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Study Guides As A Strategy For Teaching Scanning Skills To Trio Student

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Cole, Sheila R. "Reviews," *NEW YORK TIMES BOOK REVIEW*, September 26, 1971 p. 8.

Reviews six books for children on the topic of death.

Crain, Hennrietta. "Basic Concepts of Death in Children's Literature," *ELEMENTARY ENGLISH*, Vol. 49, No. 1 (January 1972), 111-15.

Lists concepts such as "a calm acceptance of death is best" and includes names of books, with quotes supporting the concept. This approach can help to teach a child to think inductively.

Crollman, Earl A. (ed.). *EXPLAINING DEATH TO CHILDREN*. Boston: Beacon Press, 1967.

Psychologists explain and describe children's reactions to death and their perceptions of the phenomenon. Grollman suggests how parents can talk to their children about this topic.

_____. *TALKING ABOUT DEATH*. Boston: Beacon Press, 1971.

A short book written for parents to help them talk to their children about death.

Hoyt, Howard, "For Young Readers: Introducing Death," *NEW YORK TIMES BOOK REVIEW*, September 26, 1971. p. 8

Satiric rap at books that pretty the

process and avoid the unpleasantness of death.

Jackson, Edgar N. *TELLING A CHILD ABOUT DEATH*. New York. Hawthorn, 1965

Talks about children's misinterpretations of the process of death and what parents can say to help clear these up.

Locke, Linda A. "A descriptive Bibliography of Selected Children's Books That Reat Death's Effect on the Child Hero (with an essay on Death as a theme in Children's Books," unpublished Master's Report, Palmer Graduate Library School, Long Island University, Brookville, N.Y., 1969.

A historical account is given as to how death has been handled in children's books. Analyzes twenty books, presenting a variety of ways of dealing wth death. Categorizes the books well. A useful reference.

Morris, Barbara. "Young Children and Books on Death," *ELEMENTARY ENGLISH*, Vol. 51, No. 3 (March 1974), 395-98.

Describes the developmental stages that child goes through in facing the reality of death. Cites Gesell and Ilg, Russell, Piaget, and Chukovsky. Questions the appropriateness of realistic fiction about death.

Moss, Judith, "Death in Children's Literature," *ELEMENTARY ENGLISH*, Vol. 49, No. 4 (April 1972), 530-32.

Comments on the need for treatment of death in children's books. Discusses seven books insightfully.

Nilsen, Alleen Pace, "Death and Dying: Facts, Fiction, Folklore," *ENGLISH JOURNAL*, Vol. 62, No. 8 (November 1973), 1187-89.

Discussion and reviews of books for adolescents dealing with death.

Rudman, Masha Kabakow. *CHILDREN'S LITERATURE: AN ISSUES APPROACH*. D.C. Heath & Co. Lexington, Mass., 1976.

Swenson, Evelyn J. "The Treatment of Death in Children's Literature" *ELEMENTARY ENGLISH*, Vol. 49, No. 3 (March 1972), 401-4.

Contends that contemporary literature for children ignores death. Traces a history of treatment of death in children's books.

Wolf, Anna W.M. *HELPING YOUR CHILD TO UNDERSTAND DEATH*. New York: Child Study Press, 1973.

Originally written in 1958, this book was revised in 1973. Many sound suggestions for telling children about death. Gives sample answers to children's questions. Also a section on parents' questions, which the author answers.

Study Guides As A Strategy For Teaching Scanning Skills To Trio Student

V. James Garofalo

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In working with Trio¹ students, it is important to help them learn how to scan their reading assignments before beginning their word-by-word reading. This skill increases comprehension and retention of the material. The instruction leads students from the knowledge of how to scan to the habit of scanning in most textbook material. The most ef-

ficient way to use this strategy is in a group format through workshops, learning laboratory sessions, team-taught content courses, and/or study sessions.

The overall goal is to help students to see how their reading material is organized and to identify key vocabulary words that they should know before beginning their

word-by-word reading. In the process of discovering the organization of the material, they will be able to pick out the most important ideas of the material and many of the key supporting details, illustrations, and examples. They can use this information to develop purposes for reading the individual sections and paragraphs within the text. The pro-

1. Trio: Federally funded programs called *Upward Bound* (Grades 9-12), *Special Service Project* (post-secondary educational programs) *Educational Opportunity Centers* (college prep and GED programs) and *Talent Search* (identification of out-of-school people who have potential for post-secondary work).

cess will take less than thirty-minutes for a 30-40 page chapter and increases comprehension on an average of about fifty percent.

THE FOUR-STEP PROCEDURE

The strategy described can be followed in most textbooks. Students are encouraged to bring a textbook of their choice that they are assigned to read in a content course. Where possible, students enrolled in the same content course are grouped together.

The scanning procedure has students systematically work through four steps before reading the material word-by-word. Direction for the steps are explained as follows:

Step 1: *Headings*: Find the largest headings and mark them with capital letters or Roman numerals. Find the next largest headings and mark with Arabic numbers or lower case letters.

Step 2: *Introduction and Conclusions*: Locate the introduction and conclusions of each chapter or section and read those sections word-by-word.

Step 3: *Illustrations*: Page through the chapter and briefly study the illustrations, charts, graphs, etc., and read the captions.

Step 4: *First Sentence in Each Paragraph*: Quickly read the first sentence in each paragraph through the entire chapter.

Students are then instructed to read the chapter word by word.

Step 1 can be done in a couple of minutes. It gives students an immediate sense of what is the most important information and a way they can check themselves after reading, to recall what they remember about those main points. This step is meant to give students a "map" to enable them to see the organization of the material.

Step 2 takes longer to complete

because it involves word-by-word reading. For long introductions and/or conclusions students are encouraged to read the first sentence in each paragraph first, before reading all the words in the section. In these parts of the text are the key ideas, the most important details, and many of the key vocabulary words. This step helps students make sense out of the headings, gain a deeper sense of the organization of the material, and a start identifying key vocabulary.

Step 3 helps students see in graphic form some of the key points and vocabulary they will need to know in order to understand the chapter. Students are encouraged to learn what they can (when reading the illustrations), but not to labor over each illustration. Their goal is to try to learn some of this material visually before reading word by word. Time on this step varies with the number of illustrations. Steps 1, 2, and 3 should, however, be completed within 15 minutes.

Step 4 is recommended for students who don't have time to complete the word-by-word reading in one sitting or who have never completely read a book or an assignment in their lives. This step should be completed in 15 minutes. Step 4 gives an in-depth sense of the organization and development of the material, reveals most of the key vocabulary words and gives the reader a sense of completion. Students who have completed Step 4 now are relatively familiar with the ideas, words and development of the material and have learned about half of it.

In textbooks that emphasize vocabulary and for classes where instructors demand mastery of definitions, I have students complete an additional scanning step. This is to go through the text with a light-colored magic marker and color each italicized or publisher-

identified vocabulary word. When students read word by word (Step 5), they mark with brackets the beginning and ending of the word's definition or mark in the margin where the definition is located.

ASSISTANCE THROUGH STUDY GUIDES

Study guides are used to guide students carefully through the scanning process. Initial guides are very structured. Gradually the structure is withdrawn, until the students are developing their own study guides or scanning with no outside assistance. The first study guide provides the largest headings in outline form with one or two key words missing, which the student fills in (Step 1). There are also questions based on the introduction and conclusion (Step 2), questions on the illustrations (Step 3) and, questions based on first sentences, either closely paraphrased or worded exactly as their appear in the text (Step 4). Each question in this guide lists the page and paragraph where the information can be found.

Later study guides provide progressively fewer of the headings' words, eventually having just blank lines has students outline with no lines or numbers given. Study guide questions for Step 2, 3, and 4 soon lose page and paragraph identifiers and become more independent of the text's wording, eventually simply asking students to list key information.

Once students demonstrate that they can perform the four-step scanning process, individual variations are encouraged that allow this system to be more effective and comfortable to the individual learning and study style of each student. Students who complete this part of the reading and study skills instruction are asked to help to teach the strategy to other students the following semester.

Fifty-four percent of the K-12 faculty of one school district have had no graduate courses in the teaching of reading; 75% have had none in writing; 62%, in speaking/listening. Percentages are nearly the same for undergraduate courses in those same areas.