

# Reading at the College Level

---

Academic Achievement Programs  
Tutoring and SI Program

---

# Reading at the College Level

---

# Active Reading

---

## □ Benefits

- Activates schema (background knowledge)
  - Enhances comprehension
  - Fosters metacognition
  - Helps to improve memory
  - Keeps the reader's attention focused
-

# Seven Steps to Active Reading

---

- Pre-read
  - Read
  - Highlight
  - Paraphrase
  - Margin note
  - Chunk
  - Summarize
-

# Step 1: Pre-read

---

- For textbook reading:
    - Read the title
    - Read the chapter outline
    - Read the introduction and/or first paragraph
    - Read the summary and/or last paragraph
    - Read the end-of chapter aids
    - Read the headings and subheadings
    - Study pictorial aids
    - Notice important terminology
-

# Step 2: Read

---

- Questions to ask yourself while you are reading
    - What is the author's THESIS?
    - What are the MAIN IDEAS presented in the selection?
    - What is the author's TONE?
    - What MOOD is the author trying to convey?
    - What is the author's BIAS?
    - What INFERENCES do I draw from the reading?
    - Did the author accomplish his/her PURPOSE?
    - How would I EVALUATE the piece?
-

## Step 3: Highlighting

---

- Highlight main ideas only.
  - Mark details when reading scientific or historical information (i.e. processes, chronological dates, etc.)
  - Mark unfamiliar vocabulary
  - Use highlighting sparingly.
-

# Step 4: Paraphrase

---

## □ Why paraphrase?

- To restate an idea so you understand it.
  - To restate an idea so someone else understands it.
  - To avoid plagiarizing when writing research papers
  - To make review of important information easier.
  - To make a statement simpler or more colorful.
-

# How to Paraphrase

---

- Step one:
    - Find accurate synonyms for key words in the passage or sentence.
  - Step two:
    - Rearrange the structure without changing the meaning.
-

# Step 5: Margin Noting

---

- To margin note
    - Write in the margin of your textbook (or index cards if you are using a library book) the main points of the section, important terms and theories to remember, and interesting points which related to your lecture/class notes.
-

# Step 6: Chunk

---

- Why chunk or break up your reading into smaller parts?
    - It is a way to follow the writer's train of thought.
    - The reader groups similar main ideas together.
    - It builds on the skill of margin noting.
    - It brings the readers' awareness to the "big picture".
    - It can help the reader to the thesis.
-

# How to 'Chunk'?

---

- ❑ Read the material—begin by margin noting the first paragraph; then as you read, decide whether the idea continues or expands, or if there is a shift to a new thought.
  - ❑ Give each chunk a title or write the main idea of each chunk in the margin.
-

# Step 7: Summarize

---

- After you have finished reading the entire selection or chapter, make sure to recap by writing down the most important points, ideas, terms, in your own words.
-

# Strategies for Comprehension Monitoring

---

- Mark where your comprehension breaks down.
  - Paraphrase each sentence or paragraph prior to that.
  - Re-read difficult sections aloud.
  - Look up unfamiliar words and see if the definition matches the context.
-

# Strategies for Comprehension Monitoring

---

- Chunk related sections of material.
  - Margin note.
  - Write guiding questions and attempt to find the answers.
  - Think about your existing schemas—decide if you need to research the topic.
  - Read with a study partner and discuss ideas.
-

# References

---

McWhorter, Kathleen T. (2007). Reading Across the Disciplines: College Reading and Beyond, Third Edition (Chapter 4 pgs. 67-98). New York, NY: Pearson Longman Publishing.

Smith, B. (2007). The Reader's Handbook, Third Edition. New York, NY: Pearson Longman Publishing.

---

# Reading at the College Level

---

Academic Achievement Programs  
Tutoring and SI Program