

LIGHT Reading Framework

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A simple five-step method to understand any text deeply

Many students lose focus when reading long or dense texts. Main ideas blur, evidence becomes hard to track, and notes grow scattered. Unstructured advice such as “just annotate” rarely solves the problem. Students need a compact and repeatable process that (1) directs attention, (2) connects new ideas to what they already know, and (3) makes the text’s logic visible and memorable.

The **LIGHT method** — *Look, Investigate, Glue, Highlight, Tell* — is a concise five-step approach that combines previewing, question setting, schema linking, structural marking, and brief retrieval. It is simple enough for daily reading yet powerful enough to improve comprehension and long-term recall across subjects.

1. The LIGHT method

- **L — Look (preview the map):** Skim titles, subheadings, visuals, and opening lines to identify three key signals such as time, place, topic, or cause and effect.
- **I — Investigate (ask better questions):** After previewing, write two “why” or “how” questions you expect the text to answer.
- **G — Glue (link to prior knowledge):** Add two hashtags connecting the text to what you already know — related subjects, past units, or real-world issues.
- **H — Highlight (reveal structure):** For each paragraph, highlight one main idea and underline one or two supporting details. Mark connectors such as cause and effect or compare and contrast.
- **T — Tell (close the book and recall):** Without looking at the text, write a two-sentence summary and list three key words to reinforce memory.

2. Why it helps

- **Faster orientation:** *Look* directs attention to key parts before deep reading.
- **Active focus:** *Investigate* transforms goals into questions, sustaining engagement.
- **Deeper connection:** *Glue* anchors new information to existing knowledge for lasting memory.

- **Thallus type** - thallus structure and colour description
- **Reproductive** - for asexual reproduction and through apothecia

3. What is the (potential) use(s)?

Tag	Empty space(s)
Food source	How often feeding? What substrate? What foraged?
Storage	How long? (e.g. 100, 20, 100, 20)
How is it used?	How long? (e.g. 100, 20, 100, 20)
Storage for feeding and/or	How long? (e.g. 100, 20, 100, 20)
Food source	How long? (e.g. 100, 20, 100, 20)

4. Method comparison efficiency, effectiveness, and adaptability

Method	Efficiency (e.g. for feeding)	Effectiveness (e.g. for feeding)	Adaptability (e.g. for feeding)
Food source	How often feeding? What substrate? What foraged?	How often feeding? What substrate? What foraged?	How often feeding? What substrate? What foraged?
Storage	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)
How is it used?	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)
Storage for feeding and/or	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)
Food source	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)	How long? (e.g. 100, 20, 100, 20)

General Notes	General - general concentrations molar weight density	Exp. - general concentrations molar weight density	General - general concentrations molar weight density
General - general	General - general concentrations molar weight density	General - general concentrations molar weight density	General - general concentrations molar weight density

The following table provides general information. It is not intended to be used for specific calculations or for specific purposes. This information is provided for general reference only. It is not intended to be used for specific calculations or for specific purposes. It is not intended to be used for specific calculations or for specific purposes.