

DEVELOPING READING VERSATILITY

W. ROYCE ADAMS
BECKY PATTERSON



SEVENTH EDITION

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Preface

As in previous editions, this seventh edition of *Developing Reading Versatility* provides a variety of reading lessons and practices for college students who need to improve their skills at all levels of comprehension: literal, critical, and affective. This text can be used as the core component of a program or as a supplemental textbook in reading labs. The diverse readings and ample exercises allow instructors to be flexible in their approach, taking into account the requirements of their courses and the needs of their students.

Literal comprehension, the most basic level of understanding, is reinforced in the text through practices in vocabulary, numerous comprehension questions, flexible reading, and study reading. Practices use material from graphs and graphic figures, advertisements, textbooks, magazines, and newspapers. Literal readings help students learn to recall main ideas, identify facts, and determine the sequence of events. Cross-disciplinary textbook passages and chapters are used in many practices to help students develop reading-study skill strategies.

Critical comprehension skills are also reinforced through lessons and practices based on a wide range of reading materials. These skills include distinguishing between fact and opinion; recognizing an author's intent, attitude, and tone; detecting bias and propaganda techniques; recognizing inferences; and forming conclusions using induction and deduction.

Affective comprehension is an area often overlooked in many reading textbooks. It is defined as a personal aesthetic reaction to and awareness of writing style, technique, and quality. Practices in this unit teach students ways to read affectively and how to recognize images and analogies in affective language. Imaginative literature (essays, short stories, and poems) is included in this section.

While retaining the basic tripartite organization and the successful features of its predecessors, such as clearly explained reading and study strategies, numerous practices, a clear and interrelated series of comprehension strategies, and vocabulary building exercises, this edition also incorporates various innovations:

- Twenty new reading selections and practices are now included, all having been field tested in college classes.
- Application practices encourage students to use their new skills for their other courses.
- Each chapter ends with "Putting It All Together"—a section that incorporates work with both comprehension and reading rate flexibility.
- "Introducing . . ." selections, designed to reinforce students' perceptions of the importance of reading to their lives, provide background information and thought provoking messages about reading and writing from well-known authors and other public figures.

- Reading rate information is included *in each chapter* to insure attention is given to reading rate at each level of comprehension.
- Expanded coverage of study-reading skills provides more practice surveying, more information on test-taking skills, and more practice with actual chapters from textbooks. The section on scanning graphic aids has been updated. This chapter covers so much important information that we recommend assigning it section by section.
- More information on using computers is included, from keeping vocabulary lists on computer to information about getting started on the Internet and using it to research various topics.*

Developing Reading Versatility, Seventh Edition, helps students understand that reading is complex; that background, purposes, and motivation determine the quality of comprehension; and that there are no right or wrong answers to some questions. What it can't do is guarantee that there will be an automatic transfer of what this book teaches to the "real world" of everyday reading and the reading required in college courses. But with hard work and practice, transfer will begin to happen.

Ancillaries

Some instructors prefer that answers to practices be bound in a separate answer key, and one is available. But because other instructors prefer answers to be accessible to students, class sets of the answer key are available on request. To request the answer key, write to the Developmental English Editor, Harcourt Brace College Publishers, 301 Commerce Street, Suite 3700, Forth Worth, TX 76102, or contact your local Harcourt Brace sales representative.

Also available is *Reading Tutor* software. This software helps students practice many of the skills covered in this book using ten different reading selections. Included in the software are multiple choice, identification, or open-ended questions.

Acknowledgments

The seventh edition of *Developing Reading Versatility* has been a rewarding and fulfilling collaboration for us. We greatly appreciate and acknowledge the help of all our students who have made this and previous editions possible. For help with this edition, we would also like to thank our diligent and inexpendable Harcourt Brace editors Helen Triller and Carol Wada and the other members of the book team. Finally, we would like to thank the following reviewers for their helpful comments during the development of the seventh edition: Diane R. Bellamy, Nash Community College; Terrence Doyle, Ferris State University; Lane C. Johnson, North Harris County College; Janice M. Reyes, Kings River Community College; and Paulette Smith, Central Florida Community College.

*As of the publication date for this book, the Internet addresses and use of Netscape are current. Because of the rapidly shifting information in this area, addresses and search instruments may change.

Your "No-Money-Back Guarantee"

"We guarantee your money will be refunded in full if you fail to double your reading rate with no loss in comprehension in just one lesson!"

Ever hear or read an ad like that? You probably have. They seem to appear everywhere. Maybe you've even signed up for a course that made such claims. But if you did, it obviously didn't work or you wouldn't be reading this book. Every year, thousands of dollars—most of them wasted—are spent on books, courses, and gadgets that claim to double or triple reading powers. Some readers do increase their reading ability during these courses, but the majority of them drop right back to their original reading habits when the course is over or the gadget wears out.

This book offers you no money-back guarantee if you fail to read any better after completing it than you do now. It is quite possible that you could do well on every exercise in this book and still continue to read the way you do now. Why? Because you might fail to *use* the information gained from this book when you read material outside the book. In other words, unless you practice in *all* your reading what you do and learn in this book, there will be no transfer of skills. You will just be kidding yourself that you are reading better. Thus, while we can guarantee that the book may be helpful, we can't be sure of *you*. So, no money-back guarantee.

However, to get the most for your money, here are some points and suggestions for you to consider.

1. *Turn to the Contents.* Notice that this book is divided into three units. Each unit provides you with a variety of exercises in one level of comprehension. Together, these three different levels of understanding will bring you closer to a total comprehension of what you read. Actually, no Great Reading God in the Sky said, "Let there be three levels of comprehension. Zap!" These divisions are made only to help you see the many facets of comprehension.
2. *Don't feel obligated to do every practice in each unit.* How much practice you need depends on how much more competent you want to be in each area.
3. *Become conscious of your reading rate.* Some of the explanations and practices throughout this book deal with reading rate. If you are a very slow reader—averaging, say, 150 words per minute—you will find these drills very beneficial. These practices will help you break your slow reading rate habits.
4. *Increase your speed.* In each chapter, some of the practices in this book are timed for speed. The pressure of speed is used to prod you from your normal reading habits and get you used to faster rates. But don't make speed your entire goal. Your speed will automatically increase as a by-product of the good reading

habits you will learn here. Reading speeds vary depending on purpose, material, and vocabulary levels.

5. *Don't expect overnight miracles.* Lifetime results can be obtained from the practices you do here if you learn from your mistakes as well as your successes. It takes, time, effort, and patience to change reading habits you have developed over many years.
6. *Develop your discussion skills.* Some of the practice questions can't be answered in a key, and in these cases the class should discuss them. Discussion is necessary for developing comprehension skills. Engage in class discussion; don't just sit back and listen to others, especially when you are working in Unit Three.
7. *Keep records.* A Student Record Chart is provided so you can keep a record of your various practice work. Don't be worried about ups and downs in rate and comprehension scores. It's normal to fluctuate. Also, don't be fooled into thinking that because your scores go up on the chart that you are reading better in materials outside the text. Only you can actually determine how much success you are feeling.

With these things said, you are ready to get down to work. Just remember; the responsibility for learning and transfer of learning is yours. Are you willing to place a money-back guarantee on yourself?

Brief Contents

UNIT ONE	Literal Comprehension	1
<hr/>		
Chapter One	Developing Vocabulary Skills	5
Chapter Two	Developing Literal Recall	51
Chapter Three	Developing Study-Reading Skills and Rate Flexibility	92
UNIT TWO	Critical Comprehension	191
<hr/>		
Chapter Four	Distinguishing Fact from Opinion	195
Chapter Five	Recognizing Tone, Figurative Language, and Point of View	241
Chapter Six	Recognizing Inferences and Drawing Conclusions	281
UNIT THREE	Affective Comprehension	331
<hr/>		
Chapter Seven	Developing Affective Awareness	335
Chapter Eight	Reading Affectively Effectively	368
Appendix		415
Index		427

Detailed Contents

UNIT ONE Literal Comprehension 1

Chapter One Developing Vocabulary Skills 5

Introduction to Vocabulary Development 6

Introducing Malcolm X and “How I Discovered Words:
A Homemade Education” 6

A. LEARNING NEW WORDS: THREE METHODS 9

Method 1: A Vocabulary Notebook or Computer Compilation 9

Method 2: The Column Folds 10

Method 3: Vocabulary Cards 10

Application 1: Learning New Words 12

Check Test 13

B. LEARNING WORDS IN CONTEXT 15

Practice B-1: Contextual Hints 15

Practice B-2: Signal Words 17

Practice B-3: Contextual Examples 18

Practice B-4: Definition Clues 19

Practice B-5: Contextual Clues in Paragraphs 20

Practice B-6: Quick Quiz 23

C. LEARNING WORD PARTS AND STRUCTURE 25

Practice C-1: Prefixes That Express Negativity and Reversal 26

Practice C-2: Prefixes That Express Time and Place 27

Practice C-3: Miscellaneous Prefixes 28

Practice C-4: Quick Quiz 29

Practice C-5: Noun Suffixes 31

Practice C-6: More Noun Suffixes 31

Practice C-7: Miscellaneous Suffixes 32

Practice C-8: Roots 33

Practice C-9: More Roots 34

Application 2: Finding Word Parts in Other Readings 34

Practice C-10: Quick Quiz 35

D. PUTTING IT ALL TOGETHER 37

Practice D-1: "Will Someone Please Hiccup My Pat?" by William Spooner Donald 37

Practice D-2: Introducing Linda Hogan and "Hearing Voices" 40

Practice D-3: Timed Reading: "What You Should Look for in a Dictionary" by Robert M. Pierson 45

Application 3: Evaluating Your Own Dictionary 50

Questions for Group Discussion 50

Chapter Two Developing Literal Recall

51

A. SEPARATING THE MAIN IDEAS FROM DETAILS 51

Practice A-1: Recognizing Main Ideas and Supporting Details 55

Practice A-2: Separating Main Ideas from Supporting Details 59

Practice A-3: More on Main Ideas 62

Application 1: Finding Main Ideas and Supporting Details 63

B. READING FOR MAIN IDEAS: PARAGRAPH PATTERNS 63

Practice B-1: Finding Main Ideas Through Paragraph Patterns 67

Application 2: Finding Paragraph Patterns 71

Practice B-2: Main Ideas in Longer Passages 71

C. FINDING AN AUTHOR'S THESIS 76

Practice C-1: "Be at Home on the Internet" by David Wallechinsky 76

Practice C-2: "War on Prejudice Starts with Ourselves" by Michael Yachnik 80

D. SUMMARIZING AS A WAY TO TEST YOUR UNDERSTANDING 81

Practice D-1: Practice in Summarizing 83

Practice D-2: More Summarizing 84

Practice D-3: And Still More on Summarizing 84

Application 3: Summarizing Materials of Your Own Choice 84

E. PUTTING IT ALL TOGETHER 84

Practice E-1: "Thinking: A Neglected Art" by Carolyn Kane 85

Practice E-2: "Putting Reading in Its Proper Place" by Dominic F. Martia 89

Questions for Group Discussion 91

Chapter Three Developing Study-Reading Skills and Rate Flexibility

92

A. STUDY-READING STRATEGIES 95

Practice A-1: Look Before You Leap: "The Development of SQ3R Method" by Francis P. Robinson 95

<i>Application 1: Surveying</i>	96
Practice A-2: A Study Strategy: The SQ3R Method	102
Practice A-3: Applying SQ3R to a History Textbook Chapter: "Slave Testimony: 'We Slipped and Learned to Read'" by Janet Duitsman Cornelius	102
<i>Application 2: Using SQ3R with Your Textbook</i>	106
Practice A-4: Modifying the SQ3R Method—A Health Textbook Passage: "The Dynamics of Health" by Judith Green and Robert Shellenberger	106
B. MARKING AND UNDERLINING TEXTBOOKS	109
Practice B-1: Marking and Underlining	110
Practice B-2: More Marking and Underlining: "Westward March of Empire" by Frank Waters	113
C. SCANNING GRAPHIC AIDS	115
Practice C-1: Charts	116
Practice C-2: Map, Graph, Chart	117
Practice C-3: An Index	120
Practice C-4: Temperature Table	123
D. TAKING READING NOTES	124
Practice D-1: Taking Notes from a Political Science Textbook: From "Chapter 1: The Greek Faith in Reason" by William Ebenstein and Alan O. Ebenstein	124
<i>Application 3: Taking Notes from Your Textbook</i>	128
Practice D-2: Mapping—Another Type of Notetaking: "Changing the Self-Concept" by Ronald B. Adler and George Rodman	128
Practice D-3: More Mapping Practice: "Recognizing Errors in Reasoning" by Vincent Ryan Ruggiero	133
<i>Application 4: Creating a Chapter Map</i>	140
E. TEST-TAKING STRATEGIES	140
Practice E-1: Preparing for Objective Tests	145
Practice E-2: Analyzing Objective Test Questions	146
Practice E-3: Clue Words in Essay Tests	149
Practice E-4: Practicing Essay Question Answers	149
<i>Application 5: Using Test-Taking Strategies Before, During, and After a Test</i>	151
F. FLEXIBLE READING RATES	151
Practice F-1: Speed Read: "Self-Esteem Is Earned, Not Learned" by Mike Schmoker	153
Practice F-2: Speed Read: "The Law of Social Cycles" by Ravi Batra	157
<i>Application 6: Speed Reading</i>	161
G. PUTTING IT ALL TOGETHER	161
Practice G-1: An Objective Test on "The Development of SQ3R Method"	162

- Practice G-2: An Essay Test on "The Development of SQ3R Method" 163
- Practice G-3 Study Reading and Tests on "Marriage and Mating" by William Haviland 164
- Practice G-4: Timed Reading: "Advice That Can Help You Succeed on Campus" from *U.S. News & World Report* 177
- Questions for Group Discussion 181

UNIT ONE PROGRESS CHECK: "CULTURAL EVOLUTION" BY MANUEL G. MENDOZA AND VINCE NAPOLI 183

UNIT TWO Critical Comprehension 191

Chapter Four Distinguishing Fact from Opinion 195

A. FACT-FINDING 197

- Practice A-1: Fact-Finding 197
- Practice A-2: More Fact-Finding 198
- Practice A-3: Fact vs. Opinion 199
- Practice A-4: Interpreting "Facts" 200
- Practice A-5: Comparing "Facts": "Where Journalism Ends and Fiction Begins" by Stephen Hess and "The Sterility of Stereotyping the Media" by Lou Prato 201

B. READING OPINIONS OF OTHERS 209

- Practice B-1: "How Good Are Your Opinions?" by Vincent Ryan Ruggiero 209
- Practice B-2: Evaluating Differing Opinions: Part A: "Should Executions Be Televised?" by Richard Moran 214
Part B: "The Victim Will Not Get Equal Time" by Harriet Salarno 216
- Practice B-3: Quick Quiz on Fact/Opinion 219

C. DETECTING PROPAGANDA 221

- Practice C-1: Detecting Propaganda Techniques 222
- Practice C-2: "Detecting Propaganda" by Richard D. Altick and Andrea A. Lunsford 224
- Application 1: Recognizing Propaganda at Work* 230

D. PUTTING IT ALL TOGETHER 231

- Practice D-1: Introducing Ishmael Reed and "America: The Multinational Society" 231
- Practice D-2: Timed Reading: "In Praise of the F Word" by Mary Sherry 236
- Questions for Group Discussion 240

Chapter Five Recognizing Tone, Figurative Language, and Point of View **241**

- A. RECOGNIZING INTENT, ATTITUDE, AND TONE 241
 - Practice A-1: "How Much Is Enough?" by Alan Durning 246
 - Practice A-2: "It's an Embarrassment of Stuff, Not Riches" by Suzan Nightingale 247
 - Questions for Group Discussion 248
- B. RECOGNIZING FIGURATIVE LANGUAGE 249
 - Practice B-1: Identifying Literal vs. Figurative Language 249
 - Practice B-2: Recognizing Tone Through Figurative Language 249
 - Practice B-3: "Escaping the Daily Grind for Life as a House Father" by Rick Greenberg 251
 - Practice B-4: "Home as a Window to Our Souls" by Elizabeth Rhodes 255
 - Application 1: Finding Figurative Language in Other Materials* 259
- C. COMPARING BIASED POINTS OF VIEW 259
 - Practice C-1: Comparing Two Authors 263
 - Practice C-2: "Life, Yes; But Is It Yet Human Life?" by William Sloane Coffin 264
 - Practice C-3: "If All Life Is Sacred, So Is Each Life" by Bishop Thomas J. Gumbleton 267
 - Questions for Group Discussion 270
- D. PUTTING IT ALL TOGETHER 270
 - Practice D-1: Introducing Amy Tan and "Mother Tongue" 270
 - Practice D-2: Timed Reading: "With All the Trimmings" by Garrison Keillor 276
 - Questions for Group Discussion 280

Chapter Six Recognizing Inferences and Drawing Conclusions **281**

- A. RECOGNIZING INFERENCES 282
 - Practice A-1: Drawing Inferences 285
 - Practice A-2: Recognizing Inferences 287
- B. RECOGNIZING INFERENCES AND FACTS 290
 - Practice B-1: Drawing Inferences from Facts 291
 - Practice B-2: Inferences in Advertisements 295
- C. DRAWING CONCLUSIONS USING INDUCTION AND DEDUCTION 295
 - Practice C-1: Drawing Conclusions from an Ad 299
 - Practice C-2: Drawing Conclusions from Paragraphs 299

- Practice C-3: Induction vs. Deduction: "Dueling Dualities" by Judy Jones and William Wilson 303
- Practice C-4: Logical Fallacies 305
- Practice C-5: Quiz on Intent, Attitude, Bias, and Inference: "Big White" by Skip Rozin 307
- Application 1: Recognizing Attitude, Bias, and Inference in Other Materials 309*

D. PUTTING IT ALL TOGETHER 309

- Practice D-1: "Understanding Need for Knowledge Is Key to 'Cultural Literacy'" by William Raspberry 309
- Practice D-2: "When the Call Comes, Will We Be Listening?" by Jerry Large 313
- Practice D-3: Timed Reading: "Push for De-emphasis of College Sports" by David Holahan 316
- Practice D-4: Timed Reading: "Women Have What It Takes" by Carol Barkalow as Told to Ginny Carroll 319
- Questions for Group Discussion 323

UNIT TWO PROGRESS CHECK: "SOMEONE IS STEALING YOUR LIFE" BY MICHAEL VENTURA 325

UNIT THREE Affective Comprehension 331

Chapter Seven Developing Affective Awareness 335

A. RESPONDING AFFECTIVELY 335

- Practice A-1: An Ad 336
- Practice A-2: A Cartoon 338
- Practice A-3: An Essay: "When Television Ate My Best Friend" by Linda Ellerbee 340
- Practice A-4: A Modern Fable: "The Princess and the Tin Box" by James Thurber 343

B. RECOGNIZING IMAGES AND ANALOGIES IN AFFECTIVE LANGUAGE 345

- Practice B-1: Lines from Poetry 348
- Practice B-2: Images in a Poem: "Sorrow" by Edna St. Vincent Millay 349
- Practice B-3: Two Versions of the Lord's Prayer 350
- Practice B-4: Intent, Attitude, and Bias in a Poem: Introducing Rita Dove and "Ö" 351
- Practice B-5: Quick Quiz 355

C. PUTTING IT ALL TOGETHER 357

- Practice C-1: An Essay: "Fresh Start" by Evelyn Herald 357
- Practice C-2: A Poem: "Forgive My Guilt" by Robert P. Tristram Coffin 360

Practice C-3: Exposition: Introducing Langston Hughes and "Salvation" 363	
Questions for Group Discussion 367	

Chapter Eight Reading Affectively Effectively 368

A. READING SHORT STORIES 368

Practice A-1: Images in Fiction 372	
Practice A-2: Reacting to Fictional Passages 373	
Practice A-3: "The Story of an Hour" by Kate Chopin 376	
Practice A-4: Introducing Richard Rodriguez and a Selection from <i>Hunger for Memory</i> 378	
Practice A-5: Introducing Sherman Alexie and "Indian Education" 383	
Practice A-6: Introducing Gary Soto and "1, 2, 3" 389	
Questions for Group Discussion 393	

B. PUTTING IT ALL TOGETHER 393

Practice B-1: "The Barrio" by Robert Ramirez 394	
Practice B-2: "Ultimate Discourse" by E. L. Doctorow 399	
Practice B-3: "The Somebody" by Danny Santiago (Daniel James) 402	
Questions for Group Discussion 408	

UNIT THREE PROGRESS CHECK: "LOVE" BY JESSE STUART 409

Appendix 415

STUDENT RECORD CHART 417	
--------------------------	--

STUDENT PROGRESS CHART 421	
----------------------------	--

TIMED READINGS CONVERSION CHARTS 423	
--------------------------------------	--

Index 427

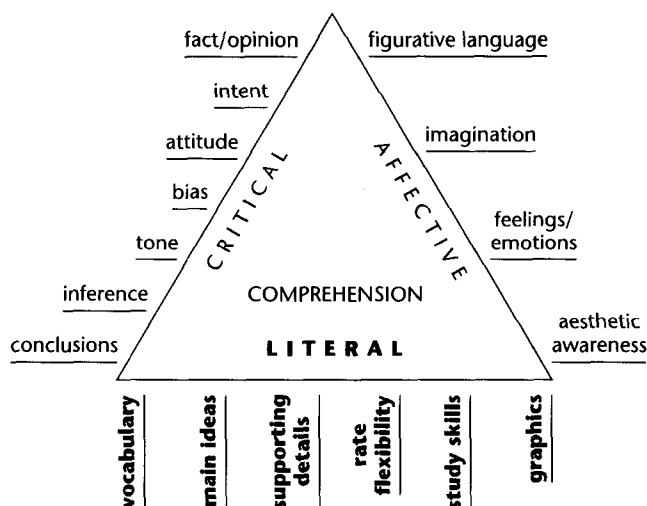
LITERAL COMPREHENSION

Comprehension is the act of understanding or the capacity to understand. But as you know, the act of understanding is not always simple. In order to help you develop your ability to comprehend better, this book is divided into three levels of comprehension: literal, critical, and affective. None of these levels is actually a separate entity. Each of the three depends on the others. Think of total comprehension as a diamond. If we want to look more closely at that diamond, we can look separately at each of its facets or polished sides. The more facets, the more glimmer to the diamond.

You are going to be working separately with three facets of comprehension. Each of the three facets will be further broken down so that you can “polish” the skills necessary to get maximum comprehension of what you read. If you *look at the diagram* that follows on page 2, you will notice that each leg of the triangle represents one level of comprehension. Literal comprehension is at the bottom of the triangle; it’s the most basic, the foundation for understanding. Literal comprehension skills include such things as vocabulary knowledge, understanding main ideas and supporting details, study-reading strategies, graphic aids scanning, and rate flexibility.

The second leg of the triangle is critical comprehension, which requires separating fact from opinion; recognizing an author’s intent, attitude, tone, and bias; being able to draw inferences; and drawing conclusions. All of these skills are presented for your practice in Unit Two—along with continued practice of the skills from Unit One.

The third part of the triangle represents affective comprehension, which requires an understanding of figurative language, use of the imagination and feelings, and an awareness of the aesthetics of imaginative and expository writings.



Unit Three deals with these skills. By the time you have finished with the last unit, you will have had continual practice using all three levels of comprehension. It is important as you work through this book to keep in mind that each skill eventually builds upon the others.

What Is Literal Comprehension?

This first unit deals with just one of three complex levels of total comprehension, the literal level. Literal comprehension is that basic level of understanding that entails the ability to recognize words accurately, to identify main ideas and supporting details, to understand a sequence of events, to recognize cause-and-effect relationships, to interpret directions, and to understand organizational patterns used in various types of reading matter. It is the level of comprehension you use when you follow a cooking recipe or the directions for putting a swing set together. It is also the level of comprehension necessary for understanding the main ideas in a news story, a magazine article, or a chapter from a textbook. More simply put, it is the most basic level of understanding, providing the foundation for the development of the two higher levels, namely, critical and affective comprehension.

Of the three levels of comprehension, literal comprehension is probably the most used. That is because everyday reading skills, such as skimming and scanning telephone directories, catalogues, movie and television listings, and even reading the newspaper or a favorite magazine, seldom require anything but literal comprehension. In addition, most training in reading courses from the early grades through college classes places greater emphasis on literal recall than on critical or affective comprehension. This is not to say that there is no training in these areas, but an examination of materials and tests used in reading courses, as well as in other subjects, reveals a strong reliance on literal comprehension with more stress on recall than on forming judgments, evaluations, or personal reactions at the critical and affective levels. In spite of daily use, however, most people do not read as well as they could at the literal level.

Reading is much more than just recognizing words on a page. Knowing the meaning and function of words you are reading is naturally basic, but you must