Guidelines for Reading:

**PREVIEW – READ – RECALL**

Adapted from University of Texas at Austin Learning Center

*PREVIEW - READ - RECALL* at first glance seems to be an intricate and time-consuming process. However, it gets easier and faster with practice, ensures thorough learning, and facilitates later "re-learning" when you review for exams. You will later learn to use a more elaborate version of this model, but for now, you need to become accustomed to using this basic, no-frills reading strategy.

**PREVIEW**

**WHY?**
If you give your mind a general framework of main ideas and structure, you will be better able to comprehend and retain the details you will read later.

**HOW?**

1. Look over quickly, or scan, the following key parts of your reading assignment to see what it is about and how it is organized:
   - Title
   - Sub-headings
   - First sentences of each paragraph (should give main idea)
   - Diagrams, charts, photos, drawings, etc.
   - Conclusions or summaries
   - Glossaries
   - Information about the author

2. Then answer the following questions:
   - What is this mainly about? (The theme or main idea)
   - How is it organized?
   - How difficult is it?
   - What does the vocabulary look like—easy, okay, hard?
   - About how long will it take to read?

3. Once you have an idea about the general topic or theme of the reading, go to the web to find images and videos that will allow you to visually frame the reading. With a **good visual framework**, you will be able to read longer, with greater comprehension, and with a greater sense of connection to the material.
READ ACTIVELY

WHY?
Being an active reader will involve you in understanding the material, combat boredom, and will increase retention.

HOW?
1. Set realistic time goals and/or the number of pages you will read in one sitting.
2. If your reading is too lengthy to read all at once, divide your work into small sections, rather than try to read the whole assignment non-stop. Schedule a time to actually do the reading.
3. Take breaks when you feel unable to stay with the material due to day-dreaming, drowsiness, boredom, hunger, etc. After a short, timed break, you can return to your reading with more energy and alertness.
4. Ask yourself a question before each paragraph or section; then, seek its answer. This will give you a definite purpose for your reading. Try changing the sub-heading or first sentence into question form, using "who," "what," "when," or "how" if necessary.
5. As you are reading, ask questions of the text, of the author, of the character. Write these in the margins or on removable sticky notes and place near the text.
6. Don’t be afraid to react to what you are reading! Write your reactions in the margins, on a notepad, or on sticky notes.

RECALL

WHY?
Research shows that 40 - 50% of the material we read is forgotten very shortly (about 15 minutes) after we read it. Immediate recall is an essential first step toward continued retention of the material.

HOW?
After reading each small section of material, choose one (or more) of the following methods:

1. Recall mentally or recite orally the highlights of what you have read.
2. Ask yourself questions (maybe the same ones you used before you read the section) and answer them in your own words.
3. Underline and make margin notes or use sticky notes on which you have written the key words or phrases in the section. Underlining after you read is the best way to decide what's the most important information to review and remember.
4. Make separate notes or outlines of what you have read. This technique often works for more technical material that you may need to put into your own words.

Review a friend! What you don’t recall, he/she might..

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