

## **READING CLINICS 1-8**

Vinnie Linares  
October, 2002

I got over 30 responses to my reading survey so I will spend some time in the next month or two creating a web-based packet for faculty and students to access if they wish to employ some useful reading strategies to better their success in reading. I will also be available to classes if you wish a quick visit next spring to take your students through some quick in-class examples using your textbook. In the mean time, have the Learning Center do a readability of your textbooks, giving you some idea of the reading grade level. For a quickie, here are **4 major reasons** to ponder--4 reasons for reading problems for those who have no significant learning disabilities, but experience problems with reading:

**1. Reading is not a normal, daily habit, therefore no reading discipline or good reading habits exist;**

**2. The average adult reader employs reading skills learned as a child but not adjusted to the world of adult reading;**

**3. Most adult readers have 3 Really Bad Reading Habits: Habitual Regression, Polysyllabic Word Fixation, and Subvocalization--great names, right! Simple explanations, but that requires my assistance!! These habits allow for reading only at the level of speech production--about 350 words per minute or less--and this speed IS NOT conducive to college reading, or reflective of the many reading strategies required for adult reading. Furthermore, adults never really think about the skills THEY DO BRING to reading--and understanding these skills is helpful for motivation and any act of reading;**

**4. Adult readers(students) read almost everything in the same way, be it fiction, non-fiction, magazine, newspaper etc, and they do not employ any flexible reading strategies to differing materials**

If I have titillated you a bit, stay turned for future installments of the MCC Reading Clinic!!!!

## **READING CLINIC II: BAD READING HABITS**

**3 BAD READING HABITS**----if a reader recognizes these bad habits, thinks about them enough so that they are internalized, and then follows some consistent steps, establishing a discipline, then reading speed and comprehension will improve:

**BAD HABIT NUMBER I: Polysyllabic Fixation**----many words in our language are polysyllabic, and the term itself is self-explanatory--fixated on the syllables.

Most adult readers recognized 1,000's of words immediately, and many of these words are polysyllabic like hospital, hippopotamus etc. Research

has shown that poor readers feel a need to actually "read" each polysyllabic word each time they see it. That means they "decode" the already known word and really do not have to as they know it and can recognize it immediately---its inferred meaning or surface meaning in most cases are also known through the context by which it is used. So, what am I saying here: you know and recognize many words,, and you know them because of their shape, length, syllables and your prior learning; therefore, you need not really decode/decipher them when reading, but very quickly pass over them, taking in all the rest of the stuff with your brain-eye coordination and memory

**Bad Habit Number I** often goes hand in hand with **BAD HABIT NUMBER II** which is **SUBVOCALIZATION**---talking while you read, either in your mouth, your throat, and or in your head--or all three at some point. Now Number II is not always bad given what and why you are reading, but in most cases, since you already know many of the words and structures you are reading, sub vocalizing is a bad habit that offers you some security for sure that you think you may need, but for the average student who needs to read a lot of stuff, it can be deadly. There is a time and place for sub vocalizing, but it does indeed limit your reading speed to 350 words per minute or lower, because that is about as fast as you can talk! Reading aloud, and subvocalization do have their place in the reading process, but it should be limited and not the norm for one who needs to digest large quantities of material.

This particular topic does require a solid hour or more of lecture/demonstration. One way to limit this habit is to chew gum and or eat while reading--HONEST, this works

**BAD HABIT III: Habitual Regression.** I used to use the typewriter spool as an example for this. A reader is moving along from left to right, and then stops because an unknown word or phrase appears. The reader stops, ponders the word, thinks about it for a while and then has to go back to someplace to reread what was read before the impasse--like hitting the return key of the typewriter. Time and space do not permit me to speak to long and short term memory skills and or how that truly influences reading comprehension--but trust me, if you are stopping and going regularly through some passage you are short-circuiting the memory skills you have, leaving little to chance or context(two things good readers MUST do), and you are going slower than you need to, also causing other cognitive abilities to slow down. And God forbid, don't put the book down and look-up the word in a dictionary--that is the kiss of death for efficient reading. That should take place in most instances in the Pre-Reading PREVIEW time, or after a really efficient first read. CONTEXT, CONTEXT, CONTEXT Rules! and of course trying to trust what you as an adult bring to the reading process(that's another clinic!)

I leave you today with this quote

**The less you have had to actually read(decode) most likely means you have read it well and have focused on the meaning..**

Aloha

## **READING CLINIC III: ORGANIZATIONAL PATTERNS**

For the reader/student there are basically two styles of reading that are normally required, and these fall into the two major categories by which knowledge itself is packaged: **Informational material(factual) and fictional materials.**

I use the following phrases to explain that:

### **PARTS TO WHOLE----FICTION WHOLE TO PARTS----INFORMATIONAL**

Simply stated, when you read something that is fictional, you do not know until the very end of the writing what it is ALL about---so this is the "parts leading to the whole".

When you are reading informational materials, like maybe a biology text book, a self-help book, a speech textbook, the set up USUALLY has an introduction that explains what you will read/learn, next the actual content to be learned that is divided into appropriate chapters, sections, etc., and then the summary and/or conclusion: this being the "whole leading to the parts". You get the big picture and then its components. Most informational textbooks are written this way-----check out yours.

So when reading, using either one of these layouts of knowledge, you first need to have the appropriate and different pre-reading/previewing strategies to properly prepare yourself for the actual reading. And if you do not use some pre-reading/previewing strategy, you are shortchanging you ability to be flexible, successful, and properly motivated for the reading. Most readers to my knowledge do not employ any such strategies, need to be taught them, and also do not think about how textbook knowledge is presented in two basic patterns--Knowing this, and then using the correct format can significantly improve the cognitive skills required to read well. As I stated in Clinic I, most people read everything in the same way, and to add insult to injury, they do not adequately prepare themselves with the necessary tools to do that reading efficiently--They just plunge right it. Even really good readers need to preview and select an appropriate reading strategy before they begin reading--and that requires careful, disciplined previewing. I tell my students to preview everything, and that they should not even write down their name on a test until they have previewed what they have.

**PREVIEW, PREVIEW, PREVIEW!** Did you scroll down this e-mail first to see how long it was, how it was structured, how long-winded I was, what headings existed--were there any questions etc.? If you did not, YOU SHOULD HAVE for that is one type of previewing which would have given you some ideas as to what you needed to do before actually reading EVERYTHING.

## **READING CLINIC IV: SPEED READING, SPEED STUDYING**

What follows is not religion, is not absolutely warranted all the time, but a series of steps that surely help the reading process! Much of these materials are paraphrased from my textbook, Speed Reading Naturally by Lillian Wenick. I also assume in presenting these materials that they are being used for reading that requires the students to read and then study the materials. At first the steps and names may seem daunting, but with a little practice the steps can become an automatic approach to any reading: Survey, Preview, Read, Reread(Postview)--each step a strategy for improved comprehension, speed and retention

Previewing is a fast, easy, and simple way to find out certain important information about the material to be read---it helps channel the reader's thoughts, focuses the reader's attention, and enables the reader to get an idea as to what type of information is to be read.

FURTHERMORE-Previewing also guides the reader to select an appropriate strategy to read the material once the previewing is pau.

I am going to give you some steps for that is called the Speed Study Method for informational and fictional materials.

Reading Informational Materials require a 4-step process: **SURVEY, PREVIEW, GOOD COMPREHENSION READING, and POSTVIEW**

**SURVEY:** Reader looks at covers and title, reads the preface and introductions, checks out if there is a glossary, definitions, pictures, etc.

**PREVIEW:** Reader pays special attention to chapter titles and section titles, reads the introductions and conclusions of chapters, time permitting the first sentence of every paragraph--looks to see the organizational pattern of the material--looks to see how words and sentences are used--are they long, short, are **KEY WORDS** underlined or bold, are there questions at the end of the chapter to be previewed?

**GOOD COMPREHENSION READING-** a comfortable read: Once the survey and preview are pau and the reader has some sense of the material, a reading strategy needs to be selected--at what speed is it to be read--what can be skipped, read more carefully, etc. Now the reader reads the material at a comfortable pace, at a rate hopefully that exceeds the rate of speech(350 words per minute) taking in the patterns used to present the material--and marking in the margins those places to return to for an additional reading once the first reading is pau. There should be **NO** highlighting and or underlining in the first read-through. A simple check/dot in the margins is all that should be done at this point. And the reader **SHOULD NOT STOP** and employ that **BAD HABIT:** habitual regression! Plow through it all! I also recommend that students time this phase---giving themselves a goal

**POSTVIEW:** This is to reinforce what was read, check what was marked in the margin--It can be both a skimming and a scanning of the materials to find specific information, locate answers, re-read certain sections--not everything needs to be re-reading! **POSTVIEW** works really well when the

reader has done a good SURVEY/PREVIEW--so this step is SKIM. REREAD.  
FIND ANSWERS, REACT

Some Preview methods--done quickly! determined by purpose, type and amount of reading to be done

- a. skim the first and last few pages
- b. skim the first 5 pages, 5 pages in two of three other places and the last 5 pages
- b. skim the entire work
- c. skim the beginning of each chapter or each subsection

Some Postview Methods--fast, flexible-- if the reader needs reinforcement, opinion, missed something

- a. skim the entire work, slowing on the marked parts
- b. skim from marked part to marked part
- c. reread difficult parts only
- d scan only for answers to questions
- e. postview as many times as you need

When employing the above the reader gets a handle on the "whole" so that they can read and understand the "parts".

**For FICTIONAL MATERIALS** the reader also follows the 4 Step Speed Studying Method suggested above

**SURVEY:** look at the covers inside and out, pictures, etc.

**PREVIEW:** Quickly skim 5 pages at the front, several places in the middle and 5 pages at the end of the text. Look for names, dates, characters, when it takes place, and the general sequence of events--one **WOULD NOT DO THIS** if you were reading a novel/short story just for pleasure--you might SURVEY the covers etc. before you read, but you most likely would not do any significant previewing for a non-academic reading. You are quickly looking for Who, What, Where, When, Author's Point of View--1st, 2nd, 3rd person narrator etc.

**GOOD COMPREHENSION READING**--same as above--you are reading at a comfortable speed for maximum comprehension to understand the details, the conflict, the motivations, details that support the story--in reading fiction we are looking for PLOT< CHARACTERS SETTING>POINT OF VIEW>THEME>SYMBOLS>STYLE

**POSTVIEW**---going back to be sure you understand all of the above!  
Skimming, scanning, rereading, paying attention to specialized elements one at a time or together.

At the end of the process the reader should understand the parts(elements of the story) so that they understand the whole! To understand literary materials the reader must recognize and understand the elements and their significance to the whole story. The more complex a literary piece, the more postview for each element may be needed.

## READING CLINIC V: GOOD HABITS

Are you all willing to take a quiz next week? I need some feedback folks--are the materials useful for you, and/or how can I answer some specific questions you may have for your specific courses? I am on a roll here so take advantage of my time as I am off in two weeks traveling to points northeast and southwest for a good spell!!!

Most of what I have given you so far is for the student/learner who needs very specific reading tools to appropriately become engaged with what is required to be read--the guidelines and procedures also apply to reading outside of school, but my intent in providing these snapshots/quick and dirty shortcuts to you are so that your students will actually read their books!!! I would bet more productive reading would take place if you gave them the push and the tools to do it. How you do that is for future discussion. Taking the initial time to give them the tools many of them have not learned elsewhere--especially the Speed Reading Study Method: Survey, Preview, Read and Postview--should result in some improvement in the overall reading success of a class at large--anyone willing to assess that?

If I were to ask you to give me just TWO WORDS that represent what I have given you so far that could/should result in far better reading on the part of your students--what would they be?? Let's get those answers in folks.....

I suggested that the average adult reader, irrespective of reading ability, reads almost everything in the same way, while concurrently employing bad reading habits that slow the reading process, inhibit overall comprehension, and that absolutely short-circuit what the eye/brain relationship could master if allowed--OR NOT leaving the mouth which is for talking out of the reading process!! And, that most adults do not use, and/or know of effective and appropriate reading strategies to use with different types of reading materials--That is the bad news, but the good news is that the average adult reader brings really good things to the reading process and needs to know what they are so that they can apply them. Remember now, I am speaking about the AVERAGE adult reader.....

As an average adult reader you have the following tools

a. **Word Recognition Skills**--you almost instantaneously recognize 10,000's of words either alone, in phrases, and or in sentences--and sometimes even if the order of those words is scrambled, that WILL NOT deter comprehension since so many words in a sentence are there so the "structure" is correct, not the meaning. If time permits you, I can show you through some great software, just how unbelievably fast you can see letters, words AND sentences and then recall them for comprehension. Now, how many words you can recognize and then read without having to 'decode, or, god forbid sub vocalized, is greatly determined by your reading habits, education, and lifestyle. The very best readers have a tremendous sight vocabulary--So the more words you know and recognized

infers that you are a better reader-How do you learn and use more and more words---You think about that. The best readers also have the largest inventory of PASSIVE vocabulary---words then need not engage for any length of time when reading because they know them, recognize them, and can get meaning through context etc.. ARE YOU WITH ME?

b. Besides recognizing words/phrases etc. quickly, the average adult readers has a **fairly good handle on how his/her language works**--the basic grammatical structures and formats required for writing, reading and speaking--even though the rules do shift for all three. So the BASIC knowledge of and use of the language for communication, business, life and in society are things the readers must acknowledge as skills and tools for reading..

The above two are not usually given any consideration by readers and are more or less taken for granted--but the AVERAGE student needs to think about them, internalize them, and then use them for reading! So some talk about them might be useful in class.

c. **PK**---I use this abbreviation as a memory device with my students. It simply means **PRIOR KNOWLEDGE**--meaning what knowledge and understanding of your/my/our world and language does the reader bring to the reading process???? A very large question that every reader should address, especially the student reader---and of course the conundrum here is that supposedly the more you read, write, communicate, and interact with language, the broader your PK---and the better you are as a reader????What is the most common complaint about our poor readers? they do not read, they rely more on the non-reading visual world, are fairly naive as to the ways of the world outside of their own etc., etc. etc. The assumption here is the more you know, the more you know, and we have believed that one major way to definitely broaden what you know is **READING**--"reading" the actual words at their surface level, and then also, given the context/style/format/structure etc. of the words, understanding all the levels of meaning--using critical thinking skills(aren't you sick of that term?) To learn and know, requires going to some "well of knowledge" the PK, if you will--and we find that PK lacking in so many of our students/readers. Question--How do we promote, expand PK given the complexities of our extremely diverse society?

So, the average adult/reader brings a differing level of life skills in three areas to reading and learning: Word Recognition Skills, an understanding of how their language works, and the continuing evolution of their PK.....

## **READING CLINIC VI: STRATEGIES OF THE FLUENT READER**

### **Strategies of the Fluent Reader**

Some of the materials I have sent you will not make a poor reader a great reader, BUT they may help the poor reader become a better reader, armed with some strategies that make reading more approachable--and if

they begin to read with more success, they begin to acquire more knowledge, improve their PK etc, increase their sight vocabulary--you get the point?

What follows is what the fluent reader does----think about these in terms of your own reading skills and of how you might inculcate them with your students, colleagues, friends, family--the WORLD!

Reading is "processing" information from print. However, what is more important than the text itself is the reader's knowledge of written language--and his/her knowledge of the world and of the particular topic in the given text-----the essence of Clinic V

**Point--the brain provides more information than it gets from the eye about a text!**

### **STRATEGIES OF A FLUENT READER**

The strategies below describe the fluent reader, and can be found in a first grader. If you require more detail or examples--we can talk

1. The reader discovers the distinctive features of letters and words and uses them for meaning.
2. The reader takes chances--risks errors with language
3. The reader reads to get meaning NOT to identify letters or words
4. The reader guesses from context at unfamiliar words or SKIPS them and deals with them later at an appropriate time given the reading
5. The reader takes an active role in the reading, bringing to bear his/her knowledge of the world and of the topic
6. The reader reads as though he/she expects the text to make sense--Expecting meaning, predicting meaning, making guesses, taking chances, pushing ahead confidently are strategies that are critical for identifying meaning early on.--the brain must relate incoming information to already reading stored information--this is why having pre-reading strategies, previewing etc are important---bringing the PK and the available skills to the reading on hand before it is read in earnest. Remember, what the reader brings to the text is as important as the text itself.

**Mull this over---" Learning may be said to be meaningful to the extent that the new learning task can be related to the existing cognitive structure of the learner". The presence of meaning in print does not guarantee meaningfulness---how about our psych, philosophy and linguistics folks giving this a debate!**

7. The reader understands and uses the redundancies: orthographic, syntactic, semantic features of language to reduce uncertainty about meaning--a good reader knows about spelling, shapes of words,

grammatical structures--A good reader knows/understands meaning below the surface level of the printed word--understands redundancy in print as they know it in speech. Using redundancy goes on continuously while reading. We could not process print unless with redundancy---let me take a bit further with this and remind you what I stated a few clinics back--the fewer words you actually "decode/read" and/or process--the likelihood of you being a fluent reader are high. The less you have to rely on the written word in a given text means you may be a fluent reader with a respectable PK

**Point: The fluent reader relies as little as possible on the visual information from the text**

**Point: The reader samples the text as economically as possible(especially if a good preview took place) and uses the skills of peripheral vision to assist**

**Point; The reader anticipates/predicts what is coming**

**Point: The reader continually(and often subconsciously) assigns tentative meaning to a text and checks these meanings as he/she reads**

**Point: The reader at times regresses to correct interpretation**

8 The reader maintains enough speed to overcome the limitations of the visual processing and memory systems--readers fill short-term memory with the largest units they can, not words and letters, but sentences, phrases etc. Depending on the text, a fluent reader reads at about 200-600 words a minute--Anything faster than that MAY BE skimming.

9. The reader shifts reading strategies. The reader needs to always ask: What kind of reading is this, and how shall I approach it? What do I already know about it? By asking questions and previewing the reader can arrive at a level of expectation where predictions can be made. As I have stated numerous times, plunging right in is a serious mistake. Readers need to figure out the organizational nature of what they are to read(informational/fictional/combination?) and choose a reading strategy

10. The reader shifts strategy depending on purpose. What is the intent of the reading? Is it a first read, a study read, a pleasure read, a skimming and scanning? If the reader has no well of strategies to use, they will as I have stated do it all the same--and that is a VERY BAD HABIT ladies and gentlemen!!! To achieve and maintain fluency, the reader MUST set a purpose to read, and know how to shift strategies while reading through any text

**(THAT IN ESSENCE IS WHAT MY CLASS ENGLISH 102 DOES EVENTUALLY FOR THE READER: CORRECT BAD HABITS, INTRODUCE STRATEGIES, AND THEN HAVE THEM FOCUS ON FLEXIBILITY)**

All of the strategies above work well with any type of reading, and the good reader understands that and employs whatever is needed to achieve fluency and meaning---Our question is how do we get at some level of fluency for the average MCC student--who does not read regularly, has not been introduced to the concepts and strategies I have listed, and

who for all practical purposes has not internalized or intellectualized what the reading process is and how it differs.. This is our dilemma, and while I have very specific answers to my own questions, I believe the campus must decide on how to create a workable campus-wide solution

I want to end this portion of my Clinic by stating the underlying psycholinguistic principles that support my pedagogical views about the fluent reader and how these principles shape my instruction and all the materials I have sent you. I need to also state that I have given you things that apply to the reader who has no significant learning disabilities, and who may be a first and or second language reader.

My Japanese students get really mad at me when I refuse to let them use bilingual dictionaries in class and or stop and look up words while they read. I hope the materials I have given you explain my behavior?

**1. Only a small part of the information necessary for reading comprehension comes from the printed page(this surely varies by discipline, topic etc, but always remember my comment about the more you know, the more you know)**

**2. Comprehension can precede the identification of individual words**

**3. Fluent reading is not decoding to spoken language**

**A reader who learns, or is by practice, fluent, reads for meaning-and fluency**

## **READING CLINIC VII: CRITICAL READING,AND CRITICAL THINKING**

Almost pau!!!!

I want to give you a list of what does/can should/could happen when a good reader, reads. Not all these happen necessarily at once, but they are skills and approaches used with flexibility by good readers. Again, ask yourself which of these you and your students employ to make reading enjoyable, successful, and hopefully fruitful for those needing to read and then to study! I believe all previous Clinics explained briefly how and why these strategies are essential.

### **Comprehension, Critical thinking, and Critical Thinking Strategies**

- Identify the format and anticipate how and why it is used
- Analyze the organization of the ideas and identify and analyze major and minor patterns of organization
- Locate the major ideas in paragraph and sections of materials
- Locate and analyze the use of supporting details
- Analyze the function of specific sentences and paragraphs---an appropriate PREVIEW of any reading material will greatly help with the above
- Rewrite sentences/paragraphs in your own words. The ability to summarize is a skill well worth cultivating, for those who summarize well can usually reverse the process, using their summaries to expand to

the broader information sometimes required.

- Analyze sentence links and tools that help you follow ideas. Many students do not know how to use and or read the plethora of transitional words, expressions, and phrases that indicate some rhetorical style/meaning
- Isolate and learn the meaning of the important words: use context clues and identify word elements-use KEY words for meaning
- Use study skills to help you understand: underline selectively, write marginal notes, write summaries, use a dot and check system in the margin to identify places you may need to revisit for comprehension/study
- Monitor your comprehension
- Mentally visualize descriptions
- Analyze graphs, charts tables, and other visuals. Relate to the text
- Analyze the author's basic beliefs, opinions, values, and assumptions and how they affect meaning
- Identify the allusions the author makes to other events and works
- Think about the connotative meanings of some of the words
- Analyze why and how some author's break the rules of writing
- Supply part of the meaning by making accurate inferences
- Analyze figurative language
- Recognize irony
- Analyze implied conclusions
- Recognize controversy and author's point of view
- Recognize your own point of view!
- Analyze use of evidence to further an argument
- Analyze the relative amount of fact versus opinion
- Analyze the author's use of emotional materials/appeal
- Analyze the author's use of ethical appeal
- Analyze incomplete or faulty reasoning
- Analyze the method of reasoning: inductive, deductive, or by analogy
- Analyze and evaluate the validity of the persuasive argument and the conclusions
- Withhold judgment until you have sufficient information to draw conclusions
- Ask questions that stimulate critical and creative thinking
- Determine the personal value of what you have read
- Increase/decrease reading rate when appropriate

A fairly impressive list of the mental and physical gymnastics that take place as you read something as simple as this list of reading strategies, yet, not really so complicated or obtuse to those who use them with frequency.

### **Begging your pardon, time for a little sermonizing/editorializing...**

Given what we believe we know about the general reading skills of our student body (to my knowledge we have never really done a truly scientific survey of our students' reading skills and or more importantly, how they perceive them), what measures can we create to help them along without creating reading programs no one can afford time wise and or financially? I do not believe the COMPASS scores are adequate indicators of our problem. Are there workable, equitable, and acceptable solutions the campus can embrace that will indeed, over a

period of time, improve the reading skills of our students, while concurrently allowing and convincing our faculty to use their textbooks appropriately for their intent? Got a solution?

It is no secret system-wide that the reading levels of many texts and the skills required by students to read them are often times very far apart. As I finish this second to last CLINIC, I suggest that while we may not be able to deal globally with the larger issues of literacy, we can eliminate some of the problem and do our small but important part by providing students some guidelines, strategies, alternatives, and campus-wide guidance. If we act collaboratively, but in differing ways, showing the student we are serious class-to class about the importance of reading for the class and life in general, we will make progress. WI has significantly contributed to the advancement of learning through writing---believe me it has, and UH has the data to back me up. What can we do collectively with reading?

I have provided you both general and specific information about the act of reading, as well as differing approaches to reading successfully. I have also given you 6 credits worth of graduate work in 7 Clinics!!! and maybe too much information like this can be more dangerous than helpful, as the solutions are far more complicated than I may have lead you to believe. But I end today, with that I stated in the beginning, good readers read, and read, and read, and read more. In closing, let me ask this question: As a school, are we giving our students enough opportunity to read successfully, recognizing what we know about their skills and lifestyles, while providing them the intervention, guidance, and strategies necessary to succeed? As educators, recognizing the value of reading, do we present a unified face as to the importance of reading at MCC and how our students need to embrace reading as an essential bridge to leaning-irrespective of what happened before they came to us.

**In a workshop two weeks ago with Baldwin teachers, a teacher who recently moved here from the Pacific Northwest stated that every class and student in her former high school had to read the first five minutes or so of class everyday-they read silently and aloud to each other! ! The school committed itself to this as one small way to impress upon the students and teachers, the importance of reading. A draconian measure for us to be sure, but something to ponder just as an idea for us, as we seek our own ways to assist students-yet many succeed here it seems without ever having to read a lot -and that is something beneath the surface of this issue that requires our honest scrutiny at some point...**

## **READING CLINIC VIII: WHAT TO DO BEFORE, DURING, AND AFTER READING**

### **PRE-READING STRATEGIES BEFORE YOU READ**

- Focus your attention on the task at hand.
- Schedule a specific time for the reading with a definite goal in mind
- Think a bit about why you are reading and what you expect to get
- Think about your prior knowledge (PK) of the subject
- Employ an appropriate SURVEY/PREVIEW strategy so you can select a reading strategy

- Analyze the material
- Analyze any special features
- Predict outcomes
- Ask questions about the reading
- Given the “level” of the reading, identify difficult vocabulary and focus upon ‘key words’, creating a preliminary list of definitions if necessary
- NOW, a first complete reading at a comfortable speed

## **WHAT TO DO WHEN THE READING GETS HARD**

- Change your reading strategy; read differently
- Employ flexibility in speed
- Read through to the end, understanding as much as possible on the first read
- Survey/Preview again, as a review
- Read again, focusing on what was challenging on the first read—a good tactic here is to have placed a dot or check in the margin next to the difficult material
- Read aloud if necessary to hear the words
- Locate unfamiliar words and now look them up
- In the margin write the main idea of each paragraph—this could already be known if you had used the appropriate survey/preview strategies recommended in Clinic VI
- Summarize sections of the reading or the entire piece
- Talk to others

## **WHAT YOU CAN DO AFTER YOU READ**

- Reread again
- Outline the material
- Write a summary
- Recite material and/or talk about it and study it with others
- Rewrite or restate the main ideas
- Review periodically, reading the margin notes, the summaries, etc
- Associate the materials with that you already know
- Reflect and refine your ideas about the material
- Make study sheets
- Write practice questions and answer them
- Start the whole process over again

## **To summarize ALL that has proceeded:**

- **ALWAYS PREVIEW!**
- **ALWAYS SELECT AN APPROPRIATE READING STRATEGY**
- **WITH THE EXCEPTION OF PLEASURE READING, TRY OFTEN TO READ ABOVE THE SPEED OF SUBVOCALIZATION---300 OR MORE WORDS A MINUTE**
- **READ, READ, READ, AND THEN READ SOME MORE!**

