Technique 10

How to Read Complex Text

Title / topic

Title / topic

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10.1 Topic Introduction

Summarize your understanding of each paragraph.

Reading well combines three skills. 1. Reading well is a skill to study written text. 2. Reading well is a skill to realize the ideas written about. 3. Reading well is the skill to put new ideas together with things the reader already knows about.

A basic skill in strong reading is being familiar with the meanings of words. Also, strong reading is an ability to guess at the meaning of an unfamiliar word based on other words near it. Strong reading is an ability to follow the organization of a passage.

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading.

Read/Summarize Text

1. **Read the passage.**
2. **Underline key expressions in each sentence.**
3. **Re-write each word (or expression) you underlined.**
4. **Summarize the passage.**

Multiple reading strategies

1

2

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, and analyzing. Some helpful ways to read better include graphic organizers, note taking guides, chunking, and summarizing. The previous page is an example of "chunking" text. This page is an example of a note taking guide as well as encouraging the summarizing of text. This science series encourages students to practice reading well.

Adapted from: https://en.wikipedia.org/wiki/Reading_comprehension

Re-write words you underlined

3

_____   _____   _____

_____   _____   _____

Using a complete sentence, summarize or rephrase the passage

4

Read Text for Comprehension

Read these highlights for deeper understanding. No summary is required, although you may want to circle, underline, or mark key ideas and words.

Reading Comprehension Strategies

Research studies on reading and comprehension have shown that proficient readers use several ways to understand what they read. These ways can also be used by less proficient readers. Using these techniques can help less-strong readers improve their reading.

#1. Make Inferences: In everyday terms we refer to this as "reading between the lines." This involves connecting various parts of texts that aren't directly linked in order to form a sensible conclusion.
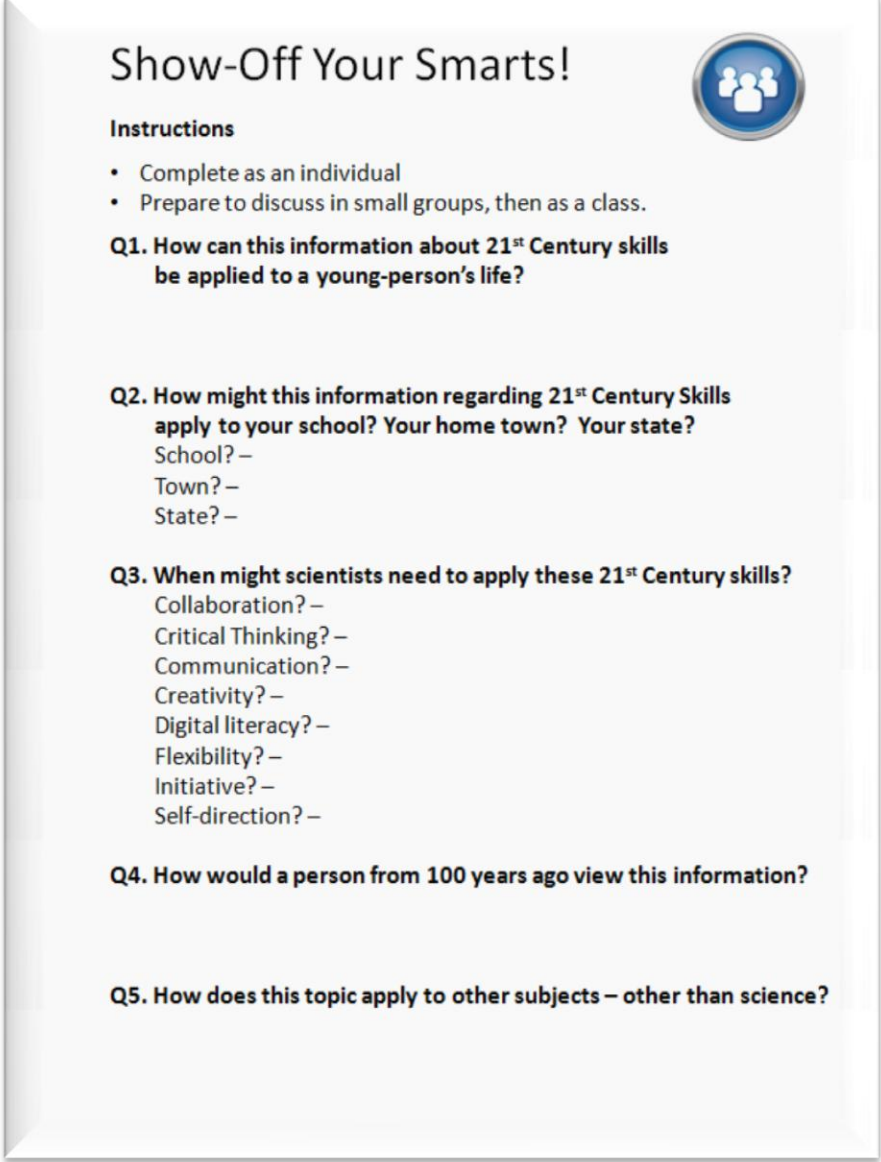
#2. Planning and Monitoring: This idea is where students mentally prepare themselves for their reading. A great way to do this with science text books is to scan all of the pages assigned first. Rather than starting to read right away, a student should briefly flip through each page and glance at the headings, some of the words in bold, and the pictures and graphics. After doing this, then start reading.

#3. Making Connections: Another good reading approach is "reading beyond the lines", which involves finding a personal connection to the text. This can be fun in science, because science topics are very much related to our lives every day.

While progressing through Honeycutt Science, you will encounter a "Show Off Your Smarts" page almost every week!

This page offer you an opportunity to make connections and make inferences.

Answer these questions with your best effort. Your comprehension of the subject will improve by doing so.

Show-Off Your Smarts!

Instructions

- Complete as an individual
- Prepare to discuss in small groups, then as a class.

Q1. How can this information about 21st Century skills be applied to a young-person's life?

Q2. How might this information regarding 21st Century Skills apply to your school? Your home town? Your state?
School? –
Town? –
State? –

Q3. When might scientists need to apply these 21st Century skills?
Collaboration? –
Critical Thinking? –
Communication? –
Creativity? –
Digital literacy? –
Flexibility? –
Initiative? –
Self-direction? –

Q4. How would a person from 100 years ago view this information?

Q5. How does this topic apply to other subjects – other than science?

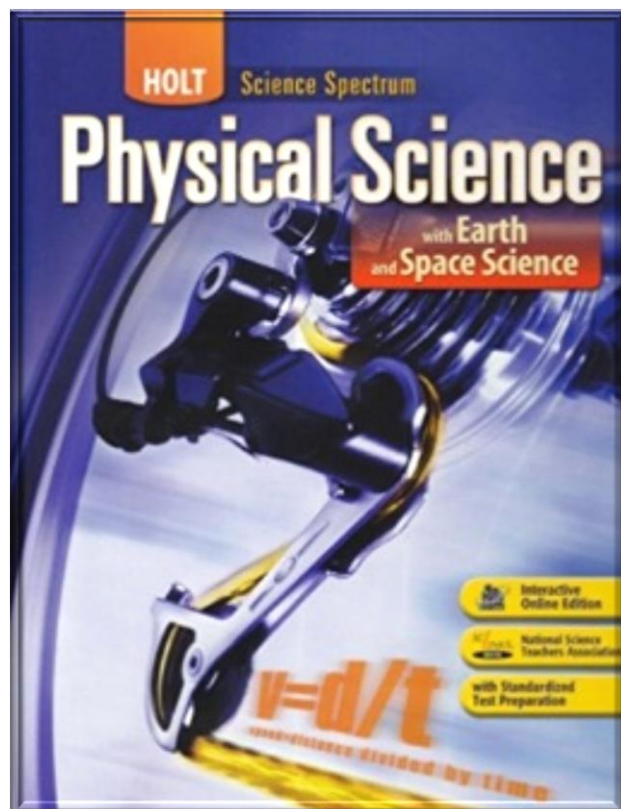Adapted from Wikipedia and Honeycutt Science.

Draw Illustration

Copy and Label the Illustration in the Space Provided

Step 1. Briefly scan all of the pages assigned in your textbook.

Step 2. Take notes using a "notes capture sheet."

Step 3. Give it your best shot to "connect" what you read to other things you already know.

Scan pages.

Take notes.

Make connections.

Draw (Copy) the Illustration Here

Prepare to Discuss this *"Cheat Sheet"*

Common signal words for different types of text structures. Adapted from: Cult of Pedagogy.
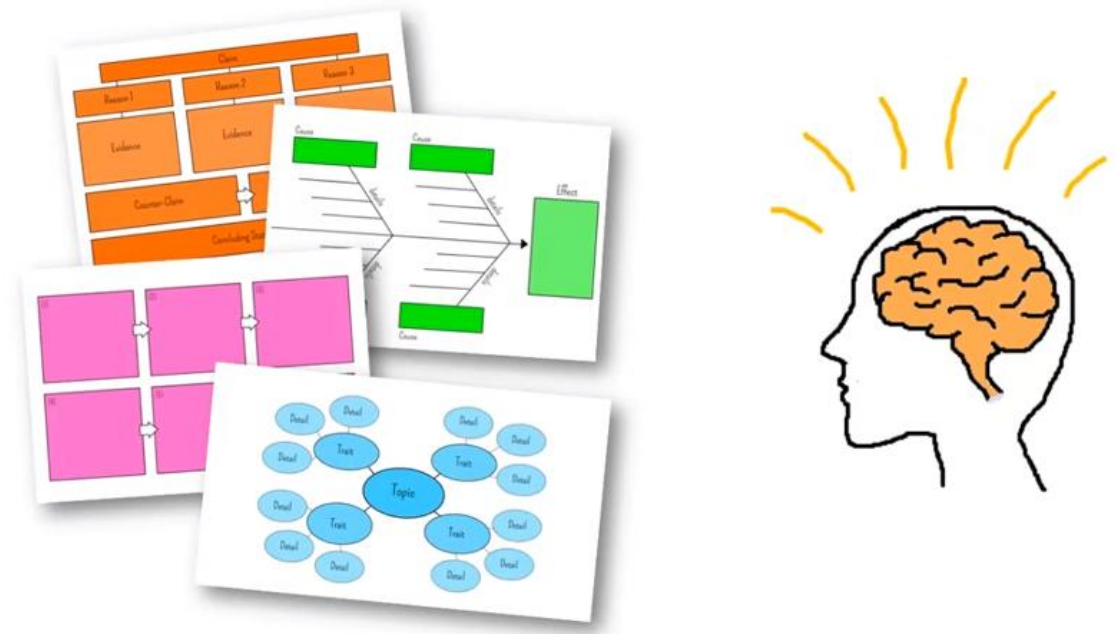
Text Structure Type	How the structure is used	Signal Words
Description	Explains a topic, often in detail. Often the text is broken into sections, each with a main idea and details that elaborate on it. ***This structure is very common in most science textbooks.***	for example, in particular, for instance, to illustrate, such as, most important, another.
Comparison /Contrast	Describes similarities or differences between objects, places or events, and the similar or different qualities are linked back and forth. ***This structure is used frequently within a chapter to explain an important concept.***	like, similar to, unlike, in contrast, whereas, while, although, different from, as opposed to, instead of, however, as well as, either/or.
Sequence	Information is explained in steps. Science information is often described as a process, series of events, or a hierarchy. ***This structure is useful in explaining many science concepts.***	first, next, last, another, then, finally, before, preceding, following, additionally.

Show-Off Your Smarts!

Instructions

- Complete as an individual
- Prepare to discuss in small groups, then as a class.

Q1. How can this information about reading complicated text be used in a student's life?

Q2. When have you previously "made a connection" between something you have read, and your day-to-day life?

Q3. In what way might the information from this topic be useful to you while going through Honeycutt Science?

Make a Poster

In the space provided here, illustrate ways to improve your reading.

Perform three recommended steps for better reading.

1. Scan pages

2.

3.

Come up with your own illustration. How can you improve your reading?

Recognize three types of text structure.