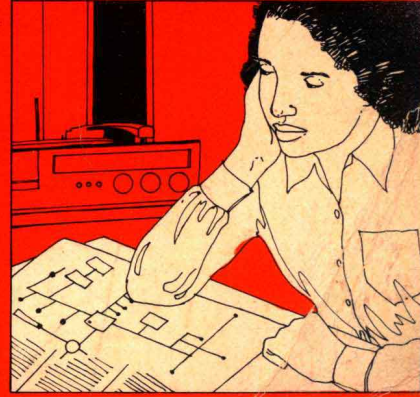


READING BY DOING

An Introduction to Effective Reading

John S. Simmons
Barbara C. Palmer



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Introduction

Just looking at words on a page isn't reading. You can pretend to be reading and look at many words in a short length of time. However, if you don't understand what you have just read, then you have wasted your time. To *read* what is on a page, you must *understand* what the words, as a whole, say to the reader. You can't memorize just a key phrase or sentence and say, "This is what it's all about." Instead, you must be able to *put into your own words* the ideas and information that you find. When you can do that, you truly understand what you have read!

To read, you must have a purpose. If you don't have one, then the job of reading becomes much more difficult. Reading is not an easy task even when you do know the purpose. Reading takes much concentration. It also takes energy because, when reading a long passage, you must persist and continue reading until the end of the selection. Also, you must remember what was said in the earlier part of that passage while you're reading the latter part. Any time you must concentrate and remember something, it helps to have a good reason for doing so.

There are *two* kinds of reasons or purposes for reading something. One purpose for reading is because *you* decide you *want* to read. When you pick up the comic section of the daily newspaper, you do so because you want to have fun in reading. You want to enjoy the humor, adventure, and entertainment found there. The sports or fashion pages may give other kinds of pleasure, as may columns like "Ann Landers" or "Dear Abby." The other reason or purpose for reading is because you *need* to read something. For example, you might need to find specific information in the classified ad section of the newspaper, or maybe you have to read a set of directions so that you can install a stereo set.

In a way, school assignments represent the second reason for reading. Your assignments are given to you by someone else. For instance, a teacher may say, "Read this. There will be a test on this material next Friday." When that type of reading is assigned, you seldom think of it as fun. It is a task that you are required to do.

Reading specific assignments in school, as well as reading materials outside of school, helps you develop an understanding of the world in which you live. While in school, you will read much material that you have not personally chosen to read, and this type of reading assignment will require much effort on your part. However, remember that, through this reading, you can learn more about life and your world. For the rest of your life, you can consider *reading* as one of the best ways to learn different types of information you must know in order to lead a better life.

In this book, you will be given practice in establishing your reasons or *purposes* for reading a specific passage. Therefore, your reading will have a definite direction, and you will be able to get the most out of what you are reading.

In completing the activities and assignments given in this book, please follow these steps

1. Carefully read the purposes or reasons given for each reading selection.
2. Read the selection or passage, keeping in mind the first step. (As you read through this book, the assigned passages will become longer and the tasks more complicated.)
3. Check back to discover whether you have remembered all the information requested of you.

The purpose of this book is to provide you with practice in *reading for understanding*. By the time you complete the activities in this book, you should be a better reader than you were when you first opened this book's pages.

Contents

SECTION ONE

Finding Facts and Details 1

- Finding Details in Special Formats 2
- Finding Facts and Details in Regular Formats 20
- Finding Several Details 26
- Finding Certain Details 38

SECTION TWO

Establishing Order or Sequence 55

- Development of Ability to Establish Order 57
- Sequencing Comic Strips 57
- Following Directions 68
- Finding Order in Prose Passages 72
- Multi-paragraph Jumbled Sequences 79
- Establishing Order or Sequence 86

SECTION THREE

Finding Expressed Main Ideas 96

- First Sentence Paragraphs 97
- Finding and Relating Supporting Details 103
- Last Sentence Paragraphs 108
- Interior Sentence Paragraphs 112
- Multi-paragraph Statements 119
- Mix 'Em Up 127
- Review: Key Sentences 128

SECTION FOUR

Finding Metaphoric Meaning 136

Finding Metaphoric Meaning 136

A Problem in the Process 138

Try It Again 162

Metaphors in Poetry 171

SECTION FIVE

Reading For Implied Main Ideas 182

Step One: Finding and Identifying Facts 184

Step Two: Identifying Opinions 189

Mix 'Em Up - Fact and Opinion 193

Step Three: Distinguishing Facts from Opinions 195

Step Four: Review of Cause and Effect 200

Step Five: Recognizing Reports, Inferences, and Judgments 216

Step Six: Use of the Triad 221

Step Seven: Inventorying and Using Your Experience 225

Predictive Statements 228

Step Eight: Analyzing the Cartoon 236

Step Nine: The Stereotyped Passage 246

Step Ten: Finding Implied Main Ideas 250

Index of Reading Selections

Index of Reading Skills



Finding Facts and Details

Finding Details in Special Formats
Finding Facts and Details in Regular Formats
Finding Several Details
Finding Certain Details

There are many different kinds of information included in the passages that have been selected for this book. Some of the different types of information are facts, details, items, events, elements, incidents, steps, units, places, and names. In *Reading by Doing*, the word “details” is used to represent most of the “things” or types of information you will be asked to find in the passages you read. Identifying these details is a purpose for reading that can be very important, particularly when reading your assignments.

Finding Details in Special Formats

Occasionally, details do not appear in sentences or paragraphs but in formats such as maps, charts, graphs, diagrams, tables, cartoons, and the like. Some practice in finding details in these formats will help prepare you for finding them in regular writing style.

HERE'S HOW TO DO IT

Whenever you read a passage, follow these steps:

1. Look *over* the passage. Notice what kind of a special format or appearance it has.
2. Observe the special way the information is organized.
3. Read only the information you need.
4. Check yourself when you finish finding the details. Close the book. Repeat the details quietly to yourself or write them down to make certain that you understand and remember them.
5. Wait for about ten or fifteen minutes; then try to recall the details you read in the passage.

Sample Assignment

Look at the selection below. Notice it is a *table* that gives the presidential returns from the 1976 election in the United States. Observe the special way in which the information is organized. Note that the states are listed alphabetically down the side of the table (or vertically) and the headings of information go across the top of the table (or horizontally).

As you study this table, keep these details in mind.

1. How many votes did Carter receive in North Carolina?
2. What percentage of the vote did Ford receive in Iowa?

3. Which candidate won Michigan?

4. How many electoral votes did he receive by winning this state?

As you read, remember to follow the five previously-mentioned steps in the "Here's How to Do It" section.

STATE BY STATE

By The Associated Press

Percent of State Precincts	Reported	Electoral Votes	Ford Votes Percent	Carter Votes Percent
96	Alabama	C-9	499,711-43	643,246-56
64	Alaska	F-3	39,008-63	22,994-37
100	Arizona	F-6	417,440-57	294,674-40
97	Arkansas	C-6	262,269-35	487,700-65
96	California	F-45	3,645,690-50	3,575,164-49
97	Colorado	F-7	562,178-55	444,584-43
100	Connecticut	F-8	709,973-52	640,823-47
100	Delaware	C-3	109,926-47	112,610-52
100	Dist. Columbia	C-3	25,184-16	127,562-84
100	Florida	C-17	1,375,283-46	1,560,989-53
96	Georgia	C-12	459,370-33	935,686-67
100	Hawaii	C-4	140,003-49	147,375-51
99	Idaho	F-4	203,843-61	126,159-37
98	Illinois	F-26	2,309,378-51	2,207,697-48
100	Indiana	F-13	1,166,194-54	1,002,853-46
100	Iowa	F-8	631,225-50	618,098-49
100	Kansas	F-7	500,679-53	426,817-45
99	Kentucky	C-9	526,005-47	609,310-53
100	Louisiana	C-10	606,620-46	633,793-52
99	Maine	F-4	233,597-449	229,887-49
100	Maryland	C-10	648,980-47	735,618-53
98	Massachusetts	C-14	999,494-41	1,384,539-56
92	Michigan	F-21	1,761,652-52	1,616,943-47
98	Minnesota	C-10	802,052-43	1,044,140-55
95	Mississippi	C-7	348,682-49	360,645-50
99	Missouri	C-12	911,433-18	980,895-51
91	Montana	F-4	151,763-53	132,875-47
99	Nebraska	F-5	347,712-59	229,311-39

4 Reading by Doing

99	Nevada	F-3	99,895-53	91,126-47
100	New Hampshire	F-4	184,582-56	146,562-43
99	New Jersey	F-17	1,468,215-50	1,412,056-49
99	New Mexico	F-4	206,734-51	197,088-19
99	New York	C-41	3,060,023-48	3,328,746-52
100	North Carolina	C-13	734,269-44	923,854-56
88	North Dakota	F-3	135,857-53	119,761-46
100	Ohio	25	1,991,645-50	1,999,224-49
100	Oklahoma	F-8	539,918-51	528,761-48
99	Oregon	6	475,661-49	576,318-49
100	Pennsylvania	C-27	2,191,708-49	2,313,531-50
100	Rhode Island	C-4	172,138-44	216,991-56
99	South Carolina	C-8	345,587-44	420,221-56
100	South Dakota	F-4	151,545-51	146,028-49
100	Tennessee	C-10	637,177-44	824,180-56
92	Texas	C-26	1,635,354-48	1,833,839-52
100	Utah	F-4	335,144-64	180,974-35
98	Vermont	F-3	98,352-55	77,376-43
99	Virginia	F-12	832,413-51	808,976-49
98	Washington	F-9	677,985-51	642,030-47
98	West Virginia	C-6	303,764-42	421,004-58
100	Wisconsin	C-11	1,002,868-48	1,036,921-50
100	Wyoming	F-3	93,359-60	62,591-40
	Total	538	37,768,567-48	39,621,145-51

Now, try to answer the questions you read before you studied this table. Then check your replies with answers given below.

1. Number of votes Carter received in North Carolina _____
2. Percent of the vote Ford received in Iowa _____
3. Candidate who won Michigan _____
4. Number of electoral votes this candidate received _____

Answers

1. 923,854
2. 50
3. Ford
4. 21

Did you notice that, as you found your answers, you skipped many details? Looking only for what you are asked to find saves you time when you are reading. This process of looking for specific details is called *scanning*.

Now try to find only the information that will help you with these details. Then answer the questions.

1. Who won Colorado? _____
2. What percent of the Texas vote is found in the table? _____
3. What percent did Carter receive in Maryland? _____
4. How many votes did Ford receive in New Hampshire? _____
5. How close was the vote in Wisconsin? _____
6. How many electoral votes did Carter win in Missouri? _____

Additional Activities for Finding Details

1. Look carefully at this roster or list of names from a state university football team. Then use this roster to find the details that will help you answer the following questions:
 - a. What class is Harvey Lyons in? _____
 - b. Who wears number 82? _____
 - c. How much does Chuck Hunter weigh? _____
 - d. How tall is Don McCullers? _____
 - e. What position does Ed Connor play? _____
 - f. What number does Jim Haukins wear? _____

STATE UNIVERSITY FOOTBALL ROSTER

No.	Name	Position	Class	Height	Weight
11	Bill Hammond	QB	Jr.	6-1	185
14	George Cappell	QB	Soph.	6-3	204
15	Ed Connor	QB	Sr.	6-0	179
20	Jake Gray	RB	Jr.	5-10	174
22	Bob Easum	DB	Soph.	5-11	187
23	Frank Geordano	RB	Sr.	6-0	195
26	Ben Campbell	DB	Jr.	6-2	188
31	Chuck Hunter	RB	Sr.	5-11	190
33	Butch Ridner	RB	Soph.	6-1	200
35	John Hoskins	PK	Fr.	5-9	170
40	Mick Blattner	LB	Sr.	6-1	212

6 Reading by Doing

44	Jim Haukins	RB	Fr.	6-3	225
47	Joe Benson	LB	Soph.	6-2	220
50	Barry Jaynes	C	Fr.	6-0	210
51	Fred Richards	C	Jr.	6-1	217
55	Harvey Lyons	LB	Sr.	5-11	205
61	Warren Eliot	OG	Fr.	6-3	227
62	Dave Douglas	DG	Soph.	6-0	196
64	Don McCullers	DG	Jr.	6-2	209
66	Ken Hartz	OG	Sr.	6-4	231
70	Ron Williamson	DT	Sr.	6-3	240
73	Burt Rhodes	DT	Fr.	6-2	232
74	Jamie Fenwick	OT	Soph.	6-0	221
75	Frank Vollmer	OT	Jr.	6-3	224
77	Jeff Mendenez	DT	Sr.	6-1	227
80	Doug Furness	OE	Fr.	5-10	196
82	Larry Fenner	OE	Jr.	6-3	205
84	Paul Taylor	DE	Sr.	6-2	219
85	Barry Pendleton	DE	Soph.	6-0	214

2. Below is a table showing the different properties or characteristics of certain woods. Using this table, find the answers to the questions below. Remember to follow the five steps listed on page 2.

a. What is the degree of hardness for hemlock? What is hemlock's workability rating? _____

b. Which of the woods listed have poor holding power when glued? _____

c. What number of the woods listed are hardwoods? _____

d. Which class of workability indicates woods that are best to use on a lathe—a machine used for shaping pieces of wood?

e. What is the color of poplar wood? _____

SUMMARY OF PROPERTIES OF SELECTED WOODS

Name	Color	Grain	Weight	Hardness	Workability	Holding Power	
						Nails & Screws	Glue
Ash	pale brown	open	heavy	hard	difficult	average	average
Balsa	pale brown	open	very light	soft	easy	poor	good
Basswood	creamy white	close	light	soft	easy	good	good
Beech	white & reddish brown	close	heavy	hard	difficult	high	poor
Birch	brown	close	heavy	tough	difficult	good	good
Cedar	red	straight, even, close	light	soft	easy	medium	good
Cherry	light to dark red	close	medium	hard	good	high	good
Cypress	reddish	close	medium	soft	good	good	poor
Fir	white to reddish	close	medium	medium	good	reasonably good	average
Gumwood	reddish brown	close	medium heavy	hard	medium	average	average
Hemlock	buff	close	light	medium	easy	good	good
Hickory	reddish brown	open	heavy	hard	difficult	low	poor
Mahogany	red to dark brown	open	medium	medium	easy	good	good
Mahogany, Philippine	pink to dark red	open	medium	medium	medium	good	good
Maple	light brown & tan	close	heavy	hard	medium difficult	average	good
Oak	tan to reddish	open	heavy	hard	difficult	good	average
Pine, Eastern	light brown	close	light	soft	easy	good	good
Pine, Ponderosa	yellowish	close	light	soft	easy	good	good
Pine, Yellow	yellowish & reddish brown	close	heavy	medium	medium	good	good
Poplar	greenish yellow to brown	close	moderately light	soft	good	good	good
Redwood	reddish brown	close	moderately light	soft	good	good	good
Spruce	yellowish to pale brown	close	light	soft	good	good	good
Walnut	chocolate brown	open	heavy	hard	good	good	good
Willow	purplish brown	close	light	soft	good	good	high

3. The table found below shows the skills and desired goals for the President's Physical Fitness Test. Answer the following questions:

a. What events are required in this fitness test? _____

b. How many events are there? _____

c. What type is used to indicate the girls' score? _____

d. What type is used to indicate the boys' score? _____

e. A boy who is 12 years old achieved 7.1 in an event. What was that event? _____

f. If you are 14 years old and a girl, how many sit ups will you be required to do? _____

g. The time was 2:21 in the 600 yard walk/run. Whose time was this? _____

PRESIDENT'S PHYSICAL FITNESS TEST

Boys' score = bold

Girls' score = italic

	10	11	12	13	14	15	16	17
Pull ups (boys only)	5	5	6	7	9	11	11	12
Flexed Arm Hang (girls only)	<i>24 sec.</i>	<i>24</i>	<i>23</i>	<i>21</i>	<i>26</i>	<i>25</i>	<i>20</i>	<i>22</i>
Sit ups (performed in 60 sec.)	42 <i>38</i>	43 <i>38</i>	45 <i>38</i>	48 <i>40</i>	50 <i>41</i>	50 <i>40</i>	50 <i>38</i>	49 <i>40</i>
Shuttle run (test scores in seconds & tenths)	10.4 <i>10.9</i>	10.1 <i>10.5</i>	10.0 <i>10.5</i>	9.7 <i>10.2</i>	9.3 <i>10.1</i>	9.2 <i>10.2</i>	9.1 <i>10.4</i>	9.0 <i>10.1</i>
Standing Long Jump (test scores in inches & feet)	5'8" <i>5'5"</i>	5'10" <i>5'7"</i>	6'1" <i>5'9"</i>	6'8" <i>6'0"</i>	6'11" <i>6'3"</i>	7'5" <i>6'1"</i>	7'9" <i>6'0"</i>	8'0" <i>6'3"</i>
50 yd. dash (test scores in seconds & tenths)	7.7 <i>7.8</i>	7.4 <i>7.5</i>	7.1 <i>7.4</i>	6.9 <i>7.2</i>	6.5 <i>7.1</i>	6.3 <i>7.1</i>	6.3 <i>7.3</i>	6.1 <i>7.1</i>
600 yd. run (walking is permitted)	2'11" <i>2'30"</i>	2'9" <i>2'25"</i>	2'0" <i>2'21"</i>	1'54" <i>2'16"</i>	1'47" <i>2'11"</i>	1'42" <i>2'14"</i>	1'40" <i>2'19"</i>	1'38" <i>2'14"</i>

4. By using the table shown below, answer these questions:
- How many workers will be employed as sales workers in 1980? _____
 - What per cent of workers were employed as typing and secretarial workers in 1960? _____
 - Which business occupation had the largest number of employees working in 1960? _____

 - Which business occupation had the lowest percentage of employees working in 1970? _____

 - In 1980, in which business occupation will most employees be working? _____

Number and Percent of Workers in Business Occupations in 1960, 1970, with estimates for 1980

Occupational Group	1960		1970		1980 Est.	
	Number	Percent	Number	Percent	Number	Percent
Managers	5,490,000	26.9	7,913,647	27.7	9,288,000	27.0
Accountants	477,000	2.3	720,617	2.3	826,000	2.4
Bookkeepers	936,000	4.6	1,591,448	5.4	1,410,000	4.1
Typing and Secretarial Workers	2,313,000	11.3	3,923,309	16.0	5,848,000	17.0
Clerical Workers not listed elsewhere	6,050,000	29.7	7,362,252	26.0	8,394,000	24.4
Office Machine Operators	318,000	1.6	581,047	2.0	722,000	2.1
Computer Operators	not listed		263,147	.9	585,000	1.7
Sales Workers	4,801,000	23.6	5,612,766	19.7	7,327,000	21.3

Total in Business							
Occupations	20,385,000	100.0	27,968,233	100.0	34,400,000	100.0	
Total Employed in							
All Occupations	67,990,000		80,071,130		93,000,000		
Percent of Total							
in Business Occup.		30.0		35.0		37.0	

5. Below is a table of contents from a college textbook on typing. You will be using this information to find answers to the following questions:
- a. Can anything be found in the text on how to write business letters? _____ If so, on what page? _____
 - b. Which page of the text explains how to type a memorandum? _____
 - c. Does the book include examples of professional office typing? _____ If so, on what page? _____
 - d. In what section can you find examples of how to set up tables? _____ On what page does this information begin? _____
 - e. Can anything be found in the text on how to mail postcards? _____ If so, on what page? _____

Section 1 (Lessons 1–12)	
Learning the Letter Keys	1
Section 2 (Lessons 13–15)	
Improving Basic Skills	27
Section 3 (Lessons 16–20)	
Figure Learning and Skill Building	31
Section 4 (Lessons 21–25)	
Symbol Learning and Skill Building	40
Section 5 (Lessons 26–30)	
Improving Basic Skills	49
Section 6 (Lessons 31–37)	
Memorandums (Announcements); Centering; Postal Cards . .	55