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| --- | --- | --- |
| **Textbook Reading Profile** | **Yes** | **No** |
| 1. | When I begin reading a chapter, I open the book to the first page and read straight through to the end of the chapter. |  |  |
| 2. | I read the chapter review questions and the summary before I start reading the chapter. |  |  |
| 3. | I write my own study questions for each heading and subheading in the chapter. |  |  |
| 4. | I read all the information under one complete heading before I stop to think about what I’ve read. |  |  |
| 5. | I often finish reading a chapter only to find out that I remember very little of what I have just read. |  |  |
| 6. | After I read a short section, I stop to highlight, underline, or take notes. |  |  |
| 7. | When I study, I am quiet because I do all my practicing or reviewing in my head. |  |  |
| 8. | I skip over unfamiliar words as long as I understand most of the other information. |  |  |
| 9. | When I don’t understand a paragraph, I skip it and hope the next paragraph is easier. |  |  |
| 10. | I look for the topic sentence in each paragraph. |  |  |
| 11. | I visualize what I read. |  |  |
| 12. | I use a consistent system for reading textbook chapters. |  |  |
| Summarize the approach you currently use to read a chapter in a textbook: |

**Textbook Reading Skills**

Have you ever “read” for a period of time, then looked up and realized you don’t remember any of what you just read?

If you learn to use effective textbook reading skills, you will understand and remember much more. Textbook reading is a process, and you can improve with practice. It may take more time at first, but you will eventually save time spent studying for tests.

**Textbook Reading Process: PARTRR Method**

**P**

**review the Textbook**

Overall: Table of Contents, Index, Glossary

Chapter: Title, terms, headings, sub-headings, review questions.

Identify key words.

* + - Bold
		- Footnoted
		- Sidebars

Look at the following and read the accompanying captions:

* + - Illustrations
		- Charts
		- Tables
		- Graphs
		- Maps
		- Pictures

**A**

**sk Questions**

Turn the chapter headings and sub-headings into questions.

After turning a heading into a question, you should read the section to help you answer the question you wrote. In trying to answer your question, don’t close your mind to new ideas and facts that are put forth.

Mentally ask yourself the following general questions to help you focus on specific facts and ideas:

* What does this paragraph tell me?
* What is the main point of this section?
* What is the really important idea?
* How does this paragraph fit in with this chapter?
* What questions might be asked about this paragraph?
* What are the important supporting details?
* Does this example make the point clear? How?
* Can I think of other examples?

**R**

**ead**

**T**

**ake Notes**

After close reading, write the main idea from each paragraph.

Look for supporting information.

Look for and use examples to express an idea.

Use key words and phrases to describe important information.

When suitable, make an outline or draw visual diagrams, charts, and graphs to explain information and ideas.

Use abbreviations to increase note-taking speed; underline or highlight your notes.

**R**

**eview**

It is most important that prior to returning to class that you review your notes. You should have a daily schedule of review in order to help you with quizzes and tests.

* Quickly repeat step P.
* Have you answered the questions you asked? If not, this is the time to go back and re-read.
* Do your notes reflect the main ideas?
* Do you understand the main points?
* Answer the chapter questions as part of the review.

**R**

**eflection**

This is perhaps the phase that promotes most of the learning that can take place. It is in reflection that you can focus on the author’s purpose for writing the selection.

* What was the focus of the selection? The main idea? The relevance to the class?
* What did the author want me to learn? What does my teacher want me to learn? What do I still want to learn?

**Developing a System for Annotating a Text**

Systems for “marking up” a text vary from one person to another, and many people even develop some original symbols to help them interpret and review material. The key is that it makes sense to you, and you use it consistently. Here is an example of one person’s system:

\_\_\_\_\_\_\_\_\_\_\_\_\_ = main idea

(fluorescent pen) = important supporting information

 \* = possible essay exam question

√ = possible multiple-choice exam questions

= new vocabulary word

(1), (2), (3) = important details under a key issue

{ } = section to re-read

 ? = didn’t understand and must ask instructor

|  |
| --- |
| **Active Reading Techniques** |
| Divide material into manageable sections. | Answer end-of-chapter questions and exercises. |
| Write questions. | Create chapter outlines. |
| Answer questions through focused note taking. | Create think links that map concepts in a logical way. |
| Recite, verbally and in writing, the answers to questions.  | Make flashcards and study them. |
| Highlight key concepts. | Create voice recordings and listen to them. |
| Focus on main ideas found in paragraphs, sections, and chapters. | Rewrite and summarize notes and highlighted materials from memory. |
| Recognize summary and support devices. | Explain reading passages to a family member or friend. |
| Analyze tables, figures, and photos. | Form a study group. |

Thesis, def., ex. = notes in margin

-----------------🡪 = use arrows to show cause/effect relationship

**Example of Chapter Mapping**

(You can do a whole chapter on one page, or create a page for each section.)

