

READING STRATEGIES: PREVIEW, READ, RECALL

Previewing:

- Why do we preview text?
 - Previewing the material in the text allows you to develop a framework for what you're going to be reading. Think about it like this: your friend wants to take you to a concert, but you've never heard of the band. If you didn't preview the artist on Spotify or YouTube, you would have no idea what to expect. Consider the movies: how would you know if you wanted to see a movie if you didn't watch the preview? Giving yourself a framework to work with will allow you to flesh out concepts as you read.
- How do we preview text?
 - Preview the textbook:
 - Title
 - Table of contents
 - Introduction or preface
 - Preview the chapter:
 - Title
 - Introduction
 - Sub-headings & vocabulary
 - Diagrams & charts
 - The first sentences of paragraphs
 - Conclusion
 - Make concrete predictions:
 - What is this text mainly about?
 - How is it organized?
 - How difficult is it?
 - How long will it take you to read?
- How can we take it a step further?
 - Write down the headings and subheadings to make a chapter outline. As you read, your notes under each subheading will flesh out the outline.

Reading Actively:

- Why do we read actively?
 - Reading actively involves interacting with the text. Why should you interact with a text? Reading actively will allow you to become involved in the material while avoiding boredom. Additionally, active reading can allow you to remember material more easily, which can lead to success during class discussions and on tests and assignments. Many strategies that you have already heard of and utilized can assist you in reading actively.
- How do we read actively?

- o Read one section or paragraph at a time, then check your understanding by asking yourself 'why.'
- o Before you begin reading, jot down a few questions you hope are answered as you read.
- o Attempt to recreate what you've read, either by writing a summary or drawing a diagram.
- o Supplement your reading with annotations, highlighting, underlining, outlining, jotting down questions, or creating flashcards.
- o Take breaks.
- How can we take it a step further?
 - o When you begin reading a new section, make sure you are building off the old, whether that requires rereading your notes or the paragraph.

Recalling:

- Why do we recall?
 - o What's the point of previewing and reading something if you never plan to use that information again? Practicing recalling information allows us to store that information in our long-term memory. Otherwise, it will be allocated to short-term memory and will not be useful when asked to apply formulas or concepts on an exam. Being able to recall the information means that you haven't just memorized it, but that you're working with that information in a beneficial way.
- How do we recall?
 - o After you read, try to:
 - Recall mentally, recite orally, or write down the highlights of what you have read.
 - Ask yourself questions you think your professor might ask and answer in your own words. If you're unsure, look for old tests and questions on the internet.
 - Make separate notes or outlines of what you have read.
 - Quiz yourself or have a friend quiz you.
- How can we take it a step further?
 - o Participate in self-quizzing regularly, especially once you have grown more familiar with how your professor asks questions.

For more information on reading strategies and to develop a personalized plan, visit an [academic coach](#). All appointments are available in-person at the Student Success Center, located in the Library, or online. Adapted from *Peer Academic Coaches Handbook and Resource Guide* (UT Austin) & Sandra McGuire's *Teach Students How to Learn*.