

Reading Comprehension Strategies

<p>Make Connections</p> <p>What connections do I make as I read?</p> <p>Good readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other books, articles, movies, songs, or pieces of writing • Events, people, or issues <p>Tips:</p> <ul style="list-style-type: none"> • That reminds me of... • This made me think of... • I read another book that... • This is different from... • I remember when... 	<p>Visualize</p> <p>Good readers create pictures in their minds while they read.</p> <p>While reading, note places where you get a clear picture in your mind that helps you understand the text:</p> <ul style="list-style-type: none"> • I can picture... • I can see the... • I can visualize... • The movie in my head shows... <p>Use your senses to connect the characters, events, and ideas to clarify the picture in your head.</p> <ul style="list-style-type: none"> • I can taste/hear/smell the... • I can feel the... 	<p>Ask Questions</p> <p>Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.</p> <p>Ask questions of the author, yourself, and the text:</p> <ul style="list-style-type: none"> • What is the author trying to say? • What is the message of this piece? • Do I know something about this topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What predictions do I have about this reading?
<p>Infer</p> <p>How do I read between the lines?</p> <p>When the answers are "right there," good readers draw conclusions based on background knowledge and clues in the text.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> • I wonder why... • I wonder how... • I wonder if... <p>Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.</p>	<p>Determine Importance</p> <p>What's the big idea?</p> <p>So what?</p> <p>Good readers look for things that help them identify big ideas and why they are important.</p> <p>Look at text features for clues:</p> <ul style="list-style-type: none"> • Titles and headings • Bold print • Pictures and captions • Graphs and charts • Chapter objectives and questions <p>Tips:</p> <ul style="list-style-type: none"> • The big idea is... • Most important information is... • So far I've learned... • The author is saying... • This idea is similar to... 	<p>Synthesize</p> <p>How do I use what I've read to create my own ideas?</p> <p>Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.</p> <p>Synthesis is creating a single understanding from a variety of sources.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Compare and contrast what I'm reading with what I already know or other sources of information. • Think of new ways to use this information. • Can connections I make across this text help me to create new generalizations or new perspectives?

Adapted from the work of Beal, Keene, and Tovani

SQ3R reading method - Survey! Question! Read! Recite! Review!

SQ3R will help you build a framework to understand your reading assignment.

Before you read, Survey the chapter:

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,
"What did my instructor say about this chapter or subject when it was assigned?"
- Ask yourself,
"What do I already know about this subject?"

Note: If it is helpful to you, write out these questions for consideration.
This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

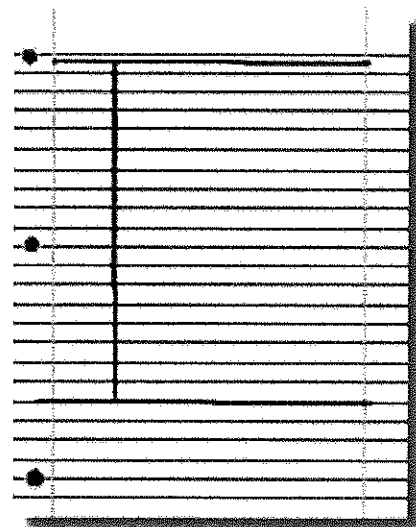
Recite after you've read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Reciting:
The more senses you use the more likely you are to remember what you read Triple strength learning: Seeing, saying, hearing
Quadruple strength learning: Seeing , saying , hearing, writing!!!

CORNELL NOTE TAKING

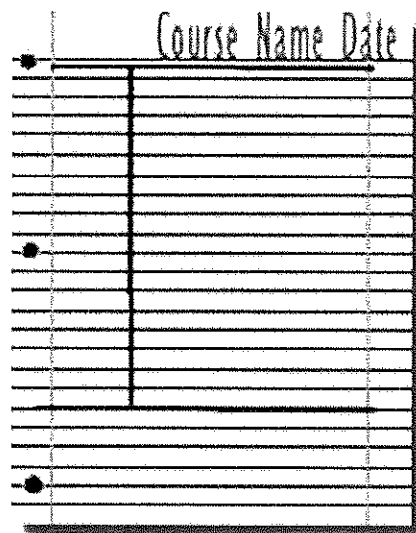
Divide the paper into three sections.

- Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker to draw the line so that it is clear.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.



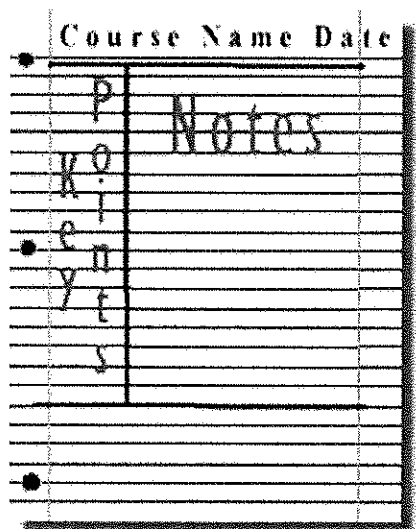
Document

- Write course name, date, and topic at the top of each page.



Write notes.

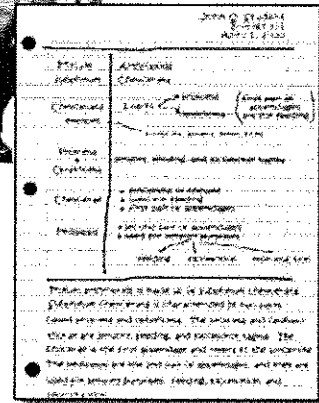
- The large box to the right is for writing notes.
- Skip a line between ideas and topics.
- Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using "&" for the word "and".



Review and clarify.

- Review the notes as soon as possible after class.
- Pull out main ideas, key points, dates, and people, and write these in the left column.

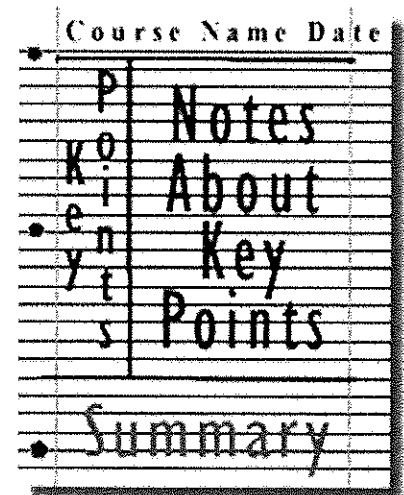
Review and Clarify



Pull out main ideas

Summarize.

- Write a summary of the main ideas in the bottom section.



Study your notes.

- Re-read your notes in the right column.
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that you will be tested on.