


**Study Skills Workshop #3:
Reading for Information**

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Great Basin College (GBC) does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, military status, disability, national origin, gender identity or expression, or genetic information. GBC is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities. For inquiries, call (775) 738-8493.

This project was funded \$4,009,331 (100% of its total cost), from a grant awarded under the Trade Adjustment Assistance Community College and Career Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

Mar 24-11:39 AM

Copy and paste the hyperlink below to view the full video presentation:

<http://gbcnv.mediasite.com/mediasite/Play/1d93246705ce48278e70d99c2aa42e661d>

Mar 24-11:28 AM

**Study Skills Workshop 3:
Reading for Information**

Season Riley, Project Director

Annie Hicks, Pathways Specialist

TAACCCT Grant (Round 3): Great Basin College

This project was funded \$4,009,331 (100% of its total cost), from a grant awarded under the Trade Adjustment Assistance Community College and Career Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration.

Creative Commons ?

Jan 9-4:27 PM

How do you identify what you "looking" for as you read?

Horizontal lines for writing.

Jan 23-2:37 PM

Practice these reading comprehension skills:

- 1. Survey the document
2. Highlight bold section titles
3. Underline subheadings
4. Write key words and phrases next to each section

For this activity, we will use an online article from Education Corner:
Education Corner. (2017). Improving reading comprehension.
Retrieved from http://www.educationcorner.com/reading-comprehension.html

Horizontal lines for writing.

Jan 23-2:37 PM

Pre-reading survey Before reading a text, complete a pre-reading survey for a brief summary of it. This will give you an idea of what to expect in the text, so your reading will be more productive. The first thing you should do in a pre-reading survey is read the introduction and review the table of contents. Next, read section and chapter headings and text highlighted with bold print. Throughout the process, be sure to focus on general information, not specifics.

The following is a bullet list of specifics things you should look over and/or read when performing a pre-reading survey of a textbook chapter.

- Chapter title and subtitles. - Reading the chapter title and subtitles will provide you overall topic of the chapter, and will provide your reading direction and focus.
Focus questions at the beginning of each chapter. - Many (not all) text books include focus questions at beginning of each chapter. Reviewing these questions before reading the text will help provide focus and indicate what to look for while reading the chapter.
Chapter introductions and first paragraphs. - The first paragraph of a chapter usually provides an introduction to what the chapter will be about. Reading the first paragraph, or introduction, will what the material you're about to read is going to be about.
Boldface subheadings. - Many section will begin with boldface subheadings. Reviewing these subheading before reading the chapter will provide you an idea of what major topics to focus on as you read each chapter section.
First sentence of each paragraph. - The first sentence of a paragraph usually introduces the central thought of the paragraph. It tells you what the paragraph is about. However, in some texts, the first sentence is more of an attention getter. If this case, you'll need to read the first and second sentence of each paragraph. This exercise alone will provide you a very good idea of what the entire chapter is about and the major themes to look for as you read.
Visual aids - Look for any material that is presented in list form (ie, 1,2,3, lettered a,b,c, etc.). Bulleted list of information, pictures, diagrams, maps and pictures can all help you identify the most important points of the chapter.
Last paragraph or chapter summary. - The last paragraph or summary provides a condensed explanation of what the chapter was about - including the most important take aways.
End-of-chapter material. - Sometimes text books will provide study questions, or other study materials, at the end of each chapter. If present, review these materials to get a better idea of the important ideas and concepts to look for as you read.

Define your purpose Many texts contain information and details that is unrelated to the most important concepts and ideas. Identifying a purpose or objective when reading will keep you focused on what's important. Defining your purpose ahead of time will also help you classify information that is relevant to the main concepts, as well as that which is nonessential, so you can maximize the time spent studying what's most important.

Read the text Now that you've completed your pre-reading survey and identified a purpose, it's time to actually sit down and read the text. If you have a difficult time concentrating when you read, we recommend reading out loud. Many people comprehend material better if they read it out loud - especially if your an auditory learner.

Take notes or highlight important concepts Writing something down is one of the most effective memory techniques. As you come across key concepts, facts and ideas, use a highlighter, write them down on a piece of paper, or make a note in the margin. This will help you remember what you've read and be able to quickly access important sections for future reference.

Post-reading review After reading a text, take time to identify what you've learned and important take aways. This will help you internalize what you've learned and help you retain it for future reference. Identifying what you've learned will also help you identify what you still do not fully comprehend, so you can spend more time reviewing unclear concepts.

Horizontal lines for writing.

Jan 23-2:52 PM

Before starting the reading, you answered this question: How do you identify what you are "looking" for as you read?

After reviewing your response, how does what you read match up to those answers?

Jan 23-2:42 PM

Synthesize the information read by reviewing the items listed in the first practice activity:

Jan 23-2:43 PM

How might these reading comprehension strategies be used in a work setting?

A personal setting?

Jan 23-2:45 PM

References

Academic Skills Center: Dartmouth College. (2001). *Getting to know your textbook*. Retrieved from <http://www.dartmouth.edu/~acskills/success/reading.html>

Academic Skills Center: Dartmouth College. (2001). *Using your textbook*. Retrieved from <http://www.dartmouth.edu/~acskills/success/reading.html>

Academic Skills Center: Dartmouth College. (2001). 2 R's for academic survival. Retrieved from <http://www.dartmouth.edu/~acskills/success/reading.html>
Adapted from Robinson, F.P. (1946). *Effective study* (Chapter 2). New York, NY: Harper and Brothers.

Education Corner. (2017). *Improving reading comprehension*. Retrieved from <http://www.educationcorner.com/reading-comprehension.html>

Jan 10-1:27 PM