



ADVANCED READING STRATEGIES

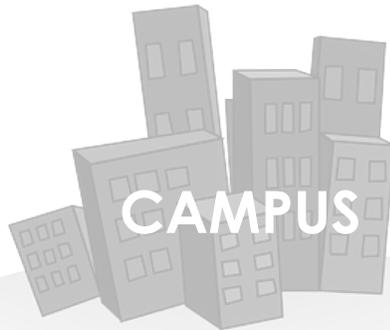


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Academic Success Center

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ADDITIONAL RESOURCES



Center for Service and Learning:

2010 WSC (801) 422-8686 yserve.byu.edu/tutoring

Tutoring services are available here for many classes.

Accessibility Center:

2170 WSC (801) 422-2767 uac.byu.edu

A resource for students who think they might have either a physical or learning disability.

Student Development Course STDEV 305:

Advanced Reading Strategies for college success

Improve speed and comprehension skills through selection and practice of college reading strategies.

COMPREHENSION BARRIERS

TEXTBOOK COMPREHENSION PRE-TEST

1. Do you highlight or mark your textbook as you read? _____
2. Do you usually try to read an entire chapter once you start? _____
3. Do you take notes as you read your textbook? _____
4. Do you often forget what you have read when you have completed a segment? _____
5. Do you mark headings or subheadings in your book? _____
6. Do you tend to re-read your textbook chapters before an exam? _____
7. After an exam, do you evaluate your text markings to see what was marked well? _____
8. Do you try to understand a paragraph before moving on to the next paragraph? _____
9. Do you finish your reading assignments before class? _____
10. Do your markings make sense when you read them again? _____

Ideal Quiz Answers: 1. Yes 2. No 3. Yes 4. No 5. Yes 6. No 7. Yes 8. Yes 9. Yes 10. Yes

BARRIERS TO COMPREHENSION

MY SOLUTIONS

SQ4R READING STRATEGY



SURVEY

- Explore the structure and content of the text before reading it carefully.



QUESTION

- Preview the first section and ask questions.
- Change the headings into questions.
- Be curious! What do you want this text to answer?



READ

- Read the first section of the text with your mind highly alert actively searching for information and trying to answer your questions.
- Ask, connect, infer, synthesize
- Continually ask yourself, "Do I understand this fully?"



RECITE

- Stop at the end of a chunk of text and write or tell yourself what you have read.



REFLECT

- Pinpoint lingering questions and confusions, connect to what you already know, generate new thinking inspired by the text, and integrate and think how to apply.
- Analyze, probe, and expand your perspective.



QRRR= QUESTION, READ, RECITE, REFLECT

- Do these four steps for each section of the chapter before going on to the next section.



REVIEW

- Re-read parts as needed and use any strategies to solidify and extend your thinking.

MARKING YOUR TEXTBOOK

WHAT TO MARK

Depending on the context, here are suggestions for what to mark or underline:

- Definitions of terms
- Examples to illustrate theories
- Experiments and the associated info: who, what, where, when, and how
- Names, dates, places, and events
- Principles, rules, lists, characteristics
- Cause & effects
- Similarities and differences

HOW TO MARK

Excerpt from *LES MISERABLES*

“The Revolution came; events succeeded each other with precipitation; the parliamentary families, decimated, pursued, hunted down, were dispersed. M. Charles Myriel emigrated to Italy at the very beginning of the Revolution. There his wife died of a malady of the chest, from which she had long suffered. He had no children. What took place next in the fate of M. Myriel? The ruin of the French society of the olden days, the fall of his own family, the tragic spectacles of ‘93, which were, perhaps, even more alarming to the emigrants who viewed them from a distance, with the magnifying powers of terror, -- did these cause the ideas of renunciation and solitude to germinate in him? Was he, in the midst of these distractions, these affections which absorbed his life, suddenly smitten with one of those mysterious and terrible blows which sometimes overwhelm, by striking to his heart, a man whom public catastrophes would not shake, by striking at his existence and his fortune? No one could have told: all that was known was, that when he returned from Italy he was a priest.”

Hugo, Victor. *Les Miserables*, p. 3.

HOW TO MARK

1. Read before you underline, and only read one section at a time. You will not be able to tell what is important until you have read a whole section to see how ideas relate.
2. Use a highlighter or pen for underlining; use a pen for making notes in the margin. Pencil will smear.
3. Underline words and phrases only, not entire sentences, unless you are underlining a topic sentence or thesis statement.
4. In the margin write key words or symbols that will serve as memory cues to call your attention to words, names, dates, and other important information.
5. Use your own words when you make notes in your textbook. Putting the author's ideas into your own words will help you test your understanding, and you will be more likely to retain them.
6. Decide on some symbols to indicate certain kinds of information, and use these symbols consistently.
7. Here are some examples:

def. = definition	T = possible test item
ex. = example	1., 2., 3., etc. = (used when sequence matters)
* = an important point	

NOTES