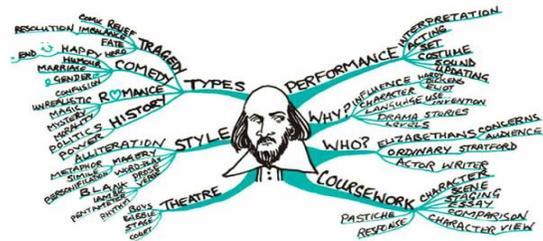


Reading Strategies

It is very common for students to experience difficulty with college-level reading. Successful readers will adopt one (or more) new strategies to overcome the challenge. Here are three strategies that can help you get the most out of your next reading assignment.

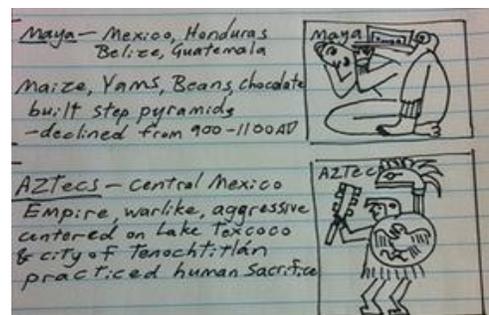
Pictures and Visual Aids

- Drawing while you read can help you understand and organize your thoughts. Create graphs, webs, trees, and charts. Keep your notebook by your side. Put your notes in visual form and organize your thoughts and questions as you go.



- Getting your body involved in the reading process can help you focus and retain information. Highlight and underline text as you read. If you own your textbooks, write, draw, and make flow charts in the margins. Create a visual map of the information

- When you come to terms you don't know, create a visual dictionary in a section of your notebook. List new terms, facts, definitions, and leave room for drawings. Review new terms until you master them.



- Use adhesive Post-It notes as you read. Place new terms and definitions on a wall. Add to the wall with every reading assignment and see how they connect from assignment to assignment.

SQ3R

Survey the chapter: Before you read, look over titles, subtitles, headings, and graphs.

Question while you survey: Ask yourself, “Why did my instructor assign this reading?” Write down your own questions about the reading in a notebook. Turn subheadings and subtitles into questions. What questions did your instructor ask in class?

Read one section at a time: Focus on bold printed words and phrases and look for answers to your questions. Re-read anything you don’t understand the first time.

Recite after each section: Summarize the section in your own words aloud.

Review your notes, questions, and reading the next day: Record any additional questions or thoughts in your notebook. If you can, review your notes daily or each week of class.

KWL

Before you read a text, make three columns in your notebook:

What I <u>K</u>now	What I <u>W</u>ant to Know	What I <u>L</u>earned
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What I Know: Write down what you already know about the topic before you start reading. Make connections with your background knowledge.

What I Want to Know: Record what would you like to know about the topic. What questions has your instructor given you? Are there any review questions at the end of the chapter or section?

What I Learned: As you read each section record new facts, ideas, and terms in the last column. Answer the questions from the second column. Don’t be afraid to ask new questions as you read and look for further answers.

**Pictures, SQ3R notes, and KWL charts are excellent
tools for reading review and test preparation.**

Keep those notebooks!

For More Help:

- Drop into the WRL Center when you are having difficulty with reading. We are here to help!
- Schedule regular tutoring appointments at the front desk in the WRL Center. In just a few weeks you will see a difference.

Dowhower, S.L. “Supporting a strategic stance in the classroom: A comprehensive framework for helping teachers help students to be strategic.” *The Reading Teacher* 52 (1999):672-688. Print.

Jones, B.F.,Pierce, J. & Hunter, B. “Teaching students to construct graphic representations.” *Educational Leadership* 46.4 (1989): 20-25. Print.