

Launch & Met Purpose?

ThinkSheet for Set Purpose (BEFORE) and Check Purposes (AFTER READING)

Launch: Preview the text, decide what you need and want to learn, and then state your purpose(s) here, using an action verb or forming a guiding question.

	BEFORE reading: <i>Launch</i> State your purpose(s) for reading.	DURING reading: Read with your purpose(s) in mind and refine as needed.	AFTER reading: <i>Met Purpose?</i> Confirm that you have met your purpose(s).
Metacognitive Awareness	<p><i>Make a good decision about what you want and need to gain from this text. Have an overall purpose to guide your reading. You can also create purposes for sections of the text.</i></p> <p>Before reading how did you decide a purpose(s) to guide your reading?</p>	<p><i>Write the purpose(s) in a place where you can refer to it often as you read.</i></p> <p>Where did you place your purpose(s)?</p> <p><i>Keep yourself focused on the purpose and on track to learn what you need and want to learn. Avoid getting sidetracked.</i></p> <p>What did you during reading to address your purpose(s) and keep yourself focused on learning what you need and want to learn:</p> <p><i>Change your purpose if your original purpose is not what you really need to gain from the text.</i></p> <p>Did you change your purpose(s) along the way? If so, what new purpose(s)?</p> <p>Why these purpose(s)?</p> <p>If you kept the original purpose(s), why?</p>	<p><i>After you read, prove to yourself that you did indeed meet your purpose(s).</i></p> <p>What actions did you take after reading to confirm that you had met your purpose(s)?</p>

Record **Launch** and **Met Purpose?** on your Reading Log: *Launch* on the BEFORE line and *Met Purpose?* on the AFTER line. Complete the right-hand column on the value of setting purposes to help you read well. ALWAYS set a guiding purpose before reading any academic text.

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ThinkSheet for Set Purpose (BEFORE) and Check Purposes (AFTER READING)

Launch: Preview the text, decide what you need and want to learn, and then state your purpose(s) here, using an action verb or forming a guiding question. *Because of this chapter I want to be able to do these:*

1. Identify every part of the prototypical neuron.
2. Explain *← what each part does.*
← how it interacts with or influences the other parts.
3. State how the parts all work together to make communication *possible.*

BEFORE reading:
Launch State your purpose(s) for reading.

DURING reading:
Read with your purpose(s) in mind and refine as needed.

AFTER reading: Met Purpose?
Confirm that you have met your purpose(s).

Make a good decision about what you want and need to gain from this text. Have an overall purpose to guide your reading. You can also create purposes for sections of the text.
Before reading how did you decide a purpose(s) to guide your reading?

Write the purpose(s) in a place where you can refer to it often as you read.
Where did you place your purpose(s)?
I wrote them in the top margin on the first page of the chapter. Also I placed a sticky tab so I could refer to them often. Keep yourself focused on the purpose and on track to learn what you need and want to learn. Avoid getting sidetracked.

After you read, prove to yourself that you did indeed meet your purpose(s).
What actions did you take after reading to confirm that you had met your purpose(s)?

Because I had "recited" along the way the info. that met my purposes, I could address purposes 1 + 2 and did.

Metacognitive Awareness

I used the information gleaned from THE V.V.E.S. with Snatches to figure out what the Ch. offered.
Then I thought what my prof. might expect.
I also thought what I wanted to know about neurons that I didn't already know or that I wanted clarified.

What did you do during reading to address your purpose(s) and keep yourself focused on learning what you need and want to learn:

I like these three purposes and really want to accomplish them, so I referred to them after every section and stopped to explain the answers to my purposes.

Change your purpose if your original purpose is not what you really need to gain from the text.

Did you change your purpose(s) along the way? No. If so, what new purpose(s)? *but I soon realized that #3 will not be accomplished yet. But I became more curious to figure it out.*
Why these purpose(s)?

Also I turned to a full page illustration of the internal structure of the neuron, covered the labels and identified each part. Then I explained the function of each and how they interacted.

I even speculated answers to Purpose 3

If you kept the original purpose(s), why?

Because I had predicted correctly what this chapter had to offer — except for Question 3.

I realize that my understanding is superficial right now — but think it won't be by the end of the course.

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Action Verbs for Setting Purposes

“By the end of this reading, I want to be able to . . . [verb] + [object of the verb]”

RECALL	UNDERSTAND	APPLY/ CREATE	ANALYZE	EVALUATE
Answer questions about	Clarify	Act out	Analyze the parts of	Address objections to
Chart	Draw conclusions	Adapt	Categorize	Argue for or against
Choose	Connect X to Y	Apply	Classify	Assess
Chronicle	Derive main ideas	Assemble	Compare	Challenge views about
Collect facts about	Diagram	Build	Connect the parts	Critique
Define	Discuss	Calculate	Contrast	Debate both sides of
Describe	Enter the world of	Compile	Deconstruct	Decide what could have been different
Detail	Exemplify	Compose	Dissect	Determine importance of
Diagram	Explain	Construct	Distinguish	Evaluate
Give an account of	Explore causes/effects of	Coordinate	Examine	Find evidence for and/or against
Identify	Integrate ___ with ___	Collect ideas for	Explore why/how	Foresee consequences of
List	Predict	Create	Find the parts of	Give support for
Match	Question	Decide actions	Inspect	Judge
Name	Produce own examples	Demonstrate	Interpret	Justify
Outline	Reflect	Design	Investigate	Prove
Paraphrase	Relate	Develop	Link	Recommend
Report	Synthesize	Dramatize	Put in order	State opinions about
Restate	Teach	Draw	Relate the parts	State relevance of X to Y
Review	Trace development of	Explore possibilities	Reveal discrepancies about	State the impact
Select	Write reasons for	Express opinions about	Theorize	State the implications
State		Formulate		Uncover assumptions
Summarize		Generate		Verify
Tell what, when, where, who		Hypothesize		
Translate		Illustrate		