**Course Preparation**

**College Reading Strategies**

Reading is a substantial part of college learning. There are several powerful strategies that can help you get the most out of your reading assignments. Use these strategies to improve your reading.

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| Concentration |
| State the purpose | State the reason for your reading. |
| Define the task | How much reading will you do in a setting |
| Break it down | Turn off electronic devices; find a quiet space; get rid of intruding thoughts by writing them down on paper |
| Take a break | If your brain begins to wander, take a short break and then come back |
| Comprehension and Retention (SQ4R Method) |
| Survey | Skim the chapter for an overview: read summary, objectives, and review questions; identify how text/paragraphs are designed and organized. |
| Assess | Check your knowledge: what do I know and what do I need to learn? Anticipate possible test questions from headings and review sections. |
| Read | Attend lecture, then read text for more depth and comprehension; create pictures in your head about what you’re reading. |
| Review/Recording | Add to the professor’s and your lecture notes. Write summary statements to gather thoughts. Look for patterns, i.e., ‘chunk’ information. |
| Recite | Present your knowledge: talk out loud, share with others, explain the information in your own words. Create concept maps and/or timelines. |
| Respond | Demonstrate your knowledge. Teach others or show what you know through tests, quizzes or projects. |
| Vocabulary |
| Attempt | Guess word meanings from previous knowledge and context clues. |
| Research | Look up words you don’t know |
| Speed & Fluency |
| Check your eyes | Make sure your vision does not hinder your reading. |
| Don’t read out loud | You read material two to three times faster silently than aloud, where the meaning is derived from phrases without reading each word individually. |
| Avoid rereading | Rereading is usually unnecessary because ideas and concepts are elaborated more fully later in the text. |
| Develop a wide eye-span | Written material is less meaningful if read word by word. Read by phrases or thought units. |

