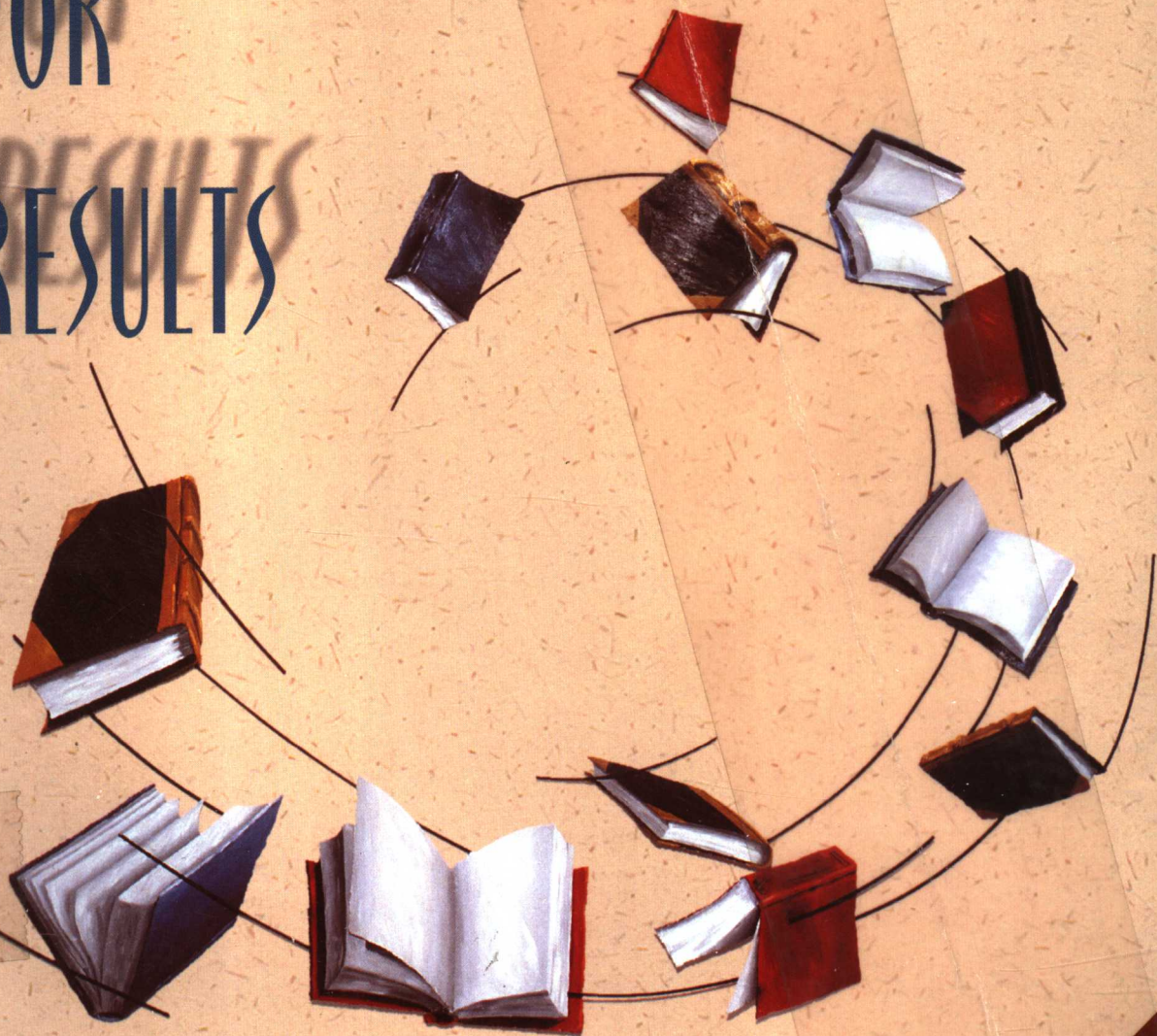


**6<sup>TH</sup> EDITION**

# READING FOR RESULTS



**LARAIN FLEMMING**



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# *Reading for Results*

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**Sixth Edition**

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## TO THE INSTRUCTOR

As in previous editions, the sixth edition of *Reading for Results* offers a clear, step-by-step approach to improving reading comprehension. Each explanation is carefully modeled so that students can readily apply what they have learned to their own reading. First students learn how to read and understand individual paragraphs, and then they adapt these skills to longer, multi-paragraph selections drawn from textbooks, magazines, and newspapers. A wide variety of inventive exercises provides students with numerous opportunities to practice and review the skills. Thus, by the time students finish the chapter, they are fully prepared to take the end-of-chapter review tests.

Vocabulary is still a major focus in *Reading for Results*. In addition to end-of-chapter vocabulary exercises, new words are defined throughout the text, and exercises for these words are included in the Instructor's Resource Manual. Moreover, each reading in the Additional Readings section begins with a brief review of new vocabulary titled **Word Watch**.

From its first edition, an essential goal of this text has been to encourage the notion that reading is a source of both knowledge and excitement, thus the inclusion of engaging and thought-provoking readings. In addition, writing suggestions and critical thinking questions are included throughout the text, and, whenever possible, students are encouraged to develop their own personal point of view.

### New to This Edition

#### **SQ3R**

In addition to other prereading strategies, Chapter 1 now introduces SQ3R (Survey, Question, Read, Recite, Recall), a well-known and highly effective system for reading textbooks. After students have learned each step, they can then apply the step to the sample chapter in Appendix A.



## Sample Textbook Chapter

Located in Appendix A, this chapter provides the opportunity for students to practice SQ3R and the other skills they are acquiring. The chapter also introduces established techniques for memory improvement that should prove useful for many students who are anxious about their ability to remember what they read.

## Drawing Inferences

*Reading for Results* now contains an entire chapter (Chapter 5) devoted to inferring unstated main ideas. Although teaching students how to discover implied main ideas has always been one of the book's goals, this edition devotes more attention to the role inferences play in reading.

## Using Transitions

Like making inferences, understanding the verbal signals that transitions provide is an essential reading skill. This sixth edition of *Reading for Results* includes a complete chapter (Chapter 7) on identifying and using different types of transitions.

## Reading Graphs

Many student readers don't know what to do with visual aids, and research shows that they tend to skip over them. Chapter 10 of *Reading for Results* teaches students how they should approach the graphs, tables, or charts they are most likely to encounter in their textbooks.

## Textbook Selections

In an effort to familiarize students with textbook content and organization, the sixth edition includes more excerpts from biology, psychology, sociology, government, and business texts. To make the textbook material easy to locate, these selections are identified by a textbook icon that appears in the margins. Additionally, a guide organized by discipline and including page references appears on the inside front cover.



## Recognizing Propaganda

Chapter 11, "Becoming a Critical Reader," now introduces four of the most common propaganda techniques, often used in politics and advertising: bandwagon, testimonial, card-stacking, and red herring.

## Summing Up

Every chapter now ends with a review section titled **Summing Up**. The reviews identify the most important points in each chapter and include accompanying page references so that students know where to look if they need more explanation or clarification.

## New Readings

Many of the paragraphs and readings are new to this edition. As always, the reading selections have been carefully chosen to stimulate student interest and discussion and to enlarge their background knowledge in a variety of areas, such as history, natural science, psychology, current events, and film.

## Revised Chapters on Paragraph Elements

The chapters introducing key terms like *topics*, *main ideas*, and *supporting details* have been completely revised to make the explanations as clear and concise as possible. In addition, the terms and their definitions are repeated throughout the text so that students have many chances to review the essential elements in a paragraph.

## Additional Readings

Most of the additional readings appearing at the end of the book are new to this edition and fulfill one or all of the following criteria: (1) they describe skills or abilities students need to possess if they are to advance themselves either in school or at work; (2) they present a current or controversial topic that is guaranteed to provoke interest and discussion; and (3) they introduce students to the kind of academic content and organization likely to appear in textbooks. Thus, for example, the reading titled "Self-Talk" tells students how



their thoughts can work for or against them on the road to achievement, while Geoffrey Canada's "Cherries for My Grandma" questions the cherished belief that all people have a chance to achieve the American dream if they are willing to work hard enough.

*Reading for Results* retains all the features that have earned it high praise and six editions. In this edition, every attempt has been made to incorporate many insightful suggestions for changes made over the years by both teachers and students. I think the new edition is the best one yet and I hope you and your students will agree.

## Also Available

Like *Reading for Results*, *Reading for Success* offers a step-by-step approach to improving reading comprehension. The book can be used separately or as an introductory text that prepares students for the slightly higher level of instruction in *Reading for Results*. *Reading for Thinking* reviews the comprehension skills introduced in *Reading for Results* and further expands upon the basic critical reading skills introduced in the book's final chapter ("Becoming a Critical Reader"). *Reading for Thinking* can be used independently or as a follow-up text to *Reading for Results*.

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# Learning from Textbooks

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In this chapter, you'll learn

- about a five-step method for learning from textbooks, called SQ3R.
- how to put each of the five steps into practice.
- the benefits of using this highly researched and very successful system.

**I**f you're reading a novel by Stephen King, you probably don't look ahead to discover how it ends. Suspense is part of the pleasure of reading a novel. It's fun to wonder what will happen next, particularly when the book is a mystery or a ghost story by Stephen King.

However, this approach, which is fine for reading novels, is not especially effective for reading textbooks. To really understand textbooks, you need a more systematic method of reading. Although many different study systems have been



developed over the years, this chapter introduces one that has stood the test of time, a five-step method called **SQ3R: Survey, Question, Read, Recite, Review**.<sup>\*</sup> **SQ3R** offers you a step-by-step approach to your textbook, but it is flexible enough to be adapted, or changed, when necessary.

Regular use of **SQ3R** will help you in three key ways: (1) you'll more quickly understand what you read, (2) you'll remember more, and (3) you'll review more effectively for exams.



## S: Survey Before You Read

Simply reading straight through a chapter often leads to a case of intellectual indigestion.

Dennis Coon, psychologist

Skillful readers don't open their textbooks and just start reading. They **survey**, or preview, selected portions of a chapter before reading the whole assignment.

The portions, or parts, of a chapter you include in your survey depend mostly on (1) your knowledge of the subject and (2) the author's writing style. If, for example, you think you know a lot about the subject, you might do a very brief survey. You might look only at the chapter title and at the first and last pages. However, if you think an author's style is hard to read and the subject matter is unfamiliar, then by all means include all of the following steps.

### Steps in a Survey

1. Read the title.
2. Read any introductory material. Pay special attention to chapter outlines and lists of questions, goals, or objectives.
3. Read every **boldface** heading. If the subject is unfamiliar or very difficult, read the first sentence following each heading.
4. Look at all the visual aids. Visual aids include pictures,

<sup>\*</sup>Francis P. Robinson, *Effective Study*. New York: Harper & Row, 1961.



maps, charts, boxes, and graphs. If captions or explanations accompany the visual aids, read them too.

5. Pay attention to words that are printed in boldface or in the margins of the pages.

6. Read end-of-chapter summaries and questions.

## The Goals of Surveying

Surveying a chapter shouldn't take a long time. If the material is unfamiliar and the style difficult, you may need fifteen or even twenty minutes. But if you have some background in the subject and the author's style is fairly simple, you can easily complete your survey in five or ten minutes. The amount of time you take depends on you and your goals for the course.

However long your survey takes, you should have two essential goals in mind. First and foremost, use the survey to get an **overview**, or general picture, of the chapter's contents. Try to figure out which ideas in the chapter receive special emphasis. That way you can *be selective during your reading*. You'll have enough knowledge to decide which sections deserve more attention than others.

Second, decide how to divide the chapter into manageable portions. Usually it's a good idea to study for forty-five or fifty minutes and then take a ten-minute break. As you might guess, most chapters are too long to read in a single session. Based on your survey, you can usually figure out where the natural divisions, or breaks, are in the chapter. Then you can divide the pages into manageable chunks to be completed in two or even three separate study sessions. If the assignment is really long, plan to read it over a period of days rather than hours. No rule says that you must finish a reading assignment in a single night.

A good survey can help you answer questions like these:

1. Do any passages look especially difficult?
2. Does any of the material look familiar?
3. Which ideas deserve special attention?
4. Which words or phrases receive special emphasis like **bold-face** or *italics*?
5. How many pages should I plan to complete during this study session?
6. What do I already know about the material of this chapter?





## Q: Use Questions to Guide Your Reading

Have you ever completed a reading assignment and suddenly realized you didn't remember a thing? Do you sometimes find it hard to concentrate while you're reading?

If you answered yes to those questions, you're not alone. In fact, that's the response most people give. What's important is that you work to improve your ability to concentrate and to remember.

One of the best ways to do that is also the simplest: **Use questions to guide your reading and give it purpose.** Instead of reading aimlessly or without a goal, you'll be reading to answer your questions. Your attention will be focused on finding specific information. As a result, your concentration—and your ability to remember—will improve.

### Turn Headings into Questions

Most textbooks use **MAJOR** and **minor** headings to organize chapter content. Major headings introduce the topics covered in the chapter. Minor headings appear under major ones and indicate which aspects of the major topic will be discussed in each section. Look, for example, at the headings that follow. The major heading tells us that the author will talk about sleep. The minor headings divide the major one into three more specific subtopics, all of which fall under the larger topic of sleep.

**Sleep: A Nice Place to Visit**  
**Stages of Sleep**  
**Sleep Patterns**  
**The Need for Sleep**

Headings are a rich source of questions. All you have to do is add words like *what*, *how*, and *why*.

1. "What are the stages of sleep?"
2. "How are the stages different from patterns?"
3. "Why do some people need more sleep than others?"