

**THE  
SPEED READING  
WORKBOOK**

**Read faster with better comprehension**

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# INTRODUCTION

## **Do you need Speed Reading?**

As we approach the start of the 21st century, we are undergoing a major revolution in information. Access to information is made easy by the many journals and magazines available on a multitude of subjects. In addition, there is a wealth of information on the world wide web (the Internet) which is available for access by all users. You can find information on almost any subject, common or obscure. Many search engines make it easy to find the information you want. It is up to you however, to find the exact information that suits your needs.

While information availability and access is increasing, most people find that they have less time available to read the material they are required to, or are interested in. In many cases, magazines and books lie on shelves waiting their turn to be read. You have to choose the material that you read in finer detail, at the expense of material that you would have liked to read if you had the time.

Speed reading will allow you to read more materials in the same time that you spend reading now. Thus, it allows you more time to read the materials that you want to. As your speed reading skills improve, you will also train yourself to focus in on important details within the reading material. You will begin to retain more of the material that you read, and also find time to continue doing the things that were preventing you from reading more in the past.

## **Factors contributing to reduced reading rates?**

Some of the factors which contribute to a reduced reading rate are:

- (a) Faulty eye movements, inaccuracy in placement of the eye while reading.

- (b) Regression, or the re-reading of material already read.
- (c) Limited perception span leading to word-by-word reading.
- (d) Vocalization, the process of putting sounds to words you read.
- (e) The false belief that slow reading leads to better comprehension.
- (f) Poor evaluation regarding the relevant parts of the reading material.
- (g) Lack of concentration.

This workbook contains many exercises that help to reduce the effects of these factors and therefore increase your reading rate.

### **What should you expect from this workbook?**

Unlike some courses that you may have seen advertised in print or on television, the course presented in this workbook does not promise that you will read twenty times faster than your present speed in the next month. Many techniques exist in speed reading, but you will find the techniques listed in this workbook the easiest to adapt to. The techniques are a natural extension of your current reading ability. The exercises work toward solving some of the common problems that prevent you from reading faster. As a result of minimizing these problems, you will automatically increase your reading speed.

Most students of these techniques will find that they are able to increase reading speed by up to three times in a matter of a few weeks. However, as with any course, you have to make the commitment to learn how to speed read. You will have to work through the suggested exercises. A few minutes of practice each day on these exercises will greatly expedite your learning.

This workbook has been printed in a clear type with generous spacing to keep the element of fatigue at a minimum. All information is kept brief and to the point. Explanations are short, but sufficient for you to grasp the message clearly. The material has been presented in a step-by-step fashion. Take the time to complete each step to your satisfaction before moving to the next one. This will allow you the maximum benefit of the course. Each step lists what you

should expect from it and what you should have achieved at the end. If you feel that you have not achieved what has been listed, re-read the step and work at the exercises more frequently. Move to the following step only after you are comfortable with the present one and have mastered its techniques.

At the end of this course you should find yourself reading about three times faster than your present speed. Some students may find their speed as high as five times faster. After you get to this point, it is up to you to define how much faster you wish to be and work toward your final goal. By then you will have enough understanding of your own reading abilities to guide yourself to the best methods of reaching your goal. You can continue to use the methods in this course, refining them and becoming comfortable with them as you progress.

## **The Correct Attitude**

With every self improvement project that you undertake, the most important tool that you will have is a positive attitude. You have to keep yourself motivated and focused on what you wish to achieve. Learn how to eliminate negative influences from your daily life. In addition, a directed program of physical exercise will help greatly in maintaining a positive state of mind. A few pointers are provided in Appendix 1. Read the appendix first if you wish. The content of the appendix is not related to speed reading, but a positive attitude will help you more than almost anything else in this and other tasks that you undertake.

## **Goal Setting**

It is very important to set an achievable speed reading goal for yourself, and work toward it. Make a decision that you will teach yourself how to read say, three times faster in the next three weeks. There are many exercises that are suggested in the steps that will guide you toward reading faster. You should practice these as many times as needed until you become comfortable with the concepts that the step focuses on. Once you are comfortable, time yourself and calculate your reading speed. Use the timing sheets supplied for this. Also,

always time yourself on the exercises within the course where indicated. This will allow you to determine how far away you are from your goal, and allow you to adjust your efforts toward meeting it. Use the timing and evaluation sheets supplied with this workbook to keep track of your progress. Please take the time to examine these sheets now. The sheets are at the end of the work-book. Make extra copies of the sheets if needed.

If you find that you are progressing faster than you had initially planned, achieve your original goal in the smaller time, then redo your goal statement for a faster speed. As an example, say that you find that you are reading three times faster at the end of week two rather than week three. Restate your goal at the end of the second week to read five times faster at the end of week four. Now work toward that goal.

## **Step 1**

### **PREPARATION**

#### **Your reading environment**

Before you start on the techniques of speed reading on following pages, evaluate the environment in which you will be doing your reading. Adjust it if necessary.

Treat this workbook for what it is, as learning material and not as leisure reading. Sit at a desk while reading this workbook, in a comfortable chair. Use a light fixture that is bright and falls evenly on the desk. Adjust the fixture so that the light does not hurt your eyes and there is no glare. An indirect light source is more pleasing than direct light falling on the reading material. Use your judgment and these few guidelines to arrange your work area accordingly.

#### **Materials you will need**

In addition to this workbook and the worksheets supplied, you will need the following materials. Take the time to gather these materials now.

A practice book - You will need a book to practice your reading. Choose a book that is of some interest to you, but one that you do not particularly want to read for understanding the material. It may be a novel or a non-fiction book. It should have reasonably sized type, neither too big nor too small. The type should be clear, and preferably, there are no illustrations in the book. You will read this book with the sole purpose of reading faster. Ignore comprehension while practicing your speed reading. You may even use a book that you have read before.

A pencil - This will serve to fill in the worksheets. It will also serve as a pointing device.

A foot-ruler - Serves as a pointing device, allowing you to follow lines within your practice book. Choose one that is not transparent, such as one made of wood.

A watch - You will use this to time yourself. It must have a seconds hand.

A calculator - Optional, but helps in the very few calculations you will make.

Keep all these materials in easy access while you are working on this course. It is very frustrating to stop what you are doing to find a pencil because you need to write down your most recent achievement in a timing sheet. Use a pocket folder to keep all materials together while you are working on increasing your reading speed.

## **Preparing your practice book**

Before you start on the course in the following pages, take some time to prepare your practice book. The pages of the book should be easy to turn. If the book binding is stiff, the book will tend to close when you let go of the pages that you are reading.

To loosen the binding, place the book on a flat surface and open it to about the middle of the book. Press down against the binding of the book until the book stays open without difficulty. Then grasp half the pages on either side of the middle page and press down on the binding again. Continue this, turning to about half the pages on all sides of the book.

Find the average number of words per line of the book. Count the number of words on ten full lines of the printed material. Divide the number by 10. Round the result to the closest whole number. Write this down on the preparation sheet supplied.

*Example:*        Words in 10 full lines = 110  
                      Average words per line =  $110 / 10 = 11$  words per line.

Find the lines per page of the book. This is easily done by counting the number of lines in a full printed page of the book. Make sure that the page is not missing a few lines at the beginning or the end of the page. Now calculate the average number of words per page as shown below. Write down your results on the preparation sheet supplied.

*Example:*        Lines per page                = 34  
                      Words per line                = 11 (from above)  
                      Therefore  
                      Words per page            = Words per line x Lines per page  
  =  $11 \times 34 = 374$  words per page

Please fill out the Preparation worksheet at this time.

## Step 2

# UNDERSTANDING YOUR CURRENT ABILITY

## **Evaluate yourself**

Before you start on the speed reading techniques, it is important for you to know what your current abilities are. You will evaluate yourself for current reading speed, as well as the problems that are limiting you from reading faster. Once you have this understanding, you will be able to concentrate on the specific problems that you have identified and work toward minimizing or even eliminating them. To do this you have to know what you are looking for, and an understanding of the common problems is helpful.

## **Basic Reading Problems**

- **Regression**

Regression is the re-reading that you do when your eyes make a mistake in following lines or words in a line. In some cases your eyes may skip back to the same line and in other cases you may find that you have missed a few lines because your eyes moved down too far. In any case, the result is that you have to readjust your focus and re-read material, thus slowing your reading speed.

As a speed reader you will virtually eliminate this problem. By using pointing devices such as a ruler or your fingers, this problem is very easy to eliminate.

- **Word-by-word reading**

From the beginning of school, we have been taught to read one word at a time. You started at the beginning of the line, read each word one at a time until you reached the end of the line. Then you began at the line immediately following the one that you had just finished, and read this new line exactly as you had read the previous one, one word at a time. Chances are that you never changed this way of reading and still read one word at a time.

As a speed reader, you will change this method of reading. You will begin to see words as groups rather than individual words, and you will learn to extract meaning from the groups of words that you see. This method is much faster for obvious reasons.

- **Pronouncing words as you read**

This is the other problem that has probably stayed with you from the time that you were learning how to read. When you were first taught how to read, you probably were saying the words out loud as you read them. Your teacher taught you to read the word dog, for example, by pronouncing each one of the letters, d, then o, then g, and after that pronouncing the word dog itself out loud. When you progressed to reading silently to yourself, you took this method that was taught to you and internalized it. You began to pronounce the words that you read to yourself, in your mind. This is known as vocalization, that is, the process of lending sounds to what is being read. While learning how to read, it is in fact, necessary to pronounce the words since that helps you make the connection between the object and the word representing it. However, once your reading skills progress beyond the first few school years, vocalization is no longer necessary for understanding and is a major factor slowing you down.

As an example, when you see a dog in the park, you do not need to say the word “dog” to yourself in order to recognize that the animal that you are looking at, is a dog. You gather that information automatically from your memory. However, if you were to read the word “dog” when it appears in print, you still find yourself pronouncing it in your mind.

As a speed reader you will learn to minimize the problem of vocalization. You will begin to see words as pictures. You will probably never eliminate vocalization, and will often use it when you come across an unfamiliar word. This brings us naturally to the next problem faced by the average reader.

- **Lack of sufficient vocabulary**

You may be among the many readers who are limited by their current vocabulary. This in turn limits your reading speed. When you come across an unfamiliar word, there is little choice, but to consult a dictionary. Many readers however just skip the word and continue reading, thus compromising their understanding of the material. By doing so, they lose the chance of learning a word and placing it in permanent memory by relating it to the context in which they were reading it. One of the best methods of improving your vocabulary is to relate a new word to the context in which you came across it.

Many authors will tell you that a powerful method of learning new words and building your vocabulary is to learn the constructions, common prefixes and suffixes found in the language. Using word lists is also a great method of building word power. Each word appears along with a sentence in which it is used. After reading this sentence you must then make a sentence of your own using that same word. If you find yourself limited by your word power, working through one of the books that help build vocabulary is strongly recommended.

If your vocabulary is large enough you can deduce the meaning of an unfamiliar word from the context that it appears in. When combined with speed reading this becomes a powerful method , allowing you to continue reading without loss in meaning of the sentence.

- **Lack of concentration**

There is often a lack of concentration on the material that you are reading. You get to the end of the paragraph, and find that you have no idea of what you just read. No matter how good your IQ or memory may be, if your mind is not on it, you are not going to understand what you are reading, and will not remember the information.

This problem occurs mainly because you are not utilizing your brain at the level which it is comfortable with. As a result, your brain finds other, unrelated items to keep busy with. This in turn makes you lose concentration on your reading material. Many

researchers believe that we use less than 10 percent of our brain power. When you speed read, you will utilize more of your available brain power for reading. Since your brain will be busier, it will wander much less than before. This also has the added benefit that you increase your comprehension and retain more of the material read.

## **Evaluate your current reading ability**

Before you can measure your progress you have to know what your starting point is. This section will help you determine your current reading speed. You will also judge yourself on how well you do regarding the problems discussed above. Fill out the Start Evaluation sheet supplied to keep a record of your starting point.

Choose any 2 facing full printed pages in your practice book. You will time yourself as you read these pages. Place the watch so that you can easily and quickly make a mental note of the time.

Quickly glance at the watch, making note of the start time. Read the pages at a normal pace. At the end of the second page note the time again. This is the end time. Write both the times down on your Start Evaluation sheet. Fill in the rest of the items in the sheet. This is your current reading speed. Write this number down at the bottom of the sheet in the space marked Score A0.

The sheet also has each of the above discussed problems written on it. They are measured on a scale of 0 through 4. For each of the problems listed, consider carefully the processes that went through your mind while reading the pages. Now judge yourself according to the scale below and circle the number on the sheet.

- 0 - must improve
- 1 - room for improvement
- 2 - acceptable
- 3 - minimal

4 - does not exist

Add the circled numbers for each of the problems and write them down in the space provided at the bottom of the sheet marked Score B0.

Judge your comprehension of the material you read. Again score yourself on the 0 to 4 scale above. Circle the number and also write it at the bottom of the sheet in the space marked C0.

Scores A0, B0 and C0 are the numbers that you will judge yourself against as you work through the material in following pages. They are independent items related to reading and are therefore best evaluated independent of each other. For this reason, this course does not make use of a single representative number to judge your reading ability. As your reading skills improve, you should find that the scores A, B and C increase. You will evaluate your % improvement as you progress. There are a number of timing sheets supplied which you can use to keep track of your reading speed during practice reading sessions. There are also a number of evaluation sheets supplied. If you need more, make copies. In following pages, you will need to evaluate yourself several times. The evaluations will give you a good idea about your progress.

## **Step 3**

### **USING A POINTER**

#### **What you will achieve**

After you have completed this step, you will have virtually eliminated the problem of regression. This step describes a simple and obvious method to eliminate regression. There are a few variants described, but the central theme is to use a pointer to guide your eyes along the lines of text. The term “focus” appears in various places in the following text. In this

context, it simply means the word that your eyes are focused on while reading.

### **Leading your focus (Pencil pointer)**

As a first attempt at leading your focus, use a pencil as a guide while you read. To avoid marking the page you may want to use the eraser end of the pencil. You may choose to use a ball point pen or any other similar shaped object.

#### Exercise 3-1

Open your practice book to its first page. Your objective here is to read the next two pages using the pencil as a pointing tool. As you read, simply glide the pencil just below the word you are reading. Read at your normal pace. When you reach the end of the line move your pencil to the start of the next line, again at your normal pace.

After the above exercise, take a short break. This allows your eyes to rest. After the break, read the next three pages of your practice book using the pencil pointer again.

### **Leading your focus (Hand pointer)**

This is a variation on using the pencil as a pointer. Instead of the pencil, you will now use your middle finger as the pointer. Hold out your hand, palm side down so that the fingers are closed together while the thumb is at its natural position in relation to the fore-finger. Most people will find that their thumb is a little separated from their forefinger while in this position. Now relax your fingers. You will find that the fingers will curve downward slightly in the relaxed state.



*Figure:* Using the hand as a pointer.

On your practice book, glide your hand along a line so that the word that you are reading is directly above the middle finger. Although this is comfortable to most people, you may find that you are comfortable with a slight variation on this hand position. Feel free to experiment and use the hand position that feels most natural and comfortable to you. It is important to let the hands relax, which is why we will not be using a rolled up hand with the fore finger extended for use as a pointer.

### Exercise 3-2

Open your practice book. Your objective here is to read the next three pages using the hand as a pointing tool. As you read, simply glide the hand so that the middle finger is just below the word you are reading. Read at your normal pace. When you reach the end of the line move your hand to the start of the next line, again at your normal pace.

After the above exercise, take a short break allowing your eyes to rest. After the break, read the next three pages of your practice book using the hand method again.

### Practice

Repeat the above at least two times a day for the next few days until you feel comfortable with using your hand as a pointing tool.

## **Fast Return**

For the above exercise when you reached the end of the line, you moved your hand to the next line at your normal pace. In the time when you are moving down to the next line, you are not reading anything at all. This reduces your overall reading speed. By minimizing this return time, you can make a positive difference on your reading speed. For the next exercise, make an attempt to move your hand to the next line as quickly as you can, and then read the next line at your normal pace. Use this technique for the remainder of this course.

### Exercise 3-3

Open your practice book. Your objective here is to read the next three pages using the hand as a pointing tool. As you read, simply glide the hand so that the middle finger is just below the word you are reading. Read at your normal pace. When you reach the end of the line move your hand to the start of the next line as quickly as you comfortably can. Read the next line at your normal pace.

## **Page Turning**

When you reach the end of a page, you can also minimize the time that you take to begin reading the next one. If you are on the left page, simply move your hand to the top of the right page as quickly as you can and begin reading as before. However, if you are at the end of a right page, you can use your left hand to minimize the time to turn the page.

While reading a left page, place your left hand so that it holds the book in a comfortable position. The book is being held open by both your hands at this time.

When reading a right page, place your left hand at the top of the right page, close to the right edge of the book. When you approach the end of the right page, push slightly against the page using your left middle or fore finger. This makes the page rise up slightly, away from the rest of the book. After finishing the page, quickly grasp the page using your left hand and turn it

in one quick clean stroke. Place your right hand at the top of this new left page and begin reading as before. Use this technique for the remainder of this course.



*Figure:* Preparing to turn a page.

If you are a left handed person, feel free to experiment on the above theme so that page turning feels most comfortable to you.

### Exercise 3-4

Open your practice book. Your objective here is to read the next four pages using the hand as a pointing tool as before. When you reach the end of the line move your hand to the start of the next line as quickly as you comfortably can. When you reach the end of a left page move your hand to the top of the right page as quickly as you can. Use your left hand to turn pages as described above. Read at your normal pace.

### Practice

Repeat the above exercise at least twice a day for the next few days to become comfortable with the pointing and turning methods.

### Exercise 3-5 Use a timing sheet to time yourself while doing this exercise.

Open your practice book. Your objective here is to read the next six pages using the same methods as you did for exercise 3-4. Read at your normal pace.

By using your hand as a pointer, you have been making it easier for your eyes to follow lines across the page. Your eyes are naturally attracted to motion. You have experienced this yourself when you felt something move, and your eyes were immediately drawn to it. By the end of this course, you may find that you do not need to use your hand as a pointing device anymore. Your eyes will be completely accustomed to the lines on the page and are capable of following them without help. However, please finish the next two steps before attempting to follow lines without the aid of your hand.

Evaluation 3-1            Use a timing sheet to time yourself while doing this exercise.

This is exactly as Exercise 3-5. At the end fill in an evaluation sheet to judge your progress. You will probably judge yourself as doing better at minimizing regression. Your speed may also show an increase.

### **What you have achieved**

If you have practiced the methods described in this chapter, you have learnt how to use pointers to minimize regression. You have also learnt how to minimize the page turning and line return times. Using the pointing methods effectively will help to minimize or even eliminate the problem of regression in your future readings.

## **Step 4**

# **WORDS AS A GROUP**

### **What you will achieve**

This step targets the problem of word-by-word reading. It also helps in further reducing vocalization, that is, pronouncing words as you read them. By the end of this step, you should

have the ability of seeing a group of words as one and deriving meaning from the group. This will be a significant step toward achieving your speed goals.

## **Your field of focus**

While you are reading a line, your eyes are primarily focused on the word that you are currently reading. Let us call this your point of primary focus. However, our eyes are capable of keeping an area on either side of their primary focus in surprisingly good focus. This entire area, starting from some distance to the left of the primary focus and ending some distance on its right is called the field of focus. It is also known as the perception span or the peripheral view.

In this step, you will learn to use your field of focus to see words as a group rather than individual words. You will read the group using your field of focus.

Most people have a field of focus that is about three to four words of normal length. Some people have a larger field. To determine your field of focus, consider the statement which appears below arranged in three ways. Examine each of the three groups a few times until you are sure that you understand your field of focus. If you need to move your eyes from left to right while reading a line of the group, then that group does not represent your field of focus. You should be able to see all words on a line without moving your eyes. It may help to use a ruler as a pointer for the lines below. Place the ruler just below the line you are reading and move it down to the next line smoothly while continuing to read. (The statement of the example has been taken from the television series, “Star Trek, The Next Generation”.)

Space, the final  
frontier! These are  
the voyages of the  
star-ship Enterprise.

Its continuing  
mission, to explore

strange new worlds,  
to seek out new  
life, and new  
civilizations. To  
boldly go where  
no one has  
gone before.

Space, the final frontier!  
These are the voyages  
of the star-ship Enterprise.  
Its continuing mission, to  
explore strange new worlds,  
to seek out new life,  
and new civilizations. To  
boldly go where no one  
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Space, the final frontier! These are  
the voyages of the star-ship  
Enterprise. Its continuing mission,  
to explore strange new worlds, to  
seek out new life, and new  
civilizations. To boldly go where  
no one has gone before.

If you felt most comfortable with the first group, your field is probably between two to three normal sized words. For the second group, you should have a field of four words. The third

group would mean that your field is between four to five words. As you begin to use your field of focus in reading, you may find that your field is actually more than what you have judged it to be now. Also, as you use it in regular reading, you are actually training your eyes to have a larger field of focus and naturally, the field increases. The field of focus is a distance measure and if you come across an unusually long word, your field of focus may enclose that word alone or maybe two words. In any case, for normal sized words, the above determined field is a fairly accurate measure.

For the following exercises, use the field of focus that you determined above in your readings. It is important that your eyes are relaxed. Start at the first word and read all words that are in focus without moving your eyes. Then move your eyes to the next group of words, and read them, and so on.

#### Exercise 4-1

Open your practice book. Your objective here is to read the next two pages using the hand as a pointing tool as before. Use the quick return and page turning techniques described earlier. Further, make an attempt to use your field of focus as determined above. Read at your normal pace.

Initially it will may feel unnatural for you to read groups of words. Your eyes will tend to follow each word as you read. With practice you will eliminate this. Soon it will be very natural for you to read groups rather than single words.

#### **Using your hand**

You can use a slight variation of the hand pointer technique to aid you in following groups of words. Place your hand on your practice book. Pull in the middle and ring fingers until all fingers are at the same level. The tips of your fingers will form an imaginary line. As before, use your middle finger to point to the point of primary focus on the line. However, now use your fore finger to mark the leftmost extent of your field of focus. Use either of your ring or

little fingers to mark the rightmost extent of your field of focus. For example, if your field of focus as determined above was four words, then your fore finger should point just to the left of the first of these words and your ring or little finger should point just to the right of the last of these words. Place your hand so that your middle finger is just below the word which is in the middle of your field of focus. Read the group of words that are marked by the limits of your fingers. Try not to move your eyes while reading this group of words, but see the group as one object. This is a very powerful method to build and increase your field of focus. Use this method in the following exercises. Use this method in following steps. The following figure shows the modified hand pointer for reading words as a group.



*Figure:* Modified hand pointer for groups of words.

#### Exercise 4-2

Open your practice book. Your objective here is to read the next two pages using the hand as a pointing tool as before. Use the extended hand pointing method described above and read words as parts of a group. Read at your normal pace.

As you may have noticed, with the new pointing method, you do not move your hand the same distance across the line as you did before. You do not need to since you are now using the entire span of your fingers to guide yourself across the line. You can now start with your middle finger somewhere to the right of the left text edge and end while your middle finger

has not quite reached the right text edge. The speed at which you move your hand across the line increases since more of your hand area is being used by you to assist in reading.

Also, because you are now moving your hand faster across the line than you used to, there will not be enough time for you to completely pronounce each word in your mind as you read it. Thus you are also solving the problem of vocalization while working on regression and word-by-word reading.

### Practice

Repeat the above exercise several times a day for the next few days. You must be completely comfortable with these methods as they form the primary tools in speed reading techniques. Please do not proceed to the next step before completing this to your satisfaction.

Evaluation 4-1            Use a timing sheet to time yourself while doing this exercise.

Read the next three pages of your practice book using the methods of exercise 4-2. Fill out a timing sheet. At the end, fill in an evaluation sheet to judge your progress. You will find that you have done better at word-by-word reading. You have also probably improved upon reducing your vocalization and may have further improved upon regression. Does your speed show an increase? If not, re-read this chapter and practice its techniques before proceeding to the next.

### **What you have achieved**

By now you must find that you are well on your way in reducing the regression problem. Chances are that you have eliminated it. You should also be well along the way of solving the word-by-word reading problem, and have probably reduced vocalization by a significant factor. When you are comfortable with these methods presented above, you have learnt the basic tools used by a speed reader. Next you will learn the methods to quickly extract information while continuing to use the methods of this step.

# Step 5

## SKIMMING

### What you will achieve

Skimming allows you to quickly recover enough information from the material to determine if it is of interest to you. It also helps you eliminate those areas of the text that are not very relevant to the information that you are interested in. You can then go back and re-read the sections that are of relevance. By learning how to skim across a page you will greatly improve upon vocalization since there is simply not enough time for you to pronounce the words as you skim across them. Also, by helping to eliminate the filler and irrelevant material it helps to increase your overall reading speed very significantly.

### Key words

Within a sentence there are certain key words that make up the body of the sentence. By looking for these key words you will quickly grasp the main meaning of the sentence. Key words are the nouns and the verbs of the sentence.

Thus in the sentence “The Government announced a major change in its Far-East policy.”, you can gather the complete meaning from the words “Government” “change” “Far-East” & “policy”. So instead of the eleven words in the original sentence, the meaning is carried by only five words. Train yourself to look for these key words. Some examples are given below and the key words are underlined.

### *Examples:*

In some cases, Coenzyme Q-10 has been shown to relieve congestive heart failure.

The film aired over a period of three weeks on Channel 2.

The book is provocative reading on the subject of international espionage.

Massage the area at the back of the neck gently.

This is a method to pass an image through a look-up table to get another image.

## **The topic sentence**

As there are key words within a sentence, there are topic sentences within a paragraph. These are the few sentences that convey most of the meaning and the point of the paragraph. By looking for these topic sentences, you can quickly understand the point of the passage. Usually, there is only one topic sentence in a paragraph. Once you have found the topic sentence, you can choose to skip the rest of the paragraph.

As an example, consider the paragraph you just read. Quickly move your hand in the motion that you should now be used to, across the lines of the above paragraph. Which one is the topic sentence? You should have come up with “These are the few sentences that convey most of the meaning and the point of the paragraph”.

In the examples below, the topic sentence is underlined using dots. Keywords within this sentence are underlined using a solid line.

### *Example:*

The proliferation of computer systems in the American workplace has brought with it various health related problems caused by the continual use of computer devices such as keyboards, computer mice and monitors . Mainly affecting the arms and wrists, these maladies are commonly termed as repetitive motion injuries. In just a few minutes each day, you can prevent and treat such injuries. This book teaches the stretches and adjustments needed to prevent and treat Carpal Tunnel Syndrome and numbness of the forearm and upper arm.

*Example:*

The coming of the winter months in the northern parts of the country brings an amazing migratory pattern as documented by etymologists. Large swarms of Monarch butterfly make their way from the cold Canadian provinces to the warmer Pacific coasts of the United States and Mexico. The number of butterflies is so large that in many parts of their nesting grounds in California and north-western Mexico, the ground is almost completely covered with butterflies.

**Arrangement of printed text**

Printers usually arrange paragraphs so that the most important key words fall in the middle area of the lines. Because of this, it is very efficient to skim a page concentrating on the middle areas. Once you have found the topic sentence within a paragraph, you can quickly decide if you wish to read the entire paragraph or have enough of its meaning to proceed further. You can therefore minimize the amount of reading you do and concentrate only on the parts that are relevant to your needs.

*Figure:* Skimming a page along the middle from top to bottom.

Exercise 5-1

Open your practice book. Your objective here is to skim along the middle of the next four paragraphs using the hand as a pointing tool as before. Use the extended hand pointing method described earlier. Look for the topic sentence in each of the paragraphs. Move your hand from the top of the page to the bottom in a smooth movement. Do not move your hand from left to right. Try not to pause as you are moving your hand. Repeat this exercise several times as necessary.

### **Zigzag hand movement**

Another method used in skimming is to use a zigzag hand movement rather than the top-bottom movement you used in the above exercise. This movement expands your focus while looking for the topic sentence in a paragraph and key words.

Using your hand, start at the top left of the page and move your hand smoothly to the right of the 3<sup>rd</sup> line. Then move your hand toward the left while also moving it down to the 6<sup>th</sup> line and so on. As before you continue to look for the topic sentence and key words within sentences. Repeat the above exercise using this motion. Then decide on which motion feels more comfortable to you.

*Figure: Zigzag motion used for skimming a page*

### Exercise 5-2

Open your practice book. Your objective here is to skim the next four pages using the hand as a pointing tool as before. Look for the topic sentence in each of the paragraphs. Use the hand movement that feels more comfortable to you.

### **Using a ruler**

Try using the ruler as a guide for skimming purposes. Place the ruler just below the first line on the page. Quickly skim the line with your eyes looking for key words. Then move on to the next one while moving the ruler down with your hand. Move the ruler smoothly and without break.

### Exercise 5-3

Open your practice book. Your objective here is to skim along the next four pages using the ruler as a pointing tool. Look for the topic sentence in each of the paragraphs.

You have three pointing methods to choose from while skimming a page. With practice you will be comfortable with one of them. Often, you may choose to use one method or another depending upon the material that you are reading. For example, it is efficient to skim newspaper columns using the top-down hand motion, while you may find the zigzag motion better for skimming wide spaced type such as in a text book. You may also devise your own pointing method to help with your skimming. A couple of alternate movements are mentioned at the end of this step.

### Practice

Skim material that you read using your hand or the ruler as a pointer several times a day until you are comfortable with it. Try to locate the topic sentence in the paragraphs. Use the practice book for the first few sessions. When you are reasonably comfortable with skimming, skim magazines and journals you regularly read. Also practice skimming using the daily newspaper.

### Evaluation 5-1

Use a timing sheet to time yourself while doing this exercise.

Read the next six pages of your practice book using the skimming techniques introduced in this step. Fill out a timing sheet for this exercise. At the end, fill in an evaluation sheet to judge your progress. By now you should have reduced your vocalization to a minimum. Also word-by-word reading is simply not possible at the speed you are skimming, and this will show a marked improvement.

### **What you have achieved**

Skimming greatly reduces your word-by-word reading and vocalization. It is also a very fast method to determine the suitability of the material to your needs. By now you should be comfortable with skimming and looking for key words and sentences. Experiment with skimming, and with pointing techniques. Use whatever method suits you, even if it is not described in this workbook. Some speed-readers use a question-mark motion across a page. A U motion, starting on the top-right of the right page, moving the hand down in a curve toward the bottom-left of the right page, then continuing the curve from the bottom-right of the left page and ending at the top-left of the left page is also taught in some speed-reading books. It is recommended however, to be comfortable with the methods described in this chapter before experimenting with other methods.

## **Step 6**

# **DYNAMIC READING**

### **What you will achieve**

This step introduces the concepts of dynamic or active reading. You will increase your comprehension of the material you read by following the simple techniques described.

## **Who is a dynamic reader?**

A dynamic reader is one who reads a magazine, book or journal for the purpose of obtaining some benefit from it. Often when you browse through a magazine in a store, you are not looking for any particular information in particular. In that instance, you are not a dynamic reader.

On the other hand, you may often be reading material to increase your knowledge of the work you are involved in. You identify and read the material that you believe will be most beneficial to you and discard the material that will provide no benefit. In this case you are a dynamic reader.

Essentially, a dynamic reader is one who asks the question “*What is my purpose in reading this material?*” and is able to provide the answer. You may be reading the material for several reasons, to increase your knowledge, to get an overview, to review an article, or the sole purpose may be to entertain yourself as is the case when you read a joke book or novel. Further, an active reader also knows what his current knowledge is, and how much he expects to benefit by reading the material.

## **Before the reading**

The most important questions that you will ask yourself are listed below.

- *What is my purpose in reading this material?*

Think about why you want to read a book, magazine or a journal article. Is it to do with your work? In that case, do you wish to obtain some information that will help with your work?

There may be many reasons to read. To increase knowledge, obtain information, to be entertained etc.

- *What do I know about the subject I will read about?*

By answering this question you will be able to build upon your existing knowledge base of the subject. You will tap the existing information and link the new information to it. Doing this allows you to retain much more information than would otherwise be possible.

- *What questions do I want answered?*

Are there any specific questions you think this reading will answer. If so, what are they? Make a mental note of each of the questions that you have. When you come across the answer during your reading, you will be able to link that information to the question that you had phrased, thus increasing your retention of the information.

## **During the reading**

As you begin to read, you must reevaluate the information that you have in front of you. The questions that you must ask are.

- *What is the topic being discussed now?*

Understand the main idea of the current passage, and how it relates to what came earlier.

- *What is the organization of the material?*

Examine how the information presented is organized. Information may be presented in several ways. Some organizational methods are: chronological, comparison, cause/effect, experimental, most important first, least important first etc.

- *What information is necessary?*

Skim the paragraph. Find the topic sentence and some of the key words in the passage. Determine if it is important to your purpose. If not, you could probably skip the paragraph and not lose any important information.

- *What topic is coming next?*

Try to predict what information will be presented next. This allows you to form stronger links in memory to material that you have already read, and to knowledge that you already possess, therefore retaining more of the new information.

## **After the reading**

- *Did the reading supply the answers to my questions?*

Did the reading answer your questions? If not, what was missing?

- *How can I improve my judgment of reading material and choose the one best for me?*

This will allow you to select better material to answer your questions in the future.

## Exercise 6-1

In your practice book read two pages using the techniques of previous steps. Now stop and think about the material you just read. Re-read this step from the beginning and try to answer each of the questions as they appear above. Then read the next four pages of your practice book and evaluate your understanding of the above questions. Also evaluate your benefit from this last reading.

## Exercise 6-2

This exercise has exactly the same objective as exercise 5-1. However, instead of using your practice book, use a magazine or book that is directly related to your work or one of your hobbies. This will provide a different perspective on the concept of active reading and is the one that you are most likely to use after finishing this workbook.

## Practice

Use the dynamic reading techniques in all reading you do for the next several days. In each case, ask yourself the questions listed above. With sufficient practice, dynamic reading methods will help greatly in increasing your comprehension of the reading material. You will begin to retain more of the information and will easily form mental links to new information.

### Evaluation 6-1

Use a timing sheet to time yourself while doing this exercise.

Read the next six pages of your practice book using the techniques presented in all previous steps. Fill out a timing sheet for this exercise. At the end, fill in an evaluation sheet to judge your progress. By becoming a dynamic reader, you should have increased your comprehension of the material that you read.

### **What you have achieved**

By becoming an active reader, you read for a specific purpose. In seeking to answer questions you have, you retain more of the information that you read. Methods of the previous steps help you locate that information in the shortest time possible.

## **Step 7**

# **INCREASING COMPREHENSION**

### **What you will achieve**

This step shows you the methods to even further increase your understanding of the material that you will read and retaining that information. It builds upon the techniques of previous steps.

### **Read, Summarize, Question, Review**

The fundamental approach that is taken to build comprehension is to follow the formula, Read, Summarize, Question and Review. In order to successfully apply this to reading, you have to understand the concept of dynamic reading. Also, you must be very comfortable with skimming before you take up the study of this step.

- Read

Use the techniques of dynamic reading to determine what material you wish to read. Answer the questions that were asked in that step before you begin reading the material. Once you have determined that the material will be beneficial to you, quickly skim the material. Pay particular attention to the heading, the opening and closing paragraphs, and to the introduction. Read through the Table of Contents. These will give you a good idea of the organization of following material and help you adjust your reading accordingly.

As you skim the material, make mental notes of the topic of the paragraphs. You may need to return to some of the material later to improve your understanding of it. Using mental pointers to the material allows you to pinpoint the important information and skip the unimportant and filler material.

Take some time to examine any illustrations and tables in the text. Make mental connections between the text and the illustrations.

- Summarize

After reading the passage, summarize the material in your mind. The summary should consist of the introduction, the main topic of the passage and the conclusion. Thus, you will have access to the entire range of what you read. This summarizing will prove to be the most powerful tool that you have in retaining information that you read.

- Question

After summarizing, formulate questions regarding the material and try to answer them. Use your mental summary for the answers. Ask yourself questions about the main topic of the paragraphs, the central theme of the passage, and the result or conclusion that you can draw from it.

If you can successfully answer the questions above, formulate further questions. These secondary questions should refer to the details within the paragraphs and the passage. What were the figures, if any? What were the figures related to? Was the illustration an accurate representation of what you read? What can be improved?

Go further and ask questions about how you would have organized the passage. Would you have used a different approach or organization? Why do you think it would help?

- Review

The questions that you asked above will help you answer one basic question.

*Have I understood what I have read?*

It will also help answer the following question.

*How much of the material do I remember?*

Once you have evaluated your understanding and retention, go back to the material and skim it again. This time use your mental pointers to read the important material and skip the unimportant paragraphs. Tune into the details and the connections that they have to any illustrations in the passage.

*Example:*

Consider the passage below. The passage has been taken from the web site [www.ncba.org/housing.htm](http://www.ncba.org/housing.htm). This site has excellent information on cooperatives in general.

Use the methods described in the Dynamic Reading step to organize yourself while reading the passage. Before reading decide why you want to read the passage. Assume for this example that you wish to get some basic information about housing cooperatives, and are not interested in details. While reading, make a note of the organization of topics. After the reading, ask yourself if you are satisfied with the information. What was missing and what more do you wish to know. This will help you determine what material you wish to read about the subject.

Now apply the formula Read, Summarize, Question and Review to the passage in that order.

## Read

Skim the passage looking for the topic sentences and keywords. As you read, make a mental note of the important information that you may want to review later.

Housing cooperatives are a form of multifamily home ownership. In a housing cooperative, there are two owners, the cooperative corporation and the corporation's owners, who are typically known as tenant-stockholders.

The cooperative corporation owns or leases the housing project, including all land, dwelling units and common areas. The cooperative corporation, in turn, is jointly owned by its tenant-stockholders, who by virtue of their stock ownership, are entitled to occupy a specific dwelling unit.

Tenant-stockholders purchase stock — sometimes called shares or membership certificates — in the cooperative corporation. Upon purchasing stock in the cooperative, the tenant-stockholder signs a perpetual lease, called a proprietary lease or occupancy agreement that gives the tenant-stockholder a legal and exclusive right to occupy a dwelling unit as long as all obligations to the cooperative are met.

The cooperative corporation is the legal owner of the property. As such, the corporation is responsible for meeting its financial obligations, including mortgage payments, real property taxes and management and maintenance costs. The cooperative passes on these costs to the tenant-stockholders, who pay a single monthly fee or carrying charge to the cooperative.

By altering the basic legal and finance structures, many different types of housing cooperatives can be developed.

- **A market rate cooperative** sells stock at full market value in the original sale and permits a market rate of return on resale by its tenant-stockholders.

- **A limited equity cooperative** limits the return allowed when shares are sold. The amount of return is determined by a formula established in the corporation's bylaws.
- **A leasing cooperative** leases the property from an investor on a long-term basis, sometimes with an option to buy. The residents operate the property as a cooperative.
- **A mutual housing association** is a non-profit corporation set up to develop, own and operate housing. Generally, the corporation is owned and controlled by the residents of the housing produced.
- **An elderly housing cooperative** is a cooperative which has design and service features appropriate to a senior residency.
- **A subsidized cooperative** is a cooperative which has received some form of subsidy from a government or non-profit entity to lower the cost of the housing to the tenant-stockholders.

### Summarize

Make a summary of what you read. A short summary is usually sufficient. A suitable summary is given below. The summary is based on the assumption that the primary reason for reading the material was to get basic information about housing cooperatives without emphasis on the details.

Housing cooperatives \_ actual owner \_ corporation. Secondary owner, tenant-stockholder \_ holds right to live in unit. Stockholder buys stock \_ signs lease \_ exclusive right to live in unit. Corporation \_ mortgage payments. Stockholder \_ monthly fee.

Different types possible.

### Question

Formulate questions based on the initial purpose of reading the passage (to get basic general information about a housing cooperative).

*Who owns the unit?* The corporation.

*Who pays the tax?* The tenant through the monthly fee.

*Why does a tenant have a right to live in a unit?* Because the tenant buys sufficient stock in the corporation.

## Review

Now re-read the passage. Skim it again. Check if there is any information that is important to you that you missed on the first reading. If so, redo the summary accordingly, adding the important information, and deleting any that you determine as unimportant.

## Exercise 7-1

In your practice book read two pages using the techniques of this step. On a note paper, write down your mental summary of the material. Also write the questions that you formulate and the answers you draw from them.. Then read the next two pages of your practice book and repeat the steps on the note paper.

## Exercise 7-2

This exercise has exactly the same objective as exercise 6-1. However, instead of using your practice book, use a magazine or book that is directly related to your work or one of your hobbies. This will provide the perspective which you are most likely to use after finishing this workbook.

## Practice

Use the comprehension building techniques in all reading you do for the next several days.

Evaluation 7-1            Use a timing sheet to time yourself while doing this exercise.

Read the next two pages of your practice book using the techniques presented in all previous steps. Fill out a timing sheet for this exercise. At the end, fill in an evaluation sheet to judge your progress.

## **What you have achieved**

The techniques of this step have helped you further increase your comprehension. The summarizing, questioning and review will together help you retain more of the material that

you read. This method is a very powerful method for all kinds of reading material.

## CONCLUSION

You have now completed the techniques that have been presented in this workbook. These should have helped you increase your reading speed by a measurable factor. Most students find a three or five fold increase in reading speed. You may find you have done better than this, or maybe not quite as well. It often helps to review the techniques again and spend more time on the exercises and indicated practice sessions, repeating them several times each day until you are comfortable with the methods.

A summary of the techniques that will allow you to read faster is given below.

- (a) Improve placement. Use a pointer.
- (b) Increase your perception span. Read groups of words rather than single words.
- (c) Avoid vocalization. Do not pronounce words as you read them.
- (d) Improve your vocabulary so that you do not get stuck on a word you do not know.
- (e) Determine your purpose of reading the material. Skim to evaluate its relevance.
- (f) Read, Summarize, Question, Review. Improve comprehension and retention.

To further your study of speed reading, you can continue to build upon these techniques for greater speed. With practice, you may be able to see an entire line as an object, or two to three units to a line. Your peripheral vision will increase and your concentration will be better focused on the material. You will be skimming more reading material and will achieve greater understanding of the material you read by using the dynamic reading techniques.

There are a number of good books available on speed reading and on building vocabulary. Examine these at your local book store. Remember, skim them first to see if they will be of any help to you.

Happy speed-reading!

# Appendix 1

## MAINTAINING A POSITIVE ATTITUDE

### **Attitudes and mind-set**

Success in speed reading, as well as in any thing that you will undertake, has more to do with your feeling good about yourself. It is the confidence that you place in yourself that sees you through these tasks. Unfortunately, self confidence cannot be taught by someone else. You are the teacher and the learner of this most important path to success.

### **Wellness of body and mind**

As the correct frame of mind is of the utmost importance to success, so is also the wellness of the body. It helps greatly if the body itself feels supple and ready to go. Furthermore, the proper maintenance of the body, in turn, affects the mind positively. Therefore these two are closely connected. A regularly scheduled program of exercise is one of the best gifts that you can give yourself. However, keep in mind that any program of exercise must be undertaken in consultation with your physician. A trainer at a local health club can guide you in the correct exercises you need that are designed for greater blood flow. A cardiovascular workout serves to keep your heart in good health and also feels good.

### **Act successful**

Once you have made up your mind to achieve something, act as if you have already achieved your goal. Keep depression and the blues behind you. If you are feeling particularly down on a certain day, use the outdoors to cheer yourself up. Go for a walk, or better still, run or bike. A brisk walk in the outdoors works wonders to lift your spirits. Always approach this course

feeling as if you are a speed reader already, and are working on further improving your speed.

## **Negative influences**

Whenever you make up your mind to achieve something, there will be some people who support you and other people who seem to be working to prevent you from achieving your goal. Unfortunately, there are usually more of the negative people than the positive. While you are working on this course or any other self improvement program, you need to keep yourself motivated. Keep away from the people whose hobby seems to be finding fault with programs and the direction you wish to take. It will help in maintaining your state of mind, and keep yourself focused on your goal.

## **Preparation Sheet**

Check each of the materials listed below as you gather them. It helps to have these in easy access while you progress through the workbook.

- 1 Practice Book
  - 2 Pencil
  - 3 Ruler (preferably one made of wood)
  - 4 Watch (with a seconds hand)
  - 5 Calculator (Optional)
- 

### ***Practice Book***

Count the number of words in 10 full lines.

Number of words in 10 lines = \_\_\_\_\_ words

Average words per line = (number of words in 10 lines) / 10  
(round to the closest whole number)  
= \_\_\_\_\_ words per line

Now count the number of lines in a full page  
= \_\_\_\_\_ lines

Average words per page = (Average words per line) x (lines in a full page)  
= \_\_\_\_\_ words per page

## Start Evaluation Sheet (Sheet 0)

This worksheet represents your reading ability before you worked on the techniques in the speed reading course. It helps evaluate your improvement as you progress through the course.

Start date: \_\_\_\_\_

---

### ***READING SPEED***

No. of lines read (l) = Pages read x Average lines per page  
= \_\_\_\_\_

Average Words Per Line (from Preparation sheet) (w) = \_\_\_\_\_

No. of words = l x w = \_\_\_\_\_

Start time = \_\_\_\_\_ End time = \_\_\_\_\_

Time to read = End time - Start time =

\_\_\_\_\_ minutes and \_\_\_\_\_ seconds

Divide the seconds by 60 and add the result to the minutes. This is the total reading time in minutes. Write it below. Use 2 decimal places.

Reading time in minutes = \_\_\_\_\_ minutes

Reading speed = no. of words. / reading time in minutes

= \_\_\_\_\_ words per minute

Write this number in the space marked Score A0 at the end of this worksheet.

## Start Evaluation Sheet (Continued)

Evaluate your current situation for the problems listed and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4
Vocabulary	0	1	2	3	4
Concentration	0	1	2	3	4



Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Reading time = End time - Start time

= \_\_\_\_\_ minutes & \_\_\_\_\_ seconds

Reading time in minutes = minutes + (seconds / 60)

= \_\_\_\_\_ minutes (use 2 decimal places)

Reading Speed = Words / minutes

= \_\_\_\_\_ words per minute

## **Timing Sheet for Exercise.** \_\_\_\_\_

Date: \_\_\_\_\_

Practice session no.: \_\_\_\_\_

Number of lines read = No. of pages read x Average lines per page +  
Lines read in incomplete page.

Number of words read = No. of lines x Average words per line.

= \_\_\_\_\_ words

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

$$\begin{aligned}\text{Reading time} &= \text{End time} - \text{Start time} \\ &= \underline{\hspace{2cm}} \text{ minutes \& } \underline{\hspace{2cm}} \text{ seconds}\end{aligned}$$

$$\begin{aligned}\text{Reading time in minutes} &= \text{minutes} + (\text{seconds} / 60) \\ &= \underline{\hspace{2cm}} \text{ minutes (use 2 decimal places)}\end{aligned}$$

$$\begin{aligned}\text{Reading Speed} &= \text{Words} / \text{minutes} \\ &= \underline{\hspace{2cm}} \text{ words per minute}\end{aligned}$$

## **Timing Sheet for Exercise.** \_\_\_\_\_

Date: \_\_\_\_\_ Practice session no.: \_\_\_\_\_

Number of lines read = No. of pages read x Average lines per page +  
Lines read in incomplete page.

Number of words read = No. of lines x Average words per line.

$$= \underline{\hspace{2cm}} \text{ words}$$

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

$$\begin{aligned}\text{Reading time} &= \text{End time} - \text{Start time} \\ &= \underline{\hspace{2cm}} \text{ minutes \& } \underline{\hspace{2cm}} \text{ seconds}\end{aligned}$$

$$\begin{aligned}\text{Reading time in minutes} &= \text{minutes} + (\text{seconds} / 60) \\ &= \underline{\hspace{2cm}} \text{ minutes (use 2 decimal places)}\end{aligned}$$

$$\begin{aligned}\text{Reading Speed} &= \text{Words} / \text{minutes} \\ &= \underline{\hspace{2cm}} \text{ words per minute}\end{aligned}$$

## **Timing Sheet for Exercise.** \_\_\_\_\_

Date: \_\_\_\_\_ Practice session no.: \_\_\_\_\_

$$\begin{aligned}\text{Number of lines read} &= \text{No. of pages read} \times \text{Average lines per page} + \\ &\quad \text{Lines read in incomplete page.}\end{aligned}$$

$$\begin{aligned}\text{Number of words read} &= \text{No. of lines} \times \text{Average words per line.} \\ &= \underline{\hspace{2cm}} \text{ words}\end{aligned}$$

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

$$\begin{aligned}\text{Reading time} &= \text{End time} - \text{Start time} \\ &= \underline{\hspace{2cm}} \text{ minutes} \& \underline{\hspace{2cm}} \text{ seconds}\end{aligned}$$

$$\text{Reading time in minutes} = \text{minutes} + (\text{seconds} / 60)$$

= \_\_\_\_\_ minutes (use 2 decimal places)

Reading Speed = Words / minutes

= \_\_\_\_\_ words per minute

## Timing Sheet for Exercise. \_\_\_\_\_

Date: \_\_\_\_\_ Practice session no.: \_\_\_\_\_

Number of lines read = No. of pages read x Average lines per page +  
Lines read in incomplete page.

Number of words read = No. of lines x Average words per line.

= \_\_\_\_\_ words

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Reading time = End time - Start time

= \_\_\_\_\_ minutes & \_\_\_\_\_ seconds

Reading time in minutes = minutes + (seconds / 60)

= \_\_\_\_\_ minutes (use 2 decimal places)

Reading Speed = Words / minutes

= \_\_\_\_\_ words per minute

## Timing Sheet for Exercise. \_\_\_\_\_

Date: \_\_\_\_\_

Practice session no.: \_\_\_\_\_

Number of lines read = No. of pages read x Average lines per page +  
Lines read in incomplete page.

Number of words read = No. of lines x Average words per line.

= \_\_\_\_\_ words

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Reading time = End time - Start time

= \_\_\_\_\_ minutes & \_\_\_\_\_ seconds

Reading time in minutes = minutes + (seconds / 60)

= \_\_\_\_\_ minutes (use 2 decimal places)

Reading Speed = Words / minutes

= \_\_\_\_\_ words per minute

# Evaluation Sheet for Eval. \_\_\_\_\_ Date: \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

---

## ***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

---

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4
Vocabulary	0	1	2	3	4
Concentration	0	1	2	3	4

Add all the circled numbers and write the result in the space marked Score B at the end of this sheet.

---

Judge your comprehension on the same scale as above

Comprehension	0	1	2	3	4
---------------	---	---	---	---	---

Write the circled number in the space marked Score C at the end of this sheet.

---

# Evaluation Sheet (Continued)

## *Scores*

You will use these to judge your progress through the course.

Score A = \_\_\_\_\_

Score A percentage improvement

Score A - Score A0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score A0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score B = \_\_\_\_\_

Score B percentage improvement

Score B - Score B0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

**Evaluation Sheet for Eval.** \_\_\_\_\_ **Date:** \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

---

***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

---

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4
Vocabulary	0	1	2	3	4
Concentration	0	1	2	3	4

Add all the circled numbers and write the result in the space marked Score B at the end of this sheet.

---

Judge your comprehension on the same scale as above

Comprehension

0

1

2

3

4

Write the circled number in the space marked Score C at the end of this sheet.

---

## Evaluation Sheet (Continued)

### *Scores*

You will use these to judge your progress through the course.

Score A = \_\_\_\_\_

Score A percentage improvement

Score A - Score A0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score A0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score B = \_\_\_\_\_

Score B percentage improvement

Score B - Score B0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

**Evaluation Sheet for Eval.** \_\_\_\_\_ **Date:** \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4
Vocabulary	0	1	2	3	4
Concentration	0	1	2	3	4



Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

**Evaluation Sheet for Eval.** \_\_\_\_\_ **Date:** \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

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### ***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

---

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4



Score B = \_\_\_\_\_

Score B percentage improvement

Score B - Score B0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

**Evaluation Sheet for Eval.** \_\_\_\_\_ **Date:** \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

---

### ***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

---

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression 0 1 2 3 4

Word by word reading 0 1 2 3 4

Pronouncing words 0 1 2 3 4

Vocabulary 0 1 2 3 4

Concentration 0 1 2 3 4

Add all the circled numbers and write the result in the space marked Score B at the end of this sheet.

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Judge your comprehension on the same scale as above

Comprehension 0 1 2 3 4

Write the circled number in the space marked Score C at the end of this sheet.

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## Evaluation Sheet (Continued)

### *Scores*

You will use these to judge your progress through the course.

Score A = \_\_\_\_\_

Score A percentage improvement

Score A - Score A0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score A0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score B = \_\_\_\_\_

Score B percentage improvement

Score B - Score B0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

**Evaluation Sheet for Eval.** \_\_\_\_\_ **Date:** \_\_\_\_\_

This worksheet helps evaluate your improvement so far.

---

### ***READING SPEED***

Fill in a timing sheet for this session and write the words per minute score in the space marked Score A at the end of this sheet.

---

Evaluate your current situation for the problems listed below and circle the appropriate number (0 - worst, 4 - best)

Regression	0	1	2	3	4
Word by word reading	0	1	2	3	4
Pronouncing words	0	1	2	3	4
Vocabulary	0	1	2	3	4
Concentration	0	1	2	3	4

Add all the circled numbers and write the result in the space marked Score B at the end of this sheet.

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Judge your comprehension on the same scale as above

Comprehension	0	1	2	3	4
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Write the circled number in the space marked Score C at the end of this sheet.

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## Evaluation Sheet (Continued)

### *Scores*

You will use these to judge your progress through the course.

Score A = \_\_\_\_\_

### Score A percentage improvement

Score A - Score A0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score A0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score B = \_\_\_\_\_

### Score B percentage improvement

Score B - Score B0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score B0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement

Score C = \_\_\_\_\_

### Score C percentage improvement

Score C - Score C0 (from Evaluation sheet 0) = \_\_\_\_\_

Divide the above result by Score C0 = \_\_\_\_\_

Multiply the above number by 100 = \_\_\_\_\_ % improvement