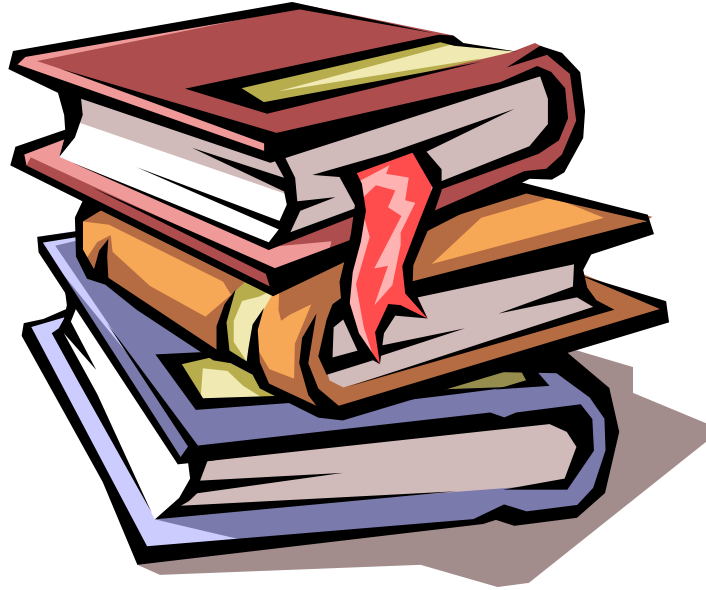


READING: THE POWER OF UNDERSTANDING



**COMPETENCY
CATEGORY:**

Basic Skills

**CATEGORY
NUMBER:**

D.22

COMPETENCY:

Comprehend written communications.

OBJECTIVE:

Upon completion of this module, students will be able to demonstrate their ability to comprehend written communications.

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INTRODUCTION

- Ask each student to identify his or her favorite type of reading. Examples could be a favorite book, newspaper column, comics, romance or adventure novels, etc.
- Lead a brief discussion in identifying what makes reading enjoyable and important.
- Have the students brainstorm a list of reasons why reading is important and how a lack of reading skill can limit a person in job/life.

Administer Pre-Assessment

OUTLINE

A. Reading for comprehension and recall

1. It is easier to recall information if you understand (comprehend) it.
 - a. One way to increase recall and comprehension is to practice reading.
 - b. Another method is to increase your understanding of the “rules of writing” and terminology.

Example: Very often, the first sentence of a paragraph contains the main idea. If you keep that in mind as you read, then the supporting ideas that follow will emphasize that point making it easier to remember or recall.

Note to Specialist: This is a good place to have the students consider how often they see recall questions on their tests at school... in other places.

2. The best way to increase comprehension is to increase your “word power.”

a. Use context clues. Look at how the word is used in a sentence.

1. This helps to determine the correct meaning of a word with more than one meaning.

Example:

Of **course** two minds are better than one.

This **course** I'm taking is really tough.

2. The sentence can give clues to the meaning of words by giving examples or an explanation of the word.

Example:

Felonies, such as burglary and murder carry severe penalties.

“Burglary” and “murder” are clues to the meaning of the word felony.

Example:

The **altimeter** was broken, making it difficult for the pilot to tell how high he/she was flying.

Note to Specialist: A quick activity that might be appropriate here would be to find a list of words from a newspaper and check to see how many students can define those words. Then use the words they were unable to define in the sentence from the newspaper to see if the students can determine the meaning.

b. Learn prefixes and suffixes.

1. A prefix is a group of letters that modify the meaning of a word when put at the **front**.

Examples:

microelectronics; micro = small
antisocial; anti = against or resistant to
biotechnology; bio = having to do with life
multitalented; multi = more than one, many

2. Suffix is a group of letters that modify the meaning of a word when put at the end.

Example:

walking; ing = in the process of doing
argument; ment = a result of
professorship; ship = office, title, rank of,
identification with, rights of
membership; ship = same as above

Note to Specialist: Just for fun, have the students think of titles or roles for themselves using prefixes and suffixes that best describe their personality, etc.

<p style="text-align: center;">COMPLETE LEARNING ACTIVITY D.22-1 READING: THE POWER OF UNDERSTANDING”</p>

B. Make inferences and draw conclusions

1. Identify supporting ideas and evidence. Look for facts or related details in a passage. These are small bits of information that support or provide evidence for a bigger idea (inference or conclusion).
2. Arrange facts in an order (chronological, step by step, etc.).
3. Look for the “who, what, where, when, why, etc.”

Example:

If a passage told you that a family was in a festive mood, bundling up in warm winter coats by the front door with a stack

of Christmas presents, and that the date was December 23rd; you might *conclude* that this family was getting ready to go to a Christmas party.

4. Look at charts and graphs for facts that support the main idea.

Example:

Physics Students	Grade
Eric	78
Bob	68
Maricela	95
Kim	88
Shanay	91

An inference from the above chart is that Maricela is the smartest student in the class. Another conclusion one might draw is that Bob does not have a good understanding of Physics. These statements may or may not be true. However, what are some other logical inferences and conclusions you *could* make?

5. Consider the story line and/or mood.
 - a. Words that generate a certain attitude or feeling
 - b. Ask “What is a natural tone or mood in the story, considering events that just took place?”

Examples:

A romance that just broke up would create feelings of sadness or anger.

A victory after a hard fought battle would create feelings of exhilaration and celebration.

Puppies left by the side of a road would create feelings of sympathy and compassion.

COMPLETE LEARNING ACTIVITY D.22-2
"STATE YOUR CASE"

C. Make generalizations

1. Similar to inferences and conclusions

Example of the difference between inference and generalization:

If a person said, "My car is almost four years old. I'd better trade it in before it starts breaking down;" the *inference* made would be that cars start to break down after they are four years old.

If a person said, "The first car I had broke down after four years. The second car I had broke down after four years, and the third car I bought broke down after four years;" a *generalization* would be, "All cars break down after four years."

2. Sometimes the author wants you to do this. Other times it is wise to avoid.

Note to Specialist: This would be a good place to talk about getting what an author wants you to get from a passage of writing vs. "reading something into" something someone said or wrote to make it say something different from what they meant.

Example:

If your boss said, "The company has to be responsible in it's spending;" you might infer that your boss is going to be cautious about spending.

Based on the above statement, if you said, "The boss isn't going to give any raises;" that would be "reading something into someone's statement."

Note to Specialist: This might be a good place for students to reflect on situations in their life that have come about as a reaction to an action they took. (Positive and negative examples are OK.)

3. On the basis of one or more events or facts, make a general statement about the subject as if it were true in every case.

Example:

Last night my wife said, "We're not going out tonight. We didn't go out last night, or the night before. We *never* go out!"

D. Summarize a reading passage.

1. A summary is one or more sentences that communicate the main idea of a reading passage.
2. The summary is *much shorter* than the passage, sometimes only one sentence in length.
3. A summary or "main idea" sentence is often included in the writing. They can appear anyplace, but a good place to check for main ideas is at the beginning and end of paragraphs.
4. If not directly stated, you must create one in your own words. This may take some practice. You may have heard people use the phrase "in a nutshell." This usually indicates what is about to be said is a summary.

COMPLETE LEARNING ACTIVITY D.22-3
"IN A NUTSHELL"

E. Perceive cause and effect relationships in a passage.

1. You may be aware of the law of physics that says "for every action, there is an equal and opposite reaction." Other areas of life are similar to that law.
2. When something is said or done, it usually results in something else happening.

Example:

A car goes faster because the driver pushed down on the accelerator.

Luis became angry after Erin teased him.

The boss gave a raise and everyone worked harder.

The boss did not give a raise and everyone went on strike.

Quinton wanted to impress Donella, so he wore a special cologne.

COMPLETE LEARNING ACTIVITY D.22-4
“FIVE YEARS FROM NOW”

COMPLETE LEARNING ACTIVITY D.22-5
“TELL ME A STORY”

Administer Post-Assessment

LEARNING ACTIVITY D.22-1
“READING: THE POWER OF UNDERSTANDING”

OBJECTIVE: To demonstrate the ability to identify prefixes and suffixes

RESOURCES: Copies of newspaper and magazine articles

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Pass out one copy of a newspaper or magazine article to each student.
2. Instruct the students to read the article through one time.
3. Have the students circle all of the prefixes they can identify in the article.
4. Have the students underline all of the suffixes they can identify in the article.
5. Each student should find an example of a prefix and a suffix that demonstrates how important these elements are to the meaning of the article.

Discussion questions:

1. What are the most common prefixes and suffixes?

2. How do prefixes and suffixes help to save time in writing and reading? Could the same thing be said without using words with prefixes or suffixes?

3. Were there any unusual prefixes or suffixes identified?

LEARNING ACTIVITY D.22-2
“STATE YOUR CASE”

OBJECTIVE: To be able to provide supporting ideas and evidences for a main idea

RESOURCES: Work Sheet—Learning Activity D.22-2

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Pass out a copy of the work sheet for Learning Activity D.22-2 to each student.
2. Go over the directions on the work sheet with the students.
3. Either assign or let the students choose which scenario to complete.
4. Have the students identify examples of their work.

Discussion questions:

1. How is this skill useful in life?

2. What kind of occupations use this skill?

3. How easy is it to write or identify supporting ideas or evidences?

4. What makes it hard or easy?

LEARNING ACTIVITY D.22-2
“STATE YOUR CASE”
WORK SHEET

DIRECTIONS: You are about to write a letter designed to persuade someone to do something. Before you write, however, it is helpful to make a list of the reasons **why** something should be done. For at least *one* of the following, make a list of at least five reasons that would support your cause.

1. Letter to an employer explaining why your best friend Alexis should be hired as an apprentice engineer.

2. Letter to the school board asking them to allow more field trips.

3. Letter to your teacher convincing him/her that the class deserves a pizza party.

4. Letter to your boss asking for a raise.

5. Letter to city council explaining why it should not pass a law that would require a 10:00 p.m. curfew for all kids under the age of 18.

6. Letter to the editor of the paper explaining why everyone should learn to bowl.

LEARNING ACTIVITY D.22-3
“IN A NUTSHELL”

OBJECTIVE: To be able to create summary statements

RESOURCES:

- 3X5 index cards
- Pen or pencil

DIRECTIONS:

1. Tell the students to think of one of their favorite movies.

Note to Specialist: No sexually explicit or offensive movies.

2. Without using names of characters, towns, ships, etc. that would give away the identification of the movie have them write one sentence that most completely sums up the story.
3. Have them write 4 more summary statements after the first that would help identify the movie.
4. “In a Nutshell” now becomes a game similar to charades in which the students take turns coming to the front of the class and seeing how quickly the class can guess the name of the movie.
5. The student will begin by reading the first summary statement only. If the class is able to guess within 15 seconds, that student wins 100 points. If not, then the student will read their next summary statement and another 15 seconds is given to guess the identity of the movie. If the identity is still not revealed, go to the next summary statement, and so on. However, for each of the summary statements written, 20 points is deducted from the score.
6. If after the last summary is given and the class cannot guess the movie, the student is out of points and may give the name of the movie.
7. An option for this game is to play in teams.

DISCUSSION QUESTIONS:

1. How many used a “newspaper” approach to writing a summary statement using “who, what, where, when and why?”

2. Which movies were the hardest to summarize? Why?

LEARNING ACTIVITY D.22-4
“FIVE YEARS FROM NOW”

OBJECTIVE: To demonstrate an understanding of cause and effect relationships

RESOURCES: None

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Instruct the students to make up a headline that would be possible for someone to see five years from now.
2. After they have written a headline, have the students write what happened (or series of events) that caused this event (headline) to take place. Start with something that is true or identifiable today and follow the “play-by-play” of events right up to the headline they created.
3. Have members of the class share their results.
4. An option for this activity is to have the students predict the career or future of one of their classmates five years from this date.

Discussion questions:

1. In what ways can a “cause and effect” approach to reading help a person “read between the lines?”

2. How is “cause and effect” true in our lives in regard to decisions we make?

LEARNING ACTIVITY D.22-5
“TELL ME A STORY”

OBJECTIVE: To demonstrate an understanding of cause and effect

RESOURCES: None

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Tell the class you want them to make up a story in which all of them participate, but you only want one story.
2. You will start the story by giving the opening lines. (Example: There was once two teenagers that lived in happy homes in Niceville. Greg was very handsome and Gina was stunningly beautiful.) Then each student will add two lines to the story that builds on the story or gives an “effect” from part of the story already given.
3. Continue through the class until all students have participated.
4. Ask the class to summarize the story.

DISCUSSION QUESTIONS:

1. What kind of story did you get? (adventure, romance, mystery?)

2. What kind of changes happened as a direct result of changes in mood or attitude?

3. How easy was it to summarize *this* story? Why?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
You need not use complete sentences.

1. Underline the prefixes in the following words:

unmotivated antigravity malnourished pseudonym

2. Underline the suffixes in the following words:

Geography Comprehension Assignment Biotechnology

3. Underline the words in the following sentences that give clues to the meaning of the word in **bold**:

a. Raford's **counsel** represented him in court by arguing that his client had an alibi.

b. **Canines** such as German shepherds, collies and retrievers are valuable to the work on a ranch.

c. The **sale** price on the sweater was 40% less than the regular price.

4. Read the following passage:

Dear Mr. Jakes;

I am pleased to recommend Dale Daniels for employment with your company. In the eight years I have been acquainted with him, I have never known him to be late for an appointment or deadline. He is hard working and dedicated. Dale is a pleasure to have as an employee. His enthusiasm and positive attitude ensures good working relationships with other employees. Dale is knowledgeable and professional. He will make a great member of your team. Please consider Dale's application for employment.

Sincerely,

Carl Banston

a. What is the main idea of the passage?

b. What are supporting evidences of the main idea given in the passage?

5. Write a generalization from the following statements:

When I bought gas at my gas station, the price of unleaded had gone up \$.05 per gallon. On my way to work, I noticed several gas stations where the price had gone up the same amount. Later, a co-worker told me she had noticed a \$.05 increase in gasoline prices.

Generalization:

6. Read the following passage:

The gray skies hung over the city like a shroud. The people walked slowly about their business, barely managing a smile. The news of Carissa's death had reached the community two days ago and still hardly anyone knew what to say. They simply thought about her death and her family, and managed to keep going. Expectantly, it began to rain.

- a. How would you describe the atmosphere of the community?

- b. What words or phrases helped you decide your answer to "a"?

7. Read the following passage:

Gerald held the winning ticket in his hand. His smile was from ear to ear as he excitedly ran around the office from person to person, showing the ticket and laughing. Some employees talked among themselves about the state lottery and how they had won small amounts of money. Others came up to Gerald and slapped him on the back.

a. What has happened to Gerald?

b. What words or phrases helped you decide your answer to “a”?

8. What is a summary? Give an example.

9. Read the following passage:

The hammer came down quickly, and with considerable force, barely missing the head of the nail, but landing squarely on Arthur's thumb. “*@!!?!%#!” came the quick response as Arthur threw down the hammer and grabbed his thumb. The hammer rolled off of the roof and into the flower bed where it struck a large ceramic flower pot shattering it into a thousand pieces. Arthur's wife came out of the house to see what all of the noise was about. Tears began to well up in her eyes as she viewed the remains of her new expensive flower pot. “Why, oh why,” she cried, “do these things always happen to me?”

a. What caused:

1. “*@!!?!%\$!”?

2. The hammer to roll off the roof?

3. The flower pot to break?

4. Arthur's wife to come out of the house?

5. Tears to well up in Arthur's wife's eyes?

b. What was the result of the hammer missing the nail?

10. How can you improve:

a. Recall?

b. Comprehension?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Underline the prefixes in the following words:

unmotivated antigravity malnourished pseudonym

2. Underline the suffixes in the following words:

Geography Comprehension Assignment Biotechnology

3. Underline the words in the following sentences that give clues to the meaning of the word in **bold**:

a. Raford's **counsel** represented him in court by arguing that his client had an alibi.

b. **Canines** such as German shepherds, collies and retrievers are valuable to the work on a ranch.

c. The **sale** price on the sweater was 40% less than the regular price.

4. a. What is the main idea of the passage?

* Answers will vary, but should be similar to "Dale Daniels will make a good employee."

b. What are supporting evidences of the main idea given in the passage?

- Never late, hard working, dedicated, enthusiastic, positive attitude, good working relationships, knowledgeable, professional

5. Generalization:

* Answers may vary, but should be similar to: "The price of gasoline has just gone up \$.05."

6. a. How would you describe the atmosphere of the community?

- Sad, gloomy, despair, etc.
- b. What words or phrases helped you decide your answer to “a”?
- Gray skies, shroud, walked slowly, barely managing a smile, Carissa’s death, hardly anyone knew what to say, managed to keep going, began to rain
7. a. What has happened to Gerald?
- Answers may vary, but should be similar to: “Gerald has just won the lottery.”
- b. What words or phrases helped you decide your answer to “a”?
- Winning ticket, smile, excitedly, showing the ticket, laughing, talked about the state lottery, small amounts of money, slapped him on the back.
8. What is a summary? Give an example.
- A summary is one or more sentences that communicates the main idea of a reading passage. It is much shorter than the passage.
 - * Examples will vary.
9. a. What caused:
1. “*@!!?!%\$!”?
 - * Hit his thumb with the hammer
 2. The hammer to roll off the roof?
 - * Arthur threw it down
 3. The flower pot to break?

- * Hammer hit the pot
- 4. Arthur's wife to come out of the house?
 - * She heard all the noise
- 5. Tears to well up in Arthur's wife's eyes?
 - * She saw her broken pot
- b. What was the result of the hammer missing the nail?
 - * Hammer hit Arthur's thumb
- 10. How can you improve:
 - a. Recall?
 - Improve your understanding or comprehension, practice
 - b. Comprehension?
 - * Increase your "word power"

ANSWER KEY
LEARNING ACTIVITY D.22-1

* Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.22-2

* Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.22-3

* Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.22-4

* Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.22-5

* Answers will vary