

## 1: Improving your reading skills – University of Leicester

*READING EFFICIENCY & POWER LEARNING WORKSHOP It's about time – Increase communication skills and reading efficiency – Reading management: Increase personal.*

Below are some strategies for active reading and studying. We hope it helps! SQ3R Knowing what you need to get out of your reading will help you choose the appropriate learning strategy and set your reading speed. The appropriate choice helps to maximize comprehension and reading efficiency. Having a planned reading schedule with realistic and attainable goals will ensure a successful learning outcome. The plan must consist of organization, time management, an understanding of what should be learned, consistent review and recall to monitor comprehension, and a way to assess results ability to fluidly recall information presented in chapters read. An active reading method like SQ3R encompasses all of the parts of the described plan. Before an active reading method can be learned successfully, the reader must analyze their reading skills and rate. There are many factors that contribute to slow reading speed. These factors may point to reading problems that must be addressed before you can increase your reading speed for maximum benefit. Three of the main factors that inhibit reading efficiency are poor concentration, vocabulary, and comprehension. Concentration Are you unable to concentrate for a specific block of time that allows you to complete a task e. Are you easily distracted by others while reading? Are you distracted by internal thoughts and your environment while reading? If you answered yes to one or all of the above questions then concentration may be an issue for you. To combat this issue you must: Break up your reading into small sections - the text naturally does this for you by introducing each topic by heading. Read the first heading and turn it into a question. Turn this into the question -What is photosynthesis? Now read that section. Periodically evaluate if you are concentrating. If not, why and diffuse the situation. Stop the thought, refocus, and begin reading again. Are you getting tired? Stand up and stretch or pace while reading. When you are done with that section write down the answer to the question. Count how many paragraphs you were able to read in the short period of time. Keep yourself accountable for the time you use. Take breaks between reading sections. After each break try to recall what was previously read before starting the new section. After practicing this technique consistently, your ability to concentrate for longer periods of time should increase. The environment you create to study has a great impact on your ability to concentrate. Where do you study? What type of environment allows you to stay focused? Do you have an organized process for studying? Most students go to the library, to an extra classroom, or stay in their dorm rooms to study but are these places the best for optimum concentration? Are there numerous distractions where you study e. Is your study area organized or do you have to search for your texts, assignments? Is the chair you use uncomfortable or to comfortable? Is the area quiet or to quiet some need "white noise" in order to focus. By answering these questions then making appropriate adjustments you are creating a positive learning environment that supports your study and concentration efforts. Much like external factors, internal factors can also impede your concentration. Do you enjoy the subject you are studying Do you have personal issues that are taking over your thoughts? If the problems are so intrusive that you find yourself primarily concentrating on them and they are impeding your ability to get things done then you should immediately seek assistance through the appropriate resource e. Counseling Center, Health and Wellness Center Otherwise, creating a plan of action each time you study will assist you in knowing what should be accomplished for that study period. Study subjects that are the most difficult or that you have the least interest in first. Each time you accomplish an assignment reward yourself by taking a break, exercise, or visit a friend for a few minutes. Set goals that are realistic and attainable. Vocabulary The better your vocabulary the better understanding and recall of information read. To improve your vocabulary: Read often and vary your reading material to give yourself a varied vocabulary background. Read with a dictionary available. Do not assume you know the meaning of a word! If you hesitate then look it up. Write the word on an index card and create a file of new words learned each week. Write the definition in your own words and create a sentence using the word that relates to your life. The more you associate the word to your life the better the recall. Get a vocabulary calendar and learn a word a day! File the calendar pages in your word file.

Use the words each day in conversation. Comprehension The best way to know if you are comprehending material is to monitor your recall as you read. Learn an active reading method to ensure you are staying engaged in the reading process. The SQ3R method is described in later in this section Try to recite details and main ideas after each section. The more you can recall the better the comprehension. If you find that you cannot recall much, break your reading up into smaller sections using the subheadings and again recite. Increase the section size as you see improvement. Remember, concentration plays a large part in your ability to comprehend so assess your focus. Do not slow down your reading speed to try and compensate for lack of comprehension. Research tells us that reading at a slower speed often interferes with comprehension because it forces us to resort to word for word reading. Use an index card or ruler as a guide to keep focused and your eyes moving. You should see improvement in comprehension as you learn to monitor your recall, practice and develop the habit of active reading, and increase your reading speed next section. Reading Speed Increasing your reading speed can help you maximize your study time and develop additional skills for better learning efficiency. In order for reading speed to increase with effective results you must have the motivation to practice the necessary techniques and the desire to improve. Once you understand your present reading rate you can learn to increase your speed by practicing the hints described below. These hints are not to be confused with speed reading techniques that are best learned by taking a speed reading course for maximum benefit. Understand that each type of reading demands a different reading rate. An adventure novel may allow for a quick rate whereas a science text may demand a steadier rate. Most individuals fixate on each word. To increase speed you should proactively focus on words at a time. The better your vocabulary, the better your recall, the faster you read, the better your comprehension. Mouthing the words while you read slows down your reading speed because it forces you to focus on each word rather than groups of words. Practice makes perfect therefore the more you read the more proficient you become. Practice will increase speed, vocabulary, comprehension, knowledge base The type of reading you need to do dictates the reading rate. If you are reading for detail you must read at a rate for comprehension. If you are reviewing, reading for general main ideas then skimming and using a faster rate is appropriate. To increase your speed you need to force yourself to read at a faster rate for short periods of time. Use a card or ruler to guide your speed and focus on the page. Go at a speed that is uncomfortable but you are still comprehending the material. This must be practiced daily. After practicing the above for a few days, retime yourself reading at an average rate and you should see a speed rate increase. The rate increase will only continue if you practice this technique. If you do not practice then your speed rate will revert back to your previous "comfortable" rate. Remember to check for comprehension as your reading rate increases to ensure that you are increasing at appropriate increments to enhance learning. Try to avoid rereading. Pay attention to your concentration so that rereading becomes unnecessary. Rereading is usually a habit formed from lack of confidence in comprehension ability. If you practice the SQ3R method and consistently recall and review while reading, the rereading habit will become unnecessary.

## 2: TINDLY BRIDGE CHARTER SCHOOL - Twindly Bridge Charter School

*To facilitate continuing to learn, maintain, and improve their reading skills, each participant will leave the workshop with the Efficient Reading Professor, i.e., a copy of The Reader's Edge® speed reading software program (\$ value) and Speed Reading for Dummies book (\$ value).*

Study guide For a printer-friendly PDF version of this guide, click here [Improving your reading skills](#) will reduce unnecessary reading time and enable you to read in a more focused and selective manner. You will also be able to increase your levels of understanding and concentration. This guide shows you how to read with greater efficiency and effectiveness by using a range of different reading skills. Effective note making , Thought mapping. Reading for study You already use a range of reading styles in everyday situations. The normal reading style that you might use for reading a novel is to read in detail, focusing on every word in sequence from start to finish. If it is a magazine you are reading, you might flick through the pages to see which articles are of interest. When you look in a telephone directory for a particular name, you purposefully ignore all other entries and focus your attention on spotting the name you want. These everyday reading skills can be applied to your studies. To improve your reading skills you need to: Reading goals Clear reading goals can significantly increase your reading efficiency. Not everything in print will be of use to you. Use reading goals to select and prioritise information according to the task in hand. Reading goals can be: Use your reading goals to help you identify the information that is relevant to your current task. Choosing a text You will need to assess the text to see if it contains information that is relevant to your reading goals. Check the date of publication. Is the information up-to-date? Check the contents page for relevant chapters. Look up references for your topic in the index. If the text does not seem relevant, discard it. Once you have selected a text you can use the following techniques of scanning and skimming to help you identify areas for detailed reading. Scanning Scanning is the technique you might use when reading a telephone directory. You pass your vision speedily over a section of text in order to find particular words or phrases that are relevant to your current task. Skimming Skimming is the process of speedy reading for general meaning. Let your eyes skip over sentences or phrases which contain detail. Concentrate on identifying the central or main points. Use this technique to: Detailed reading and note taking Once you have selected useful information, you can begin to read in detail. Note taking techniques provide a useful aid to reading. Do this in your own copy of texts or on photocopies - never on borrowed texts; keywords to record the main headings as you read. Use one or two keywords for each main point. Record your questions as you read. They can also be used as prompts for follow up work; summaries to check you have understood what you have read. Pause after a section of text and put what you have read in your own words. Skim over the text to check the accuracy of your summary, filling in any significant gaps. These techniques encourage an active engagement with the text as well as providing you with a useful record of your reading. Avoid passively reading large amounts of text, it does not make effective use of your time. Always use a note taking technique to increase your levels of concentration and understanding. For more detailed guidance on note taking techniques see the guide [Effective Note Making](#). Increasing your reading speed It is more important to improve your reading skills than your reading speed. Being focused and selective in your reading habits will reduce the time you spend reading. If, in addition to using a range of reading skills you want to increase your reading speed, then the following technique will be of use. The average reading speed is about words per minute. For the average reader, the eye fixes on each word individually. It is easy for your eye to recognise 4 or 5 words in a single fixation without a loss of understanding. The key to increasing your reading speed is not to increase the speed at which your eyes move across the page, but to increase the word span for a single fixation. A simple way of developing the habit of taking in more than one word per fixation is to take a page of text and divide it length ways into three with two lines drawn down the page. Using a pen or pencil as a pointer, read each line of text by allowing your eye to fall only in the middle of each of the three sections, as indicated by your pointer. As this becomes more natural, practise without drawing lines. Later, reduce the number of fixations to two per line. Once this increased word span becomes a comfortable habit, an increase in your reading speed will occur. Summary

Have a clear focus for your reading. Set your reading goals. Survey the text before you spend the time and effort involved in detailed reading. Scan and skim to select the text for detailed reading. Scan and skim after detailed reading to reinforce your understanding. Use a form of note taking whilst reading in detail, to keep you concentrating, aid understanding and provide you with a record of your reading. Using clear reading goals and a variety of reading skills is more important than increasing your reading speed.

### 3: WaterSmart Innovations Pre-Show Workshops

*The Office of Extended Learning will offer an on-site, face-to-face Reading Efficiency & Comprehension workshop for high school and college students. This basic workshop will offer readers the opportunity to interactively fine-tune their reading skills and enhance reading speed.*

Get Ready, Set and Go! For water efficiency beginners, experienced managers, and all other interested parties, this workshop will provide an overview of the essential ingredients and steps involved in developing a successful water conservation plan and program. An overview of the latest in water-saving technologies, policies, analytical models and software tools e. Definitions of a Successful Water Conservation Program 2. Customer and System Water Use Profiles 4. Program Monitoring and Evaluation 9. Water Conservation Network Southern Nevada Water Authority: Where are Cooling Towers and Evaporative Condensers and how do they function? Reading and analyzing water treatment reports 5. Cycles of concentration- the key to water conservation 6. Water savings calculations 7. The importance of metering 8. How much work is involved in monitoring a cooling tower project? State of the art water treatment and monitoring equipment The workshop is geared to teach Water Conservation employees about the potential water savings with cooling towers and evaporative condensers. This will include ways that utilities can use ICI programs to "buy back" capacity in their systems to accommodate growth without having to expand water supplies or treatment systems. This full day workshop will provide an abbreviated review of the QWEL training materials with an emphasis on how to teach, market, and manage the QWEL program in your area. The program provides 20 hours of education on local water supply, sustainable landscaping, soils, landscape water budgets, irrigation system components and maintenance, irrigation system audits, and scheduling and controller programming. The QWEL exam will be included in this workshop. Participants wishing to become QWEL certified will need to conduct an independent overhead irrigation system audit following the workshop. A half day workshop will be held to educate participants with how to conduct a cost-benefit analysis of water conservation measures. Individual water conservation measures are considered to be cost-effective when benefits exceed costs. Once individual measures have been found to be cost-effective, they can be combined into an overall water conservation program. Benefit-Cost analysis depends on accurate forecasts of conservation measure water savings, costs, and benefits. Benefits and costs are normally compared in a present worth analysis.

### 4: Skills Workshops

*We began educating at a distance in with correspondence by mail courses. Today, we offer 68 online degree programs, online certificates and many professional development courses to 6, students across the globe.*

Imagine students having access to instruction and support when they need it as often as they need it. While definitely not a replacement for you, the teacher, flipped learning allows students to: Discover how a blended approach using flipped learning can increase efficiency in your writing workshop, while fostering independent learning and student engagement at the same time. In Depth Writing workshop is a natural venue in which to increase differentiation, engagement, and efficiency and promote choice and independent learning. Flipped learning dovetails with the structures already in place, which include the minilesson, small-group work, and one-on-one learning. Drawing on the work of Lucy Calkins , Nancie Atwell , Fountas and Pinnell , and Donald Graves , we have designed our workshops in ways that prioritize active student learning and, most important, time in which to write. We wanted to devote more time to student writing and individual instruction. Using flipped learning in writing workshop helped us achieve these goals. Using flipped learning in place of some minilessons freed up time for more student writing and conferring. Since we believe strongly in the value of minilessons in writing workshop, the idea of flipping them was initially terrifying. What would happen if we encouraged our students to learn some minilessons on their own? Would these flipped lessons be just as effective? How would these changes affect our writing workshop? What we found astonished us and we think it will astonish you too. When we flipped some of our lessons, we covered more content. We had more time for individualized instruction and conferences. Our students set goals about what they needed to learn, sought out the information on their own, and had more time for writing. We rejoiced at the changes we were seeing: What does flipped learning in a writing workshop look like? Imagine being able to teach a new minilesson and review three previous ones in one workshop session. Allâ€™yes, allâ€™your students are able to set goals, have their needs addressed, and write. Here are two examples: Several need to learn how to create paragraphs, several others are exploring strategies for elaboration, and two are ready for the challenge of writing a flashback. You send these students to their computers or tablets to find the lessons they need while you confer with others. Some of your students are ready to move on to writing counterclaims in their arguments. Some need to review how to write a thesis statement. Two need help using transitional phrases to distinguish their arguments from their counterclaims. You direct your students to flipped lessons on their tablets or computers that address their needs. Your students become more independent in their learning, and you are free to meet with more of them individually. A writing workshop, in all its wonderfully chaotic glory, functions more smoothly and efficiently with flipped learning. We invite you to embrace flipped learning as a liberating teaching approach in elementary and middle school writing workshops that lets students work productively, at their own pace, with you there to model and guide. What is he being asked to do? Dana and Sonja prove that flipped lessons support the writing workshop tenets, and show us how these lessons fit into the routines of our buzzing, magical workshops. They provide you with all of the resources you need to apply this new teaching method, and forever change the way you teach writing. Dana and Sonja share a range of tools, from easy-to- use to more complex, as well as a framework that will guide you every step of the way. Johansen and Cherry-Paul provide tools for teachers new to flipped learning, as well as teachers who are not "tech comfortable. Writing Workshop is a powerful pedagogical tool, and the authors incorporate technology in a clear and imaginative way to make it manageable for any teacher. This book is a great resource for teachers looking to flip their class! They acknowledge both the promise and potential pitfalls of implementing flipped learning, and they offer guidance every step of the way. Flipped learning is about reimagining the most valuable resource we teachers have at our disposal: A Blended Learning Approach. Johansen and Cherry-Paul take the true challenges of the classroom and offer a practical, step-by-step solution that accounts for varied teaching environments and situations. This is an instructional guide on how to use flipped learning to meet the needs of all students, foster student choice, set goals and empower independence in class and at home. As a middle school literacy specialist, it will be a resource I recommend to teachers again and again. As a

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technology facilitator, I appreciate resources that present innovative approaches to learning and make teachers comfortable. Dana and Sonja have done just that. I am thrilled to have this resource at my disposal when consulting with writing teachers interested in incorporating technology in a meaningful, impactful way.

### 5: Professional Development - Wisconsin Center for Environmental Education | UWSP

*The TOWRE-2 measures an individual's ability to pronounce printed words (i.e., sight word efficiency) and phonemically regular nonwords (i.e., phonemic decoding efficiency), skills that are critical in the development of overall reading ability.*

### 6: Evidence-Based Efficacy Research and Results | Reading Plus

*Groups will focus on the current content from lecture and establish productive and efficient study skills for the [www.enganchecubano.com](http://www.enganchecubano.com) will discuss and apply test taking strategies, tools for reading efficiency, and active learning techniques throughout the semester.*

### 7: Flip Your Writing Workshop by Dana Johansen, Sonja Cherry-Paul. A

*includes interactive read-aloud and reading workshop minilessons in whole-class groups, literature discussion in small heterogeneous groups, guided reading in small.*

### 8: Reading Strategies | Saint Mary's College

*Workshop Model 4 Conceptual Underpinning: When evaluating the effectiveness of a reading program, it is important to understand the intended benefits and the strategy by which those benefits are realized.*

### 9: Efficient Reading Workshops - The Literacy Company

*Reading Plus is a differentiated reading intervention for students in grades 3 through 12 that integrates comprehension, vocabulary, motivation, and reading efficiency in one personalized, adaptive digital program.*

*Flat roof construction manual The Wild Seed (The Cordwainers) Humanity in the city. Searching for words. Open source business model The enemies in the headings of the Psalms : a comparison of Jewish and Christian interpretation Herrie F. Single storey house plans Carl rogers learning theory The moon of the gray wolves Macroeconomics plus MyEconLab plus eBook 1-semester Student Access Kit (6th Edition (MyEconLab Series) Allergic alveolitis, is a group of lung diseases resulting from sensitization by inhalation exposures to Python 3 regular expression cheat sheet Archives of pediatrics Heidelberg/Westminster Shorter Catechism The formal preparation of TAFE teachers in Australia The Gift-Giver (163rd Street Trilogy) Evangelism in the early Church Enron vs. Exxon, or, the sleeping giants awaken Video program Barbara Clausen A Readers Guide to Brave New World Mrs. Hill B.H. Fairchild You are the placebo The Gruffalo (Picture Books) Travels of Learning Where the sidewalk ends full book Places and spaces of fashion, 1800-2007 Developing socially inclusive practice Gujarati paragraph for typing practice Georgetown University Rational rose class diagram tutorial Nineveh and Its Remains, Vol. 2 Deconstructing pain: a deterministic dissection of the molecular basis of pain Clifford J. Woolf New trading systems and methods From Convexity to Nonconvexity Introduction to Excel 2002 (3rd Edition) Animal feed science and technology The signature of Jesus Why liberals win the culture wars My letters from my godfather The submarine at war*