

How to Read Effectively

Learning Support

Reading is the gateway skill that makes all other learning possible

Barack Obama

Law Lecturer – University of Chicago Law School (1992-2004)

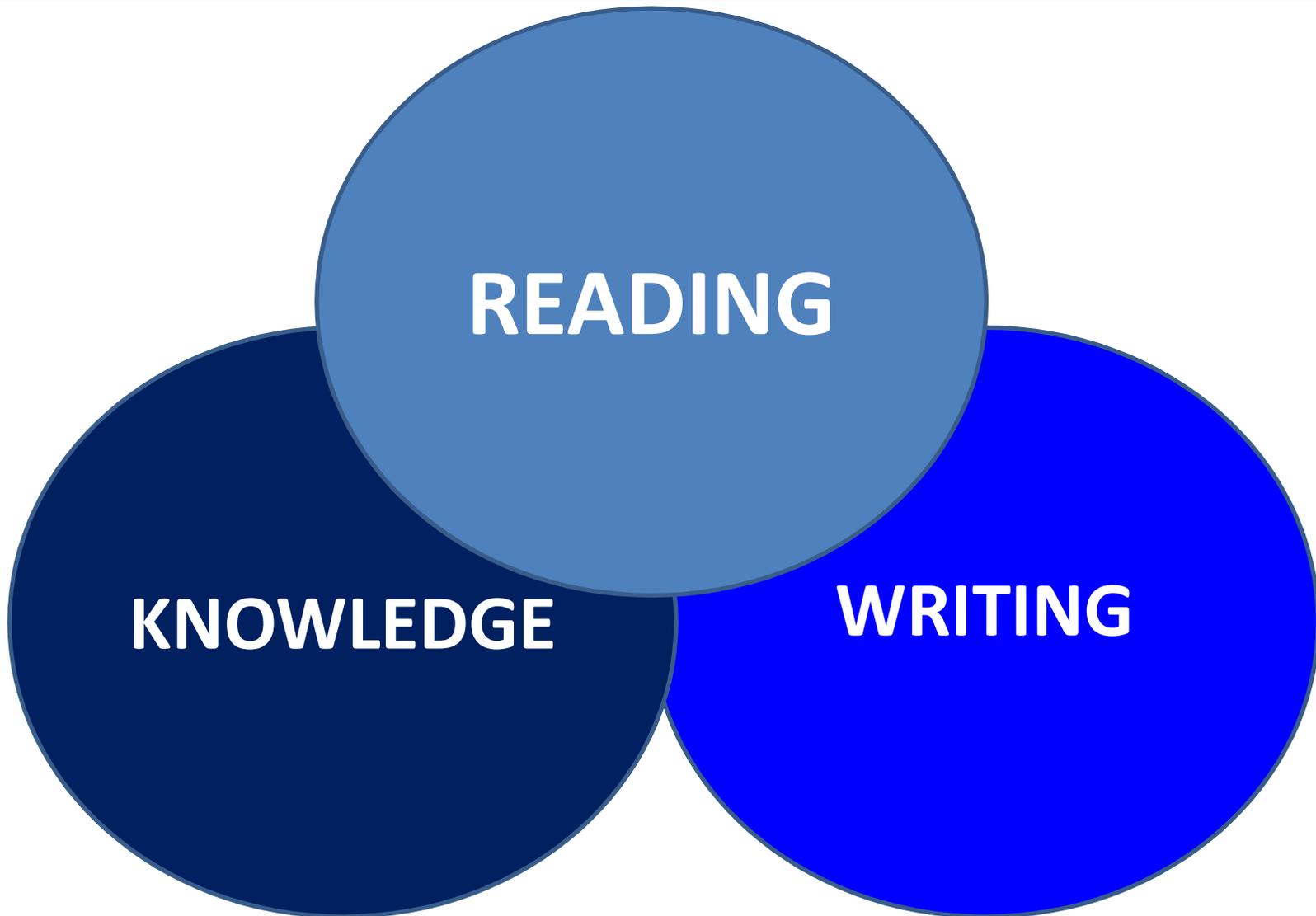
State Senator (1997-2004)

US Senator (2005-2008)

President, United States of America (2008-2016)

Speech at American Library Association Conference, August 2005

Why do you need to read?



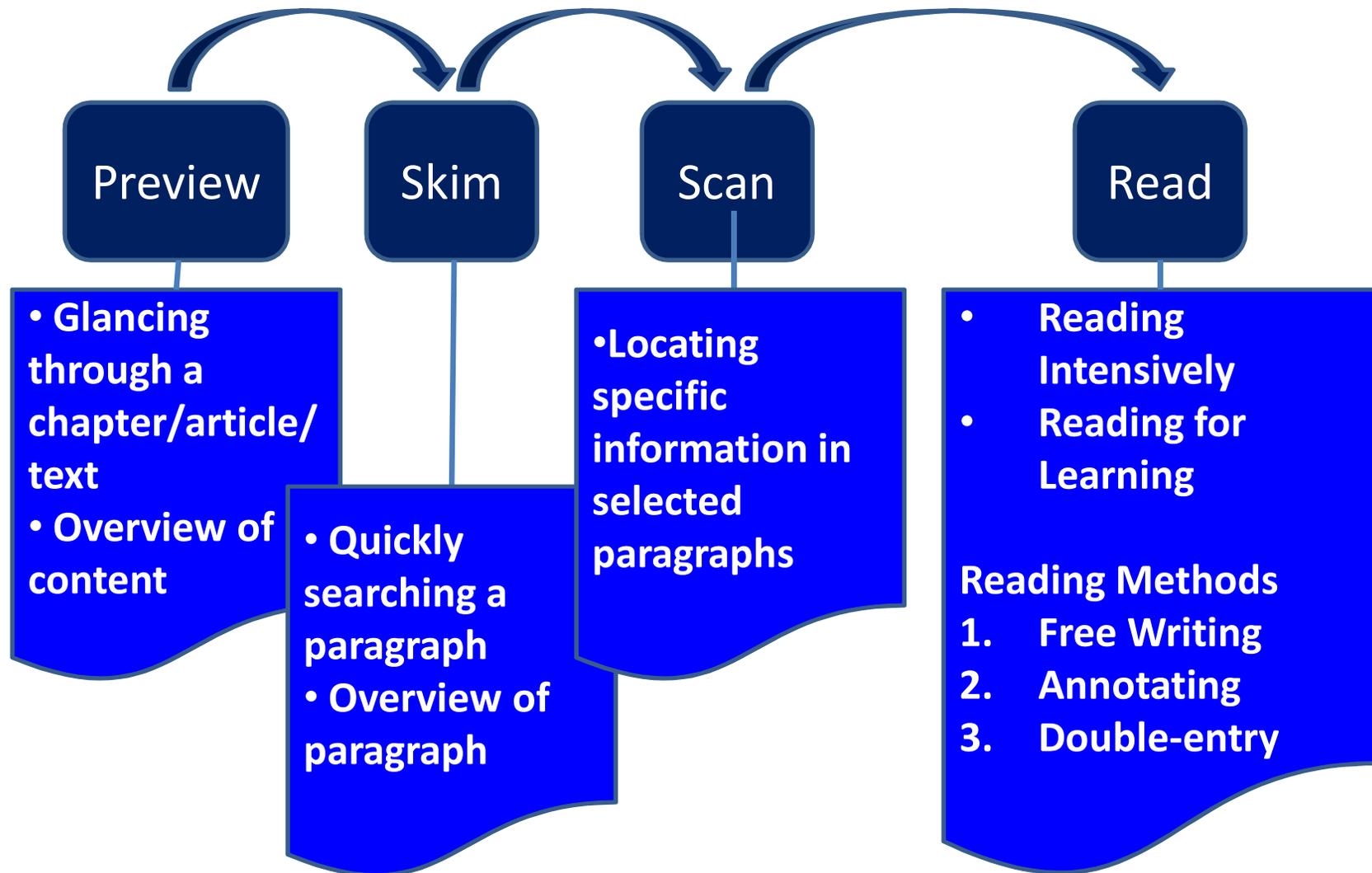
Reading for KNOWLEDGE



Reading for WRITING



Reading Effectively with a Purpose



Preview

- Quickly glancing through chapter or article
 - To find out its relevance to reading intention
 - To locate relevant information
 - To identify sections to read and sections to omit
- Provides an overview of chapter/article

Preview – Skim – Scan – Read



Preview process

- Title of chapter/article, author of article
- Abstract/Prologue
- Main and Sub-headings, summaries, bold/italicised phrases
- Graphics (diagrams/flowcharts/graphs/tables) and captions/descriptions
- First sentence in each paragraph
- Prepares you for skimming

Skimming

- Very quickly going through paragraphs
 - Picking up some information without reading the details in the paragraphs
 - No need to read all the words in paragraphs
 - Quickly selecting relevant information for reading intention
- Provides overview of paragraphs

Skimming process

- Focus on bold/italicised phrases/terms/words
- Read first and last sentences in paragraphs
- Read down and across the paragraphs
- No need to complete reading the sentences, just get a sense of the meaning and information within each paragraph
- Skip examples
- Provides information about which paragraphs for scanning

Scanning

- Locating specific information from selected parts of chapter/article/text
- Zeroes in on paragraphs that you have assessed from skimming as being relevant to your reading intention
- Helps you decide if you need to read the specific parts of the chapter/article/text in detail for intensive reading

Scanning process

- Identify which paragraphs you want to scan
- Place your finger at the beginning of the selected paragraph
- Move quickly across the sentence, searching for specific information relevant to reading intention
- When you find what you are looking for, slow down, read the sentence more carefully to draw out the information you are searching for
- Decide if you want to come back to this section for intensive reading

Reading

- Intensive reading
- Detailed, focused studying of important parts of chapter/article/text
- Processing of text
- Making meaning of text and developing own understanding and knowledge
- Many different strategies for Intensive Reading

Reading Strategies

1. Free-writing
2. Annotation
3. Double-entry reading

Reading Strategy 1: Free-write



First reading for comprehension

- Read the section/passage in full first
- Begin writing down your thoughts about what you just read.
 - Try not to think too much about what it is you are writing
 - Just let go
- The purpose here is to allow the process of writing to do the “thinking” for you, and to let the reading sink in
 - You now have a better idea of the meaning of the section/passage and can annotate meaningfully
- Go back to the beginning of the section/passage and start annotating

Reading Strategy 2: Annotation



Close reading of content

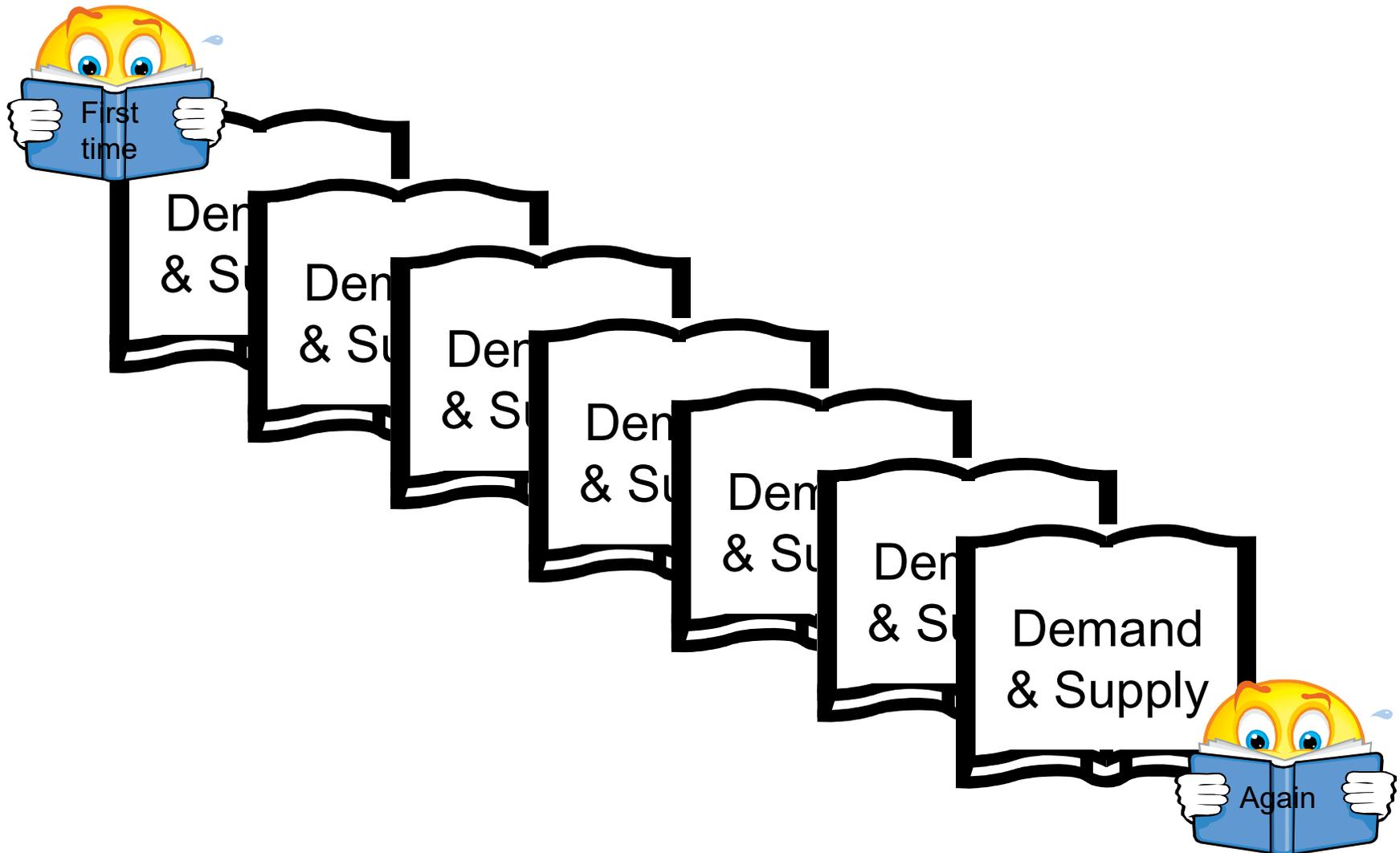
- Read carefully, and annotate:
 - Look out for the main idea (usually in the first/topic sentence or last sentence in a paragraph)
 - Underline/Highlight concepts, ideas, phrases that are understood or useful or seem meaningful
 - Circle phrases/words that are new, confusing or not understood.
 - Write, in the margins of the text, questions/thoughts/ideas/connections when these occur to you as you read

Reading Strategy 3: Double-entry

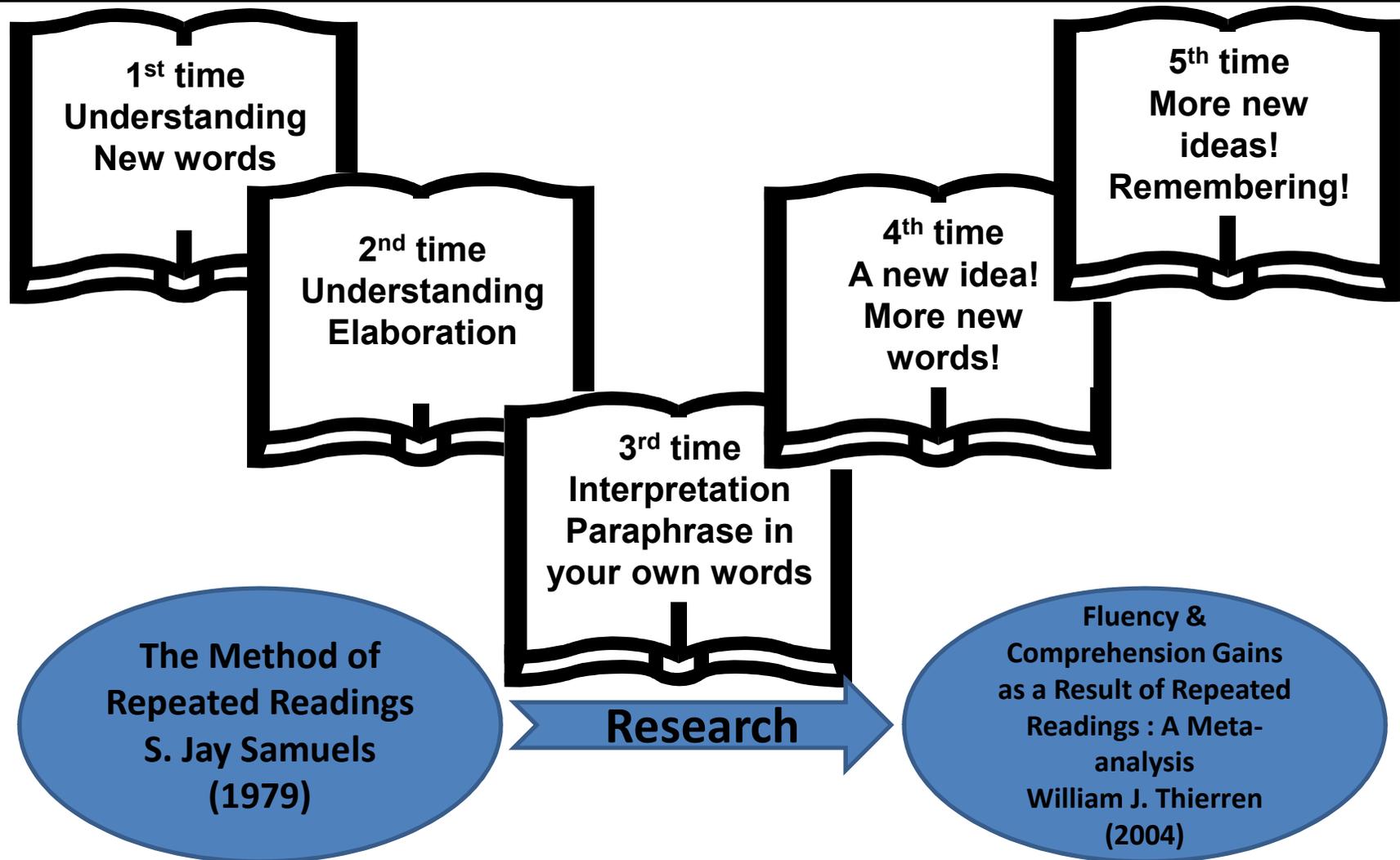
Analytical reading for critical thinking

- Begin by taking a piece of paper and folding it directly down the middle to create two columns
 - Title the left-side column “Says”
 - Title the right side column “Means”
- The purpose is to differentiate between two modes of reading
 - Says is meant to suggest surface-level understanding, the ability to comprehend what the text is attempting to communicate
 - Means column will be used for more analytical and critical engagement with the ideas being considered

Repeated Reading for reading comprehension



Repeated Reading



More importantly!
READ with a
PURPOSE!

References

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