SPEED READING

A FOR ADULTS

NAVARONE

SPEED READING FOR ADULTS

INTRODUCTION:

The Navarone Speed Reading course is designed to help you improve your reading skills. Most adults read at only half the rate they are capable of reading.

The Speed Reading course will sharpen your perception, increase your eye span, and improve your eye movements.

After completing the Speed Reading course you will probably double your present reading speed or increase it substantially.

The exercises and lessons in the Speed Reading course are designed to train you to use improved reading techniques and allow you to read faster and more easily than you are now. However, the only way you will learn to read faster is when you WANT to do it. All of the exercises in the world won't help you if you don't really want to improve your reading skills.

The program cartridge contains exercises that will be used through out the course. After you have covered the reading material provided in the cartridge, you may want to use your own "external" text. The program's "LOAD TEXT FILE" option allows you to make up your own reading material text file to use with the reading exercises. This powerful feature requires a Disk drive and the use of a simple word processing program such a Navarone's Console Writer, or the TI-Writer program.

GETTING STARTED

To use SPEED READING you will need a TI-99/4A console, and a color TV or color monitor, and the SPEED READING program cartridge included in this package.

Keep this manual handy and refer to it as often as is required until you are completely familiar with the operation of the program.

STARTING THE PROGRAM: Simply insert the program cartridge into the front cartridge slot (or one of the cartridge expander slots), and select the SPEED READING program from the main menu screen.

After selecting SPEED READING, another "menu" screen will be displayed. This is the SPEED READING Menu. From this menu you can select any of the six exercises included in the program. The following chapter will describe each exercise in detail.

     1   SET SCREEN COLORS
     2   FIXATION EXERCISE
     3   EYE MOVEMENT LESSON
     4   COLUMN READING
     5   READING PACER
     6   LOAD TEXT FILE
     7   QUIT PROGRAM

You can used the "FCTN" 8 key to return to this menu screen throughout any selection. If you wish to restart the program with built-in screen colors and reading text, press "FCTN" - 9.

1. SET SCREEN COLORS

The program lets you decide which colors you want to see on the screen for the various displays. You respond to the choices shown to change the colors for the BACKGROUND, SUBDUED and ENHANCED areas. When you have set up the colors of your choice press ENTER to return to the menu.

BACKGROUND – The color of the screen without the printing is the background. You may select a color which provides the best "background" for the text colors you choose.

SUBDUED– This is the color of the Text that will be displayed during the eye movement exercises. This color should be a dimly lit or "subdued" color such as the default values of light blue on a dark blue background.

ENHANCED– The color that will show during all displays, as well as the color that will "flash" on the TEXT as it performs the eye movement exercise.

You may find it more effective to select the same SUBDUED and BACKGROUND colors so that only the flashing group of words are visible during the eye movement exercises.

3. LOAD TEXT FILE:

Use this selection to load document from a diskette. Any ASCII file may be loaded so long as it was saved in DISPLAY/VARIABLE 80 format, and does not exceed 100 lines. The Console Writer program (sold seperately), may be used to create ASCII files which can be used by this option.

FIXATION EXERCISE:

This exercise is designed to help you increase your eye span and peripheral vision perception. The exercise consists of 3 levels of 3 sequence patterns On each level, a dot will flash in the middle of the screen for a brief period followed by some letters. In sequence 1, a single letter is displayed on each side of the dot. On the second, two letters are shown on each side of the dot, and in the third pattern, three letters will flash on each side of the dot. As you complete each round of patterns, the program advances to the next higher level which repeats the sequences at a faster rate.

EYE MOVEMENT LESSON:

This selection provides exercises that expand the techniques developed in the FIXATION exercises. It is designed to give you extended practice using these principles as your eyes move across a printed line.

This option may be tailored to suit your own individual preferences. The program is designed to display a full page of text on the screen in what we call a "subdued" color (see setting screen colors). This allows the reader to see the full page while the program flashes a group of words on each side of the screen back and forth, down the screen. You can select a combination of background, subdued and enhanced colors that effectively cause only the flashing groups to be visible on the screen. Try both ways to find which works best for you.

The program has built-in "practice reading material" which provides a short exercise in this lesson, however we strongly recommend you take full advantage of the program by using the "LOAD TEXT FILE" option to practice with your own reading materials from a diskette.

The program allows you to set the reading speed by entering a rate from between 001 and 999 words per minute.

COLUMN READING:

The column reading option provides additional practice in using your peripheral vision when you read. A column of words is displayed down the center of the screen. You should practice reading down the center of the text. The program will flash a line of words at the rate you have selected.

This is one of the most powerful options available on any speed reading program. You can select the "width" of the column and specify the Speed in WPM. The program is designed to use an average of 5 letters per word in determining the rate at which each phrase is flashed in the screen.

This option will be used during the practice sessions to enhance your perception and increase your peripheral vision.

READING PACER:

This option provides a metronome beeper that can be used to pace your reading of paper materials. You can select the pacing speed and the width of each group you plan to use. The pacer option allows you to use the audible tone to help pace your reading of practice material.

LOAD TEXT FILE:

Any text data can be used with the SPEED READING cartridge. The built-in reading material may be inadequate for continued practice. The repetition of the same material will lead to memorizing the material and not actually having to read the text.

You can use TI-Writer or Console writer, or virtually any word processor that records text in a VARIABLE/80 record format to enter your text.

When you select this option, the program will request Display the following message:

ENTER DSKn.FILE:

Enter the disk file name following the TI file naming conventions where "n" is the drive number.

By using this option, The column reading and eye movement
exercises can display other reading material making your speed reading cartridge a powerful tool you can use for many years.

SPEED READING COURSE:

The secret of speed-reading is not your eyes faster, but taking in more text each time your eyes stop.

Your eyes do not move in a smooth, continuous motion across the page. They move in spurts, stopping our eyes for the time it takes to absorb a group of letters. They pause, focus, and move quickly on to the next group of letters. When the eyes move quickly, they are not reading anything but merely getting into position for the next group.

Your eye movements determine only part of how fast you read. If we can take in more letters each time our eyes stop (without taking longer) we could read much faster.

This course will help you develop reading techniques to take in more letters and spend less time on each pause.

The example below illustrates the eye movements of a slow inefficient reader.

/-*-/-*/-*-/-*-/*/--*-/--*---/--*--/-- *-/*-/--*-/
This is the way a slow reader reads, word by word.

The stars above the words show where the eyes pause. The fewer times the eyes pause, the faster you will read. The example below shows the eye movements of a faster more efficient reader.

```
/_____ * _____/_____ * ____/_____ *_____/
```
The faster reader will take in more words each

```
/_____ * _____/
```
time the eyes pause.

The quicker your eyes move from group to group and the more letters you take in with each stop, the faster you will read.

There are three basic elements which determine your reading speed.

1. Eye movement (the rate at which you move your eyes from one group of letters to the next.)

2. Eye Span (the number of letters you take in with each fixation.)

3. Perception (the duration of each fixation or pause.)

EYE SPAN

It's not difficult to improve your eye span and train your eyes to take in more information. You eyes were designed to see a much wider field of vision than what most people use in reading. When you are involved in any other "seeing" activity, you see with a much wider span than you use when reading. Peripheral vision is used by most people in every activity except reading. If you can learn to increase your eye span by using more of your peripheral vision you can greatly increase your reading speed. If you are presently taking in only one word per fixation, then by increasing your eye span to two words per pause you will double your reading speed.

The following illustration can be used to demonstrate the use of your peripheral vision.

Focus your eyes on the star in the center of the letters, then using your peripheral take-in the letters on each side.

```
          F * G

        D  S * R  H

     A  M  I * L  P  F

  Y  D  B  M * Q  E  T  J
```

COMPREHENSION

Many people think that fast readers don't understand as much of what they read as slow reader. This is just not true. In fact, you will find that as you increase your reading speed you will still comprehend just as much of what you read if not more.

Words have more meaning when they are read in groups, than when read by themselves. A fast reader will see many words or phrases in each pause, thus less time is required for your brain to assemble the elements of the phrase in order to understand what is read. When reading one word at a time, you have to "remember" several words back in order to comprehend what you read. If you eliminate this extra step by taking-in an entire phrase with one look, then seeing all the words in context can bring about greater understanding.

Most of what people read every day is not conceptually difficult material like following directions, but rather it is generally "high level" information. Things like the weather is going to be warm today, or that letter from Ant Bertha that informs you she bought a new cookie jar. Information that does not require a great deal of concentration to absorb is termed "HIGH LEVEL". Low level material is like numbers, and hard statistics, or hard to digest information that demands you pay close attention in order to understand.

SUBVOCALIZING

Most people were taught to read by pronouncing words as they were being read. This practice of "talking" to yourself can greatly reduce your effective reading speed. If you learn to read without "subvocalizing" you can increase your reading speed tremendously.

When performing the reading exercises, check yourself to see if you are actually "vocalizing" while you read. If you are making your lips move or uttering to yourself, then try to concentrate on NOT talking to yourself. You should try to practice reading without pronouncing the words in your mind, and especially without moving your lips.

MEASURING COMPREHENSION

How much of what you understand of what you read is the level of comprehension. To measure this, you must first read the material under test at your fastest rate. Then give yourself a brief quiz, using the following guidelines.

> 1. What was the point? Did you understand what the author was driving at? What was the subject matter?

If you have no Idea what the material was about give yourself a fat zero. You didn't understand a word you read. If this was the case you might as well not be reading. You were just going through the motions of reading and not actually absorbing the material. The purpose for reading is to extract information from what you read. If you are not getting that information you have defeated the purpose and you might as well not bother.

On the other hand, if you clearly understood the point or substance of the material give yourself a score of 50 percent. Grasping the high level objective in most cases is all that is necessary. Take a typical weather report that says it will be cool today with scattered showers. The temperature will be in the low 50's with the light wind from the north east.

The high level message from that weather report is that it's going to be cool and it might rain. If that is all you remember from the material then you understood the point very well. There is more information to be gained from that report. The "low level" material such as How cool will it get? What kind of wind and where is it coming from?

2. Write down a list of details you can remember from the test material you read earlier. Number each detail you listed that total the results.

3. Prepare a list of the "low level" information from the test material by reading it again, but this time writing down each detail as you find them.

4. Now compare the results of both lists. Determine the percentage of those details you remembered correctly then divide that number by 2 then add it to your 50%

Your comprehension is also a matter of interest. If you are interested in the material you are reading, you will find it easier to read, and you will generally understand more. Material that is boring and un-interesting can be slower to read and take more effort to understand. Your reading skills will vary depending on the kind of materials you read and how much you want to get out of it.

TIMING YOUR READING

Before you begin the practice sessions, you may want to see how fast you are reading now. One way to measure your reading speed is to select a newspaper article or a chapter from a book, then count each word. Use a clock to time how long it takes you to read the material then apply the following formula:

$$\text{Words per Minute} = \frac{(\text{Number of words} \times 60)}{\text{time in seconds}}$$

Multiply the number of words you read by 60. Then divide the answer by the number of seconds (time) it took you to read those words.

Example: You read an article with 560 words, it took 2 minutes and 15 seconds. Applying the formula;

$$560 \text{ times } 60 = 33600$$

2 minutes, 15 sec = 135 seconds, so 33600/135= 248.8 WPM.

Determine your present reading rate trying to read at your normal rate.

How do you compare with some average reading rates and comprehension levels. The chart below shows some average statistics.

SPEED	COMPREHENSION	
GRADE SCHOOL	150 wpm	50%
HIGH SCHOOL STUDENTS	250 wpm	60%
COLLEGE STUDENTS	325 wpm	60%
ADULTS	200 wpm	50%

If you fall within this range you should be able to double or triple your present rate while at least maintaining if not improving your level of comprehension.

Remember, you must first WANT to read faster, and in order to maintain your improved skills, you will have to continue to exercise. Reading, like any other skill you develop, must be exercised to maintain performance. This or any speed reading course can only provide tools and instruction for aiding you in developing and improving your reading skills. You are the only one who can effect any change in your present habits. It is totally up to you to put into practice the techniques and principles discussed in this course.

If you have a perception problem or a reading disability we advise you to work through these exercises with a reading instructor. He or She may want to vary the exercises and taylor the course to help with your particular difficulty.

PRACTICE SESSION 1

In all of the practice sessions do each exercise in the order they are listed. Don't try to do it all in one setting, but try to do two or three sessions per week.

The time you spend on the computer should be limited to 30 minutes.

After completing each session read from a magazine or book, or any non-technical material that gives you practice. The reading material provided in the cartridge is not sufficient practice material to exercise your speed reading skills. Push yourself.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE – Work about 15 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE – Read the passage provided in the program at (100 wpm) If this speed is too slow, simply use the "FCTN 9" key to abort then re-select this option and try a faster Speed. Increase it in blocks of 25 until you find the rate you can read.

3). TEST – Take the test on the following page to check your comprehension. Record your score.

4). READ – Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE	MISSED	% CORRECT
2 letter exercise	_____	_____
4 letter exercise	_____	_____
6 letter exercise	_____	_____

COMPREHENSION

1. What was the material about?

    a. Computer programming
    b. Video games
    c. Selecting a computer
    d. Computer industry market

                     Answer _____

2. The computer industry defines home computers as?

    a. Keyboards
    b. Those systems that cost less than $100
    c. Systems that cost less than $1000
    d. computers that control the water sprinkler

                     Answer _____

3. Sale of hardware and Software for home computers are expected to grow from 2.5 billion in 1983 to?

     a. $12 billion in 1989
     b. $10 billion in 1985
     c. $6 billion in 1990
     d. $12 million in 1989

                             Answer _____

4. Which computer system is not considered by the article to be a "home Computer"?

     a. TRS-80
     b. IBM 360
     c. TI-99/4A
     d. Commodore 64

                             Answer _____

5. Today's computer buyer is more concerned with?

     a. Cost
     b Ease of Use
     d. memory
     e. speed

                             Answer _____

6. The big market lies with?

     a. Those who want to become experts
     b. Business
     c. Useful application
     d. Third world countries

                             Answer _____

PRACTICE SESSION 2

The time you spend on the computer should be limited to 30 minutes.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE - Work about 15 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE - Read the passage provided in the program at a speed which is 50 wpm more than your last speed. (for example, if your last speed was 220 WPM then this time use 270 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

3). TEST - Take the test on the following page to check your comprehension. Record your score.

4). READ - Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE	MISSED	% CORRECT
2 letter exercise	_____	_____
4 letter exercise	_____	_____
6 letter exercise	_____	_____

COMPREHENSION

1. What was the material about?

    a.

2. List 5 detail item you remember reading from the exercise material you read.

3. check the material to measure your comprehension. Remember, you must push yourself, no one is going to do it for you.

PRACTICE SESSION 3

The time you spend on the computer should be limited to 30 minutes.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE - Work about 10 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE - Read the passage provided in the program at a speed which is 50 wpm more than your last speed. (for example, if your last speed was 220 WPM then this time use 270 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

3) COLUMN READING - Using a 16 letter column width, read the passage provided in the program at a speed which is 25 wpm more than your last speed. (for example, if your last speed was 300 WPM then this time use 325 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

4). TEST - Take the test on the following page to check your comprehension. Record your score.

5). READ - Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE   MISSED   % CORRECT

   2 letter exercise   _____   _____

   4 letter exercise   _____   _____

   6 letter exercise   _____   _____

COMPREHENSION

1. What was the material about?

     a.

2. List 5 detail item you remember reading from the exercise material you read.

3. check the material to measure your comprehension. remember, you must push yourself, no one is going to do it for you.

PRACTICE SESSION 4

The time you spend on the computer should be limited to 30 minutes.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE - Work about 15 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE - Read the passage provided in the program at a speed which is 50 wpm more than your last speed. (for example, if your last speed was 220 WPM then this time use 270 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

3) COLUMN READING - Using a 18 letter column width, read the passage provided in the program at a speed which is 25 wpm more than your last speed. (for example, if your last speed was 300 WPM then this time use 325 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

4). TEST - Take the test on the following page to check your comprehension. Record your score.

5). READ - Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE	MISSED	% CORRECT
2 letter exercise	_____	_____
4 letter exercise	_____	_____
6 letter exercise	_____	_____

COMPREHENSION

1. What was the material about?

    a.

2. List 5 detail item you remember reading from the exercise material you read.

3. check the material to measure your comprehension. remember, you must push yourself, no one is going to do it for you.

PRACTICE SESSION 5

The time you spend on the computer should be limited to 30 minutes.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE - Work about 5 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE - Read the passage provided in the program at a speed which is 50 wpm more than your last speed. (for example, if your last speed was 220 WPM then this time use 270 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

3) COLUMN READING - Using a 20 letter column width, read the passage provided in the program at a speed which is 25 wpm more than your last speed. (for example, if your last speed was 300 WPM then this time use 325 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

4). TEST - Take the test on the following page to check your comprehension. Record your score.

5). READ - Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE	MISSED	% CORRECT
2 letter exercise	_____	_____
4 letter exercise	_____	_____
6 letter exercise	_____	_____

COMPREHENSION

1. What was the material about?

      a.

2. List 5 detail item you remember reading from the exercise material you read.

3. check the material to measure your comprehension. remember, you must push yourself, no one is going to do it for you.

PRACTICE SESSION 6

The time you spend on the computer should be limited to 30 minutes.

Record your progress in the worksheets provided. Don't expect a steady increase in speed. Your scores may vary from exercise to exercise.

1). FIXATION EXERCISE - Work about 5 minutes on this exercise. Perform the Fixation exercise and continue to record your score in the chart.

2). EYE MOVEMENT EXERCISE - Read the passage provided in the program at a speed which is 50 wpm more than your last speed. (for example, if your last speed was 220 WPM then this time use 270 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

3) COLUMN READING - Using a 22 letter column width, read the passage provided in the program at a speed which is 25 wpm more than your last speed. (for example, if your last speed was 300 WPM then this time use 325 WPM. If you have trouble with understanding all of the material, then drop back to your previous speed and practice with more "outside" reading material.

4). TEST - Take the test on the following page to check your comprehension. Record your score.

5). READ - Using the Reading Pacer option, select the same speed that you were using in the EYE MOVEMENT option, but use the column width of 14. Read from a book or newspaper for about 15 minutes. Then test your comprehension by using the methods described earlier in this manual.

SCORE SHEET: DATE:_____

EYE FIXATION EXERCISE	MISSED	% CORRECT
2 letter exercise	_____	_____
4 letter exercise	_____	_____
6 letter exercise	_____	_____

COMPREHENSION

1. What was the material about?

    a.

2. List 5 detail item you remember reading from the exercise material you read.

3. check the material to measure your comprehension. remember, you must push yourself, no one is going to do it for you.

Now that you have increased your reading rate and improved your reading skills, you will have greater reading flexibility. A lot of material will be easier to read at your fastest pace, and other stuff will be boring or dry material requiring a great deal of concentration to understand. That kind of material will be more difficult to read at your fastest speed, but when you want to read fast you will be able to do so.

At this time I want to draw your attention to the statistics on page 16 of this manual. They are repeated here for your convenience.

	SPEED	COMPREHENSION
GRADE SCHOOL	150 wpm	50%
HIGH SCHOOL STUDENTS	250 wpm	60%
COLLEGE STUDENTS	325 wpm	60%
ADULTS	200 wpm	50%

You may be wondering why adults read slower that students. It's simple, we get out of shape. Just like our body can start getting weak and out of shape if we stop exercising, so too can our reading skills. In order to maintain your accomplished reading speeds, you must continue to practice. Use this program at least once every two or three weeks just to keep in shape and insure you don't slip back into your old reading habits.

APPENDIX A

<u>ANSWERS TO QUIZ:</u>

Question 1.   Answer: d.

Question 2.   Answer: c.

Question 3.   Answer: a.

Question 4.   Answer: b.

Question 5.   Answer: b.

Question 6.   Answer: c.