurally developed with combining forms, roots, prefixes, and suffixes (e.g., *television*).)
  - u. Euphemisms
  - v. Making new words  
(Nouns from adjectives; nouns from verbs; adjectives from other adjectives; adverbs from adjectives: etc.)
  - w. Replacing colorless words  
(e.g., went—dashed, sprinted, or streaked)

#### Suggested Learning Activities and Experiences

Learning to use punctuation clues to word meaning (e.g., commas and

dashes).

Using the context to identify approximate meaning for multireferential words (=words of multiple meanings).

Using context clues in antonyms already known.

Using context clues in transitional expressions.

Using abbreviations *i.e.*, *e.g.* and *viz.* as context clues which often signal definitions or explanations of words in the preceding text.

Using context clues of a general nature: those that restate the meaning of a word, with or without signal words or punctuation marks; those that provide a definition; those that give examples; those that are modifiers of the unknown word.

Combining the attack on an unfamiliar word through structural analysis with the effort to unlock meaning through context clues.

Tracking down the meanings of allusions by resorting to footnotes, glossary, dictionary, encyclopedia, or special reference works.

Recognizing compound words formed with a known and unknown word. (Recognizing a familiar part in a larger word.)

Recognizing variant forms of known words and the change in meaning resulting from the addition of suffixes, such as *er* and *est*.

Identifying suffixes and prefixes and recognizing their function.

Identifying contractions; e.g., *let's can't*.

Recognizing the number of syllables in a word and learning that each syllable has a vowel sound.

Developing auditory and visual discrimination skills.

Reviewing the concept of syllables and seeing the relationships between primary accent and syllabication.

Gaining facility in analyzing word structure by identifying roots and prefixes and suffixes.

Mastering principles of syllabication as a means of decoding words.

(Knowledge of vowel and consonant sounds and blends is essential to success in syllabication.)

Learning those prefixes, roots, and suffixes that have fairly fixed, unvarying meanings.

Learning the use and meaning of word components: combining forms,

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roots, prefixes, suffixes, inflectional endings.

Ability to recognize letters and sounds of letters.

Ability to analyze and blend.

Knowledge of letter names.

Knowledge of letter sounds.

Using the dictionary effectively in respect to phonetic symbols, accent marks, and syllabication.

Reviewing the phonetic elements: short and long vowels; single initial, medial, and final consonants; initial and final consonant blends and digraphs; blending of consonants and vowels.

Identifying the whole word by using an initial consonant, common sequences of letters, or other sound clues.

Hearing and identifying, noting and recognizing consonant blends that represent two sounds: *br, dr, fr, gr, pr, tr; cl, bl, fl, g. pl, sl; st, sp; tw, sw;* and consonant blends that represent a single sound (digraphs): *ch, wh, ph, sh, th, ng.*

Learning blending letter sounds within root words, and blending letter sounds on to root words: *cr awl, crawl ing.*

Recognizing that some consonants are silent and that some have variable sounds.

Realizing that different letters may represent the same sounds and that long vowels have variant spellings.

Understanding, arriving at, and applying simple generalizations.

Reading phonetic symbols.

Syllabication of longer words.

Analyzing polysyllabic words in spelling.

Improving pronunciation of parts of longer words.

Dividing a word at the end of a line.

### Unit III. COMPREHENSION SKILLS

In guiding the student in the use of specific comprehension skills, the teacher is aware of the types or levels of comprehension and varies the activity.

The types or levels of comprehension:

A. Comprehensive Reading or Literal Understanding of Words, Phrases (or Thought Units), Sentences, Paragraphs and the Entire Selection

(= Grasping meanings of words and phrases as they relate to the other words in the passage and getting the meanings of sentences, finding the main idea and details and determining the sequence in paragraphs)

1. Word meanings

The shifting meanings

The different connotations of words

The changing functions of words

Similes and metaphorical expressions

New words

The meanings of words are merely what concepts the reader has for them. The accuracy of meaning depends upon the frequency and accuracy of relating new words and understandings to previous backgrounds. Meanings of single words have little use unless these words can be assembled into phrases or thought units which are not necessarily sentences.

2. Syntactical meanings

The relationship between and among parts of a sentence and their punctuation, starting with direct sentences and progressing to more complex structures and inverted orders will be concerns.

3. Paragraph sense

4. The total selection or composition

The interrelationships among sentences which make the paragraph and the organization of the total selection will be the next concern.

B. Interpretation or Interpretative Reading

(= Reading between the lines to be able to make generalizations, draw conclusions, and to see cause-effect relationships from what the author has said or implied)

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In this area is involved a high order of reasoning called synthesizing. To synthesize an idea, one must see beyond the printed words, beyond the actual statements; one must accumulate the actual facts and come to some conclusions as to what was implied or what purpose the writer attempted to accomplish. Interpretative reading involves the ability to abstract and generalize. So in order to extend the thinking process, increasing stress should be given to interpretation and evaluation rather than to literal comprehension.

C. Evaluation or Critical Reading

To read fully, a reader must be able to examine verbal materials for their worthiness, accuracy, and relevance. He must constantly measure content against some established norm or a standard he has gained from past experience.

(Literal Reading)

I. Sentence Sense

Recognizing thought units (or sense groups).

Understanding sentence formation.

Modifying words

Modification

Building up complex sentences, changing them, getting familiar with adding parts that tell more than the simple sentence or change the whole feeling or meaning of the sentence

Word force (usage, contextual meaning)

Different levels of usage

Concrete and abstract usage

Specific and general usage

Various connotations

Figures of speech

Semantic ambiguities and abuses

Understanding sentence patterns

Understanding basic concepts of sentence development:

Coordinate development

Subordinate construction

Elliptical construction

Minor sentence types

Fragments

## II. Paragraph Structure

Sorting details and seeing relationships among sentences.

Finding key words in paragraphs.

Getting the main idea of a paragraph.

Locating topic sentences and main idea or central thought in its various locations—first, last, middle, possibly not included (i. e., implied).

Finding supporting details of a topic sentence.

Finding summary statements in paragraphs.

Recognizing the function of a paragraph:

1. Introductory
2. Illustrative
3. Transitional
4. Summary

Following the continuity of a paragraph.

(Paragraph continuity, transitional words, etc.)

Studying and understanding the different types of paragraph development or organization: (Relationships)

1. Inductive
2. Deductive
3. Cause-to-effect
4. Effect-to-cause
5. Time
6. Space
8. Classification and division
9. Part-whole/whole-part  
(General—specific)
10. Order of importance
11. Analogy
- Etc.

Gaining sensory experience from reading.

Recognizing and understanding sentence types:

1. Declarative
2. Interrogative
3. Imperative
4. Exclamatory
5. Rhetorical question

Recognizing and anticipating sentence length.

Understanding the use of sentence movement:

Beginning, middle, and end positions.

Normal subject-verb-complement sequences interrupted for meaningful emphasis.

Delayed beginnings, delayed endings, and anticlimactic endings.

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Compounding, series, parallelism, and balance used for pointing up comparisons and contrasts. Etc.

Recognizing sound devices.

Different types or forms of writing:

1. Narration (which tells a story which involves events that take place over a period of time. Action is the key word in this type of discourse.)

Elements:

- a. Characters
- b. Plot
- c. Setting
- d. Theme
- e. Point of view, Physical

2. Description (which is concerned with the impression that the world makes on our senses, which relies heavily on both physical and mental point of view)

Physical point of view (refers not only to first or second person but also to the actual or imaginary point in space or time from which a scene is to be viewed)

Mental point of view (presents an attitude, opinion or mood.)

Elements:

Dominant impression

Concrete details

Figurative language

Figures of speech

Similes and metaphors

Personification

Etc.

Organization

Spatial order

Pattern by interest—frame image

3. Exposition (is to explain or clarify a subject. Exposition leads to understanding by explaining something about the subject, hence, the main purpose of expository writing is to “set forth” information, ideas, or feelings.)

Types of organization

- a. Identification
  - b. Description
    - Technical description
    - Suggestive description
  - e. Definition
  - f. Extended definition
  - g. Illustration
  - h. Analysis
    - Functional analysis
    - Chronological analysis
    - Process analysis
    - Causal analysis
    - Etc.
  - i. Comparison and contrast
  - j. Classification and division
4. Argumentation (is used when a person tries to prove a point, or support an opinion, or decide what to do.)
- Elements
- a. Proposition
  - b. Issues
  - c. Evidence
- Types of reasoning
- a. Generalization (Induction)
  - b. Deduction
  - c. Analogy and comparison-contrast

### **III. The Total Selection (A Whole Composition or a Combination of Paragraphs)**

Understanding the organization of works longer than a paragraph.

Understanding different methods of organization.

Understanding the three parts of compositions

- 1. Beginning
- 2. Middle
- 3. End

Suggested Learning Activities and Experiences



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(Getting the Meaning)

Getting the main idea of a paragraph from the topic sentence. (Studying paragraphs to identify the topic sentences and learn that the topic sentence—not always the first—presents the main idea and that other sentences provide supporting details.)

Analyzing a paragraph to find and relate details to the main idea.

Analyzing a paragraph to determine the relevancy or irrelevancy of details to the main idea.

Using clue words to distinguish between fact and opinion in printed material.

(Reading critically.)

Using chapter titles to infer the content of a chapter. (Drawing inferences.)

Using punctuation as a clue to better understanding of written material.

Predicting outcomes on the basis of both literal meaning and inferential interpretation.

Determining sequence when it is not specifically stated, and placing details in parallel order.

Recognizing slant in written material. (Critical reading.)

Recognizing and interpreting figurative language.

(Review folk sayings or proverbs.)

Getting the main idea of a paragraph when the topic sentence appears in positions other than at the beginning of a paragraph.

Getting the main idea of a paragraph even when a topic sentence is omitted.

Drawing inferences in reading incomplete sentences. (A writer's use of ellipsis or his breaking off a sentence in conversation demands inference by the reader. One can deduce the writer's meaning by expanding sentences into full statements completing the thought.)

Recognizing the effect of subordination of grammatical elements upon meaning. (To recognize that ideas can be given primary or subordinate emphasis by grammatical structure.)

1. No subordination
2. Subordination by clause
3. By participial phrase
4. By modifying phrase
5. By single-word modifier

6. By apposition

Recognizing of coordination and balance.

(To recognize parallel structure and to understand that its value to the reader is the signalling of a series of parallel ideas.)

Recognizing the effects of active and passive voice on meaning. (To learn that sentences in the active voice tend to be direct, forceful, and definite; those in the passive voice may be vague or evasive, avoiding the fixing of responsibility or the identifying of a source of action.)

Recognizing referential expressions.

(To realize that a pronoun or a word such as *former* or *latter* requires the reader to find or supply the intended reference.)

Distinguishing between important and unimportant details of a paragraph.

(To learn that unimportant details repeat the main idea for emphasis, serve as transition between the main idea and other details, serve as transition between paragraphs, or are irrelevant.)

Learning that paragraph structure is an aid to comprehension.

Organization of a paragraph:

Development by examples or illustrations

Development by cause and effect

Development by comparison and contrast

Development by enumeration

Development by reason or proof

Etc.

Interpreting typographical clues (e.g., italics, boldface type, quotation marks, and the like) to meaning.

Determining the relevancy or materials to the problems, question, or issue at hand. (In reading any material, the student must be able to perceive the relevant and the irrelevant in an author's presentation.)

(Interpreting the Meaning)

Distinguishing between figurative and literal language.

(“To needle someone” vs. “stimulate”)

Drawing inferences about character and plot.

(To learn inferential reading skills which enable the reader to obtain the

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intended meaning from indirect statements or clues.)

Drawing inferences about setting.

(To learn to pick up the clues in order to envision place, time, and atmosphere in a setting that is suggested as much as described.)

Drawing inferences concerning information implied in the context. (To develop the concept that inferences may be drawn from contexts in which certain facts are stated, but others are implied.)

Drawing inferences from the speech of characters.

(To learn to probe dialogue for its revelations of character.)

Drawing inferences about motivation.

(To learn that clues to motivation—to *why* people do what they do—are to be found in characters' appearance, speech, and actions.)

Becoming aware of humor, pathos, irony, wit, and other emotional stimuli.

(To develop a sensitivity to the emotional elements in a work.)

Identifying the author's meaning to propose alternative endings. (To develop the ability to speculate on *what might have been*.)

Extending the author's narrative.

(To realize that no story is ever complete in the sense that something which must have happened afterward may be imagined.)

Becoming aware of the reader's role in the reading situation. (To cultivate the concept that reading is an interaction between author and reader and that what a student gains from a book is determined to a considerable degree by what he brings to it.)

Grasping the theme of a literary work.

(To develop the concept that the theme of a selection is its idea, message, topic.)

Understanding the mood of a selection.

(To learn to recognize the mood of a selection from the setting and atmosphere, the reactions of characters, and the problem or situation presented. Moods to be recognized include joy, gaiety, humor, sadness, melancholy, despair, indignation, anger, determination. Finding the key words revealing the mood.)

Appreciating figures of speech.

1. Simile

2. Metaphor
3. Personification
4. Hyperbole
5. Synecdoche

Recognizing slanting and use of loaded words.

(Students should gain insight into the possibility of partisanship, bias, or even unreliability in printed materials.)

Stimulating imaginative response through visualization.

(Becoming aware of the functional relationship of description to the author's main purpose wherever visualization is crucial to an understanding of a story or a play.)

Using insights from reading to modify values, outlooks and opinions.

(To learn that what is being read can, in some cases, have application for everyday living.)

Becoming aware of tone.

(To develop sensitivity to tone in a literary selection. In line with his purpose an author adopts a specific tone toward his subject. Sensitivity to tone is crucial in appreciating the tongue-in-cheek attitude, the deadpan humor and many other nuances of writers.)

Becoming aware of point of view.

(The point of view in aliterary work is used to enhance or implement the author's purpose.)

Drawing inferences in fiction and drama.

(To develop further insights into how to draw inferences about character and characterizations. The reader must draw inferences when the author proceeds indirectly.

1. The character acts in particularly significant or characteristic ways.
2. The character says particularly significant things.
3. One character speaks about another.)

Developing sensitivity to irony, sarcasm, satire.

Comprehending symbolism and allegory.

(Building familiarity with common, universally recognized symbols; e.g., colors and animals representing other entities or ideas.

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Refreshing familiarity with metaphor and simile and recognizing that symbolism goes beyond these figures of speech, implying more than can be expressed by verbal comparisons.

Reviewing students' previous acquaintance with allegory in fairy tales, fables, Bible stories, and the like. Symbolism may be projected simultaneously in setting, characters, action, and language.)

Determining the validity of a work

(To set up criteria for determining the validity of a work.)

Sharpening reading skills for optimum appreciation of literature as an art form.

(Critical Reading)

Distinguishing between fact and opinion.

1. Recognizing stock expressions (e.g., "They say that..." or "it's known that...") which frequently indicate opinion rather than fact.
2. Checking to see whether conclusions or generalizations are supported by adequate evidence.
3. Recognizing shortcomings of statements that cannot be verified.
4. Recognizing and questioning generalizations, especially those that are the result of faulty logic.
5. Recognizing the devices used to slant statements.

Recognizing propaganda techniques.

1. Name calling
2. Glittering generality
3. Transfer
4. Testimonial
5. Plain folks
6. Snob appeal
7. Bandwagon
8. The big lie

Weighing evidence.

(To become alert to flaws in evidence and to lack of objectivity.)

1. Incomplete truth
2. Unsupported statement
3. Universified statement
4. Unrepresentative sample
5. Faulty interpretation
6. Insufficient evidence

Recognizing fallacies in logic.

(Faulty logic may be used with or without premeditation, consciously or unconsciously. The perceptive reader recognizes both kinds.)

1. Cause and effect
2. False analogy
3. Arguing in

circles      4. Opposing extremes      5. Guilt by association

Arriving conclusions.

(To learn to follow a process of logical thinking by evaluating and placing details in their significant relationships in order to arrive at a conclusion. This differs from drawing inferences, in which the reader deduces what the author means although it has merely been hinted at, suggested, or implied.)

Making appropriate value judgments.

(Reading literature of any type calls for judgment regarding characters and motivations in fiction, ideas and opinions expressed in essays and articles, effectiveness of style in writing, and the validity of various types of rhetorical appeal.)

Developing sensitivity to nuances in language.

(For the good reader language tones and levels are elements of aesthetic appreciation and also aids to comprehension of what the author is saying or suggesting.)

1. Language used to produce effects of local color through regional speech or dialects
2. Dialogue used to suggest a foreign language
3. Two levels of English—one flawless and even poetic, the other almost illiterate—used to suggest the characters' speaking in the foreign language of which they have mastery and in English over which they have only limited command.
4. Differences in language used to show characters' contrasting educational and background levels
5. Humor created by the garbled English
6. Familiar vs. formal language to indicate the difference or intimacy of characters
7. The contrasting effects created by the simple, direct language.

Appreciating Realism, Romanticism, and other aspects of literary treatment.

(To develop consciousness of an author's treatment as being realistic, romantic, fantastic, authentic, false, or else. The false slickness of many a short story, with its soapopera resemblances, should be recognized for what

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it is. False realism should also be distinguished from the authentic romanticism.)

#### Bibliotherapy.

(To read with insight into the problems of characters in literature. This is a skill or an orientation in reading useful to students in their present and future living, its values including "opportunities to learn to know oneself better, to understand human behavior, and to find interests outside the self.")

### Unit IV. WORK-STUDY SKILLS

#### A. Concentration: A Vital Skill in Study-Type Reading

A prerequisite for any attention given to the specific study skill is that of promoting better concentration. Inability to concentrate intensely and for prolonged periods of time is a problem.

1. External distractions
  - a. Temperature
  - b. Light
  - c. Sound
  - d. Reading position
2. Internal distractions
  - a. Physical illness
  - b. Neglected duties
  - c. Normal "things on the mind"
3. Brief review as an aid to concentration

#### B. Locating Information

1. Graphic representations or non-prose materials as a facet of reading by analyzing them.
  - Photographs
  - Pictographs
  - Tables
  - Charts
  - Maps with legends
  - Diagrams
  - Graphs
    - Line graphs
    - Bar graphs

Circle graphs

Time lines

2. Purposes and uses of parts of a book.

Jacket

Front matter

Title page            Copyright page

Preface            Introduction

Foreword            Table of contents

List of illustrations

Text (=Body of the book)

Footnotes

Back matter

Bibliography            Index

Glossary            Appendix

3. Using the parts of a book to locate desired information.

(Surveying the textbook)

4. Recognizing the variety of ways in which material can be categorized for indexing.

5. Determining which word among others is the best to use as a key word for locating the source of information in the index.

a. Alphabetizing (=the sequence of the alphabet)

b. Scanning (=locating a given word in glancing through a sentence or list of words; then by locating a specific sentence or phrase on a given page)

c. A knowledge of the different forms in which the material in the index may be presented

1) Single index

2) Main topics with sub-topics in short paragraph form

3) Main topic with sub-topic arranged in a column form

4) KWIC-index

d. The ability to choose the proper sub-topic.

e. A knowledge of the meaning of punctuation marks and other signs as used in the index.

6. Magazines, newspapers and other media



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Exploring the media (i.e., purposes and functions)

Title

Date of issue

Volume number

Frequency of publication

Price per issue or by subscription

Nature of contents

Readership for whom magazines seem intended

Proportion of advertising material to other content

Appearance

Readability

Evaluating the features and qualities making the magazine worthwhile or not worthwhile.

Becoming aware of what is available in the newspaper, the magazine, the telephone directory, etc.; becoming competent in using these media.

## 7. The Library

### a. Developing library skills.

- 1) Gaining familiarity with the services and facilities of a library.
- 2) Getting knowledge of the method of lending books, arrangement of fiction and nonfiction on shelves, reference books, magazines and periodicals, pamphlets, picture files, specific exhibits.
- 3) Gaining familiarity with the card catalog: author, subject, and title cards, and the entries on each.
- 4) Gaining familiarity with the Dewey or Nippon Decimal Classification System, the principle and structure of the classifications being understood but not memorized.

### b. Using library resources.

- 1) Bibliographies
- 2) Indexes
  - a) Indexes to books and collections
  - b) Indexes to literature in periodicals (Esp. the *Reader's*

*Guide to Periodical Literature)*

- c) Newspaper indexes
- d) Pamphlet indexes
- 3) Guide to reference materials
- 4) General encyclopedias
- 5) Special reference works and encyclopedias
- 6) Yearbooks and annuals (almanacs)
- 7) Atlases and gazetteers
- 8) Dictionaries
- 9) Thesaurus
- 10) Vertical file
- 11) Audio-visual materials
  - a) Exhibits          b) Microfilms
  - c) Recordings      d) Picture file

C. Dictionary usage

The basic skills involved in dictionary usage (besides encouragement to take time to use one) are:

- a) Locating a word          b) Working out its pronunciation
- c) Getting the meaning; and          d) Applying the meaning in the right context
- 1) Location of specific parts of dictionary; specific words.
  - a) Opening the dictionary by estimate  
Halfway, one fourth, three fourths, and so on, to see what letters are initial to words there
  - b) Using key words at the head of each page
  - c) Alphabetical arrangement: Dictionary Style
  - d) Finding words quickly—Guide words
- 2) Pronunciation of unfamiliar words
  - a) Making a systematic study of phonetic symbols or diacritical markings
  - b) Using pronunciation key
  - c) Learning syllabication
  - d) Accenting syllables
- 3) Selecting, from several definitions given, the meaning appro-

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priate to the context of the word in the sentence in which it is embedded

- 4) Gaining a comprehensive knowledge of how to interpret all the information for a word entry in a dictionary
  - a) Spelling and capitalization
  - b) Syllabication (= Syllable division)
  - c) Pronunciation: phonetic symbols and accent marks (primary, secondary, weak), use of the pronunciation key
  - d) Parts of speech: meanings of abbreviations, location of the key or table to abbreviations in the front of the dictionary
  - e) Irregular forms: principal parts of verbs, plurals of nouns, and comparatives and superlatives of adjectives all supplied in the entries if the words are irregular or troublesome
  - f) Meanings: definitions for shades of meaning and for several meanings of the same word, illustrations of use of words in phrases or sentences, synonyms, antonyms; listing of definitions either in historical order or with most common meaning first
  - g) Idioms
  - h) Levels of usage: labels such as *slang* and *colloquial* as distinguishing from formal usage; meaning of *archaic*, *obsolete*, *dialectal*
  - i) Derivation: interpretation of entries
  - j) Etymology (=the origin and history of the word)
  - k) Synonyms and antonyms
  - l) Miscellaneous general information
  - m) Pictures, tables, maps
  - n) Foreign words and phrases
5. Using the material in a dictionary appendix  
(Using the dictionary to obtain nonlinguistic information such as biographical and geographical material, proof-readers' symbols, illustrations of national flags, etc.)

D. Using an encyclopedia

- 1) Alphabetical arrangement of topics: Directory Style  
Persons by last name  
Places by first word
- 2) Guide letters on the binding for topics in the various volumes
- 3) Guide words at the top of a page to indicate the first and last topics on the page
- 4) Cross references as directions for finding further information in other parts of the encyclopedia
- 5) Index: alphabetical arrangement of topics; use of subtopics under main entries
- 6) Date of publication: value in appraising whether material is up to date
- 7) Visual aids: use of maps, charts, diagrams, illustrations
- 8) Recognition of the encyclopedia as dealing with facts about important places, people, things, ideas:
- 9) Types of encyclopedias: general information; specialized fields, as in encyclopedias of music or medicine; sets vs. one-volume encyclopedias.

E. Appraising reference works

(Developing criteria for appraising reference works)

- 1) For the encyclopedia  
Are the individual articles signed?  
How authoritative are the contributors and consultants?  
To what age level do the format, size of type, nature of illustration, and vocabulary appeal?  
How complete is each article?  
Is there a full, well cross-referenced index?  
Does the copyright page show recent dates of revision?  
What provision is there for keeping the encyclopedia up to date?
- 2) For the dictionary  
Are the definitions of words clear in themselves,

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without reference to other words that need to be defined?  
Is the pronunciation key readily understandable?  
How up-to-date is the information in the book?  
To what extent is its coverage complete or adequate?  
Is there a permanent staff that keeps the dictionary up to date?  
Are usage samples of the words included?

#### F. Organizing Information

Five types of organizing problems affecting one's total ability to organize:

1. Classifying information—listing items about topic
2. Arranging related items in sequence
  - a. Events in order of happening
  - b. Items in order of importanceEtc.
3. Selecting main ideas and subheads
4. Summarizing
  - a. Selecting best sentences which summarize a paragraph, section, or article.
  - b. Writing summary sentences for paragraphs, section or article.
5. Outlining

Main head and sub heads

Suggested Learning Activities and Experiences

Classifying words.

Finding the main idea in groups of words.

Finding the main idea in groups of phrases.

Selecting the central idea by writing the title for paragraph or story.

Selecting the central idea by writing headlines for paragraphs.

Selecting the central idea by choosing questions which bring out the main idea of the paragraph.

Selecting the central idea by locating the topic sentence in a paragraph.

The preparation of summaries.

Precis writing.

Locating central idea through naming paragraphs within the material.

Arranging events in proper order of sequence by arranging sentences or paragraphs through a numbering technique.

Locating signal (or transitional) words as helps in outlining, words such as —“first”—“therefore”—“then,” etc.

Selecting main idea and related details in order to outline paragraphs.

Selecting main and sub-topics.

Use of skeleton outlines.

Analyzing poetry or story for general plan.

Outlining drama for plot.

Noting formal chapter outlines, topic headings, etc.

G. Scanning (=Searching printed material rapidly to seek out specific information, e.g., symbols, key words, or clues, decided upon before the reading)

1. By locating a given word in glancing through a sentence or list of words.
2. By locating a sentence or phrase on the given page.
3. By locating a sentence on a given page that answers a specific question or deals with a particular topic.

Suggested Learning Activities and Experiences

Finding specific names or dates.

Finding answers to questions phrased like the text.

Finding answers to questions containing no direct verbal clues.

Finding several answers to a single question.

Locating information from the table of contents or index.

Locating paragraphs from a larger selection which answer certain questions, describe a process, give reasons for a decision, etc.

Adjusting rate of reading to purpose.

Exercises involving scanning should be integrated with the lessons studied by the student and should be considered an essential part of efficient study procedure.

Also selective reading, such as skimming, should be taught to students who are already good readers and who have no comprehension difficulty.

Skimming (=A purposeful, quick survey of a particular piece of reading

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material to determine main ideas, sub-ideas, and over-all theme.)

Skimming may take the form of *preview*, *overview*, or *review*. In previewing, the reader's aim is to get a general impression of the selection in order to decide whether or not to read the material more intensively. He makes use of the table of contents, index, chapter titles, subtitles, paragraph headings, topic sentences, and summaries.

Overviewing is done to get a general impression of the content. The reader becomes interested in the writer's organization. He tries to think with the writer. Transitional words are important for him.

Reviewing is done to study for a test or to prepare a report.

Learning that skimming to preview or survey a book or a part of a book enables the reader to answer such questions as whether it contains needed information, whether it is too difficult or too easy, and whether it must be read in whole or only in part. Underlining or drawing arrows to elements to which the reader wishes to call attention.

1. Keep in mind the purpose in reading specific material. Look for the significant points related to that purpose.
2. Irrelevant material, padding, introductory and transitional matter can often be passed over rapidly by skimming down the middle of a column or page with eyes moving left or right very little or not at all from an imaginary line in the center.
3. Taking in at a glance as wide a phrase as possible and endeavoring to keep the eyes moving along the line with minimum of regressions will consciously speed up reading and establish habits favorable to maximum speed.
4. The customary skimming procedures contribute to rapid coverage. Give attention to titles, chapter headings, subheadings, opening and closing sentences of a paragraph. Determine what can be skipped and what must be read.

Recognizing the value of giving attention to titles, chapter headings, subheadings, the opening and the closing paragraph of each section, the opening and closing sentence of each paragraph.

#### H. Summarizing

After a reader has improved his ability to locate specific information

and to find main ideas as opposed to the sub-topics, he is often called upon to summarize his finds either orally or in writing.

Identifying significant data for use in a summary. Getting the gist or essence of important ideas and facts. (Summarizing comprises general skills of reading comprehension and specific skills in identifying the most significant data.)

Selecting the main idea in a paragraph.

Selecting the main idea and the significant details.

Finding the main idea in a paragraph and expressing in one or two sentences from the paragraph.

Recognizing irrelevant material in several related paragraphs.

Choosing an appropriate title for several paragraphs.

Placing in one's own words a sentence that summarizes a paragraph.

Restating the author's idea in one sentence, then in a paragraph.

#### I. Taking Notes

The purposes of note taking:

1. To guide students carefully through the course.
2. To aid students' thinking by setting out the main parts.
3. To aid students' reminding at a later time of the development and relationship of essential ideas.

The form of notes:

1. The use of some sort of the most common abbreviation system.
2. An outline indicating logical divisions and developments of important points.
3. A summary.
4. A series of questions and answers.
5. Titling each page, leaving a wide margin for brief summaries, reminders, and references to related ideas elsewhere in the notes.

The kinds of notes:

1. Reading notes
2. Lecture notes

The procedure of note-taking:

1. Reducing key sentence to phrases containing only the key ideas.
2. Knowing the difference between main topics and sub-topics by



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the way the speaker or writer emphasizes them (through hitting these ideas with more expression, repetition, and emphasis in oral speech and through heavier type, italics, and headings in written material).

3. Learning how sub-topics relate to main topics and how speakers and authors tie sub-topics together with certain expressions, (e.g., first, second; most important; primarily, etc.)
4. Learning to keep or derin notes by marking all main ideas with Roman numerals, sub-topics with Arabic numbers.

Note-taking is a pretty arbitrary thing. Each person has his most comfortable, favorite way of doing it, and that is how it should be.

#### J. Recalling Information (The SQ3R Method)

Since much of the study of knowledge must result in an acquisition of ideas, both general and specific, remembering plays a vital role in the activities of students.

Remembering material must be based on understanding. Once a student understands the material, associations or patterns should be found in the material. Another useful mnemonic device is to attempt to form a memorable sentence from the first letter of the words needing recall. Learning periods should have intervals of time between them. Students should be confident in their ability to remember material. Associations and patterns in material can involve many different techniques.

A good method has been developed for recalling information: the SQ3R method as devised by Francis P. Robinson and described by Reeves.<sup>2)</sup>

##### The Intensive Reading-Study Method: SQ3R

1. "S" is for Survey. For this step the student practices skimming to take note of broad divisions of the selection to be read: the table of contents, chapter headings, unit titles (for a book); built-in aids such as headings, subheadings, summaries, opening and closing paragraphs, first and last sentences of other paragraphs.

2. "Q" is for Question. For this step the student is trained to

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2) Ruth Reeves, *The Teaching of Reading in Our Schools* (New York: The Macmillan Company, 1966), p. 49.

anticipate the main ideas and to formulate questions which the passage will help him answer. Main headings and subheadings are useful in this connection for illustrating how an idea is turned into a question. This step is useful, too, in developing a questioning attitude in students.

3. The first "R" is for Read. The student reads silently to answer the first question he has set up. He goes on to take up each succeeding question.

4. The second "R" is for Recite. Having read the sections that helped him to answer the questions he had set up, he closes the book and tries to recite himself. He uses his own word and provides examples from the reading. Inability to recall information needed for a question calls for skimming of the material a second and third time, if necessary. If the student wishes, he may jot down the answers and examples.

5. The final "R" is for Review. The student now attempts to overlearn the materials read. From his notes and examples he recites once more the answers to the questions he has set up. He may even outline the reading selection to make certain of long-range retention.

#### K. Following directions

Two basic kinds of directions:

1. The type whereby we read and do, one step at a time.
2. Reading the directions through completely before being able to begin the task.

Three specific reading skills

1. Reading first for a general idea or total meaning of what is involved.
2. Reading for a central thought, carefully interpreting and visualizing each step.
3. Reading again for comprehension of factual material, following each step in sequence.

#### L. Selecting and Evaluating Materials

(Appraising the validity of source materials)

Reading without thinking is not reading. Students must be taught how to discover what the author is saying and whether "what the author is saying is useful for the reader's purpose, and even more, whether or not it is accurate and unbiased.

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Therefore, students should ask the following questions in reading:

1. What does the author say?
2. Is the statement a fact or an opinion?
3. How can I use this statement?
4. What other help did the author give or what else is available on my question?
5. Does the author maintain a reasonable, scholarly tone throughout?
6. What evidence is there that the author knows intimately what he is writing about?
7. To what extent does the writer avoid the use of slanted or emotionally charged words?
8. Is the organization logical and clearly developed?
9. Are the conclusions drawn by the writer related logically to the facts and supporting details presented?

Perhaps Karlin's "Checklist of Study Skills" might serve to present the items to be considered when readers are selecting or evaluating.

Can the student do the following?

1. recognize the significance of the content
2. recognize important details
3. identify unrelated details
4. find the main idea of a paragraph
5. find the main idea of larger selections
6. locate topic sentences
7. locate answers to specific questions
8. develop independent purposes for reading
9. realize the author's purpose
10. determine the accuracy and relevancy of information

#### M. Marking a Book

1. Underscoring
2. Vertical lines in the margin
3. Star, or asterisk, in the margin
4. Numbers in the margin
5. Circling of key words or phrases
6. Writing in the margin, or at the top or bottom of the page; for

recording questions and perhaps answers; reducing a complicated discussion to a simple statement; recording the sequence of major points through the book.

## UNIT V. ORAL READING

Oral reading should be an integral part of the reading program. The aim of silent reading is to get the thought; the aim of oral reading is to express the thought.

Here are some of the values of oral reading. A check on silent reading; improvement of speech, comprehension, rhythm, and expression; proper interpretation of punctuation; strengthening of retention; appraisal of reading skills; inducing a feeling of group unity and social relationships; fulfilling enjoyment of poetry; dramatization, and stories.

### Suggested Learning Activities and Experiences

Many opportunities for purposeful and functional oral reading activities present themselves in any classroom. The following suggestions should be carried out under teacher guidance.

#### Functional Oral Reading

1. Reading captions under pictures.
2. Reading to prove answers or points of view.
3. Reading directions for independent seatwork activities; finding or checking information; making things; doing things.
4. Reading the funniest, most exciting, best liked, most interesting, or surprising part of a story.
5. Reading the words of new songs.
6. Reading school news bulletins, announcements, advertisements, weather records.
7. Reading captions, headlines, news items, feature letters, comics, and articles in periodicals.

#### Reading to Entertain

1. Reading a story to the group.
2. Reading an original or a favorite story or poem to the group.
3. Reading a part of a story showing how a certain character would

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talk, or describing something which takes place in a story.

4. Choral speaking: reading a poem or short selection as a group; reading a poem with individuals reading certain parts, the whole group becoming the "chorus."

#### Reading to Act

1. Dramatizing a certain part of a story.
2. Reading dialogue or conversational part of a story in preparation for a play or a radio skit.

### Unit VI. EXTENSIVE READING

Skills properly introduced and practices in periods of reading instruction tend to become automatic in hours devoted to wide reading in interesting books. Further, the lifetime habit of reading for information and for pleasure is formed during the school years. Teachers should accordingly make every effort to open up to each student wider fields of reading interest, primarily by introducing books and other publications of maximum appeal. Almost any area of human experience can be the subject of this reading and students should be encouraged to seek variety as well as cater to their individual preferences. Of special interest and particularly recommended are historical novels, biographies and various kinds of stories.

As students read more widely they will encounter more complex sentence structures which illustrate meanings and relationships different from those they have known previously. Also they will find that some meanings of words are good for certain situations and do not fit in others. Students will be ready for independent but informal vocabulary study and refinement, as they learn by examples different shades and nuances of meaning which are appropriate to and taught by a particular context.

As new concepts are learned, are developed, and integrated from old ones, the student gains a richer background of ideas and further experience which give a deeper meaning to his reading and which better equip him to advance further in his studies.

At this level, the student also meets new word symbols to express

familiar concepts. He learns that there is more than one way to express an idea. There may be two or three others which he can learn, to add variety to his own speech and writing. This stage is a rapid expansion of vocabulary. Students should be encouraged to read extensively during this period to gain new concepts, to construct new meanings from old concepts, and to learn other ways of expressing familiar ideas.

## UNIT VII. ADJUSTING READING RATE

Reading rate can be defined as the number of words-per-minute which a person can read with a maximum amount of comprehension. Speed of reading, though it cannot be considered in isolation, is an important aspect of the reading process. And speed in reading is merely a product of the purpose in reading and the nature of the material read. Actually there are three determiners affecting reading rate: difficulty of the material, the amount of experience a person has in an area, and the purpose for reading.

Since speed is so much a product of purpose in reading, the student is constantly learning to adjust speed in terms of purpose as he is given practice with basic silent reading skills. So it is imperative to help students to adjust their speed of reading to various situations. Direct attention can be given to speed to serve specific purposes.

Drills in adjusting speed in reading should be accompanied by appropriate check on comprehension. Many students will be able to read considerably faster than they do. They should be encouraged to do so. They will need much help with such aids to speed as proper phrase reading, increasing eye span, selecting key words, and recognizing different types of connectives.

Students should be made aware of these recommended adjustments of rate to purpose:

1. Slowest: following directions,  
learning verbatim,  
ascertaining intricate relationships,  
understanding and solving problems,

- 
- gaining insight into depth of meaning,  
oral reading
2. Slow: comprehending thoroughly,  
reading critically,  
studying for classwork
3. Average: enjoying a story,  
satisfying curiosity,  
superficial comprehension
4. Rapid: scanning and skimming for a purpose,  
finding a specific item of information,  
getting a general impression of content,  
finding the proper place to start slower reading,  
judging whether the material is suitable for  
slower reading

Teaching tips for increasing reading rate to the maximum possible without losing comprehension:

1. Provide motivation and practice by having students read against the clock in class and at home. A simple arithmetic computation involving the average number of words per line, lines per page, and total pages read will give the total number of words read. Dividing that total by the number of minutes spent gives the rate in words per minute. The student may gradually increase his rate from day to day by practice, using the following suggestions.

2. Keep in mind the purpose in reading specific material. Look for the significant points related to that purpose.

3. Irrelevant material, padding, introductory and transitional matter can often be passed over rapidly by skimming down the middle of a column or page with the eyes moving left or right very little or not at all from an imaginary line in the center.

4. Taking in at a glance as wide a phrase as possible and endeavoring to keep the eyes moving along the line with a minimum of regressions will consciously speed up reading and establish habits to maximum rate.

5. The customary skimming procedures contribute to rapid coverage.

Give attention to titles, chapter headings, subheadings, opening and closing paragraphs of each section, opening and closing sentences of a paragraph. Determine what can be skipped and what must be read.

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