

Comprehension Strategies Self-Assessment

Read each question carefully and answer yes or no.

	Question	Yes	No
1	I have a purpose in mind when I read	<input type="radio"/>	
2	I take notes while reading or receiving instructions in order to help me understand what I am learning		
3	I think about what I know to help me understand what I read or what is being asked me		
4	I take an overall view of the text assignment to see what it is about before I read/begin		



Question

Yes

In-Class and Assignment Strategies

Chunk the text.

1. For each passage or set of instructions, choose two to three key vocabulary words and provide pictures of those items. Translate the words into your native language if you're unfamiliar with the terms.
2. After each chunk of text, write a one-sentence summary of the section using your own words. Then move on to the next section of text.

Textbook Reading Strategies

BEFORE READING

Preview the reading.

Look through the reading to get a feel for what topics will be discussed. Look at the titles, headings and subtitles, the vocabulary lists and glossaries, bolded words, the diagrams, as well as any special interest boxes or captions in the margins. These are the topics that the authors have already identified for you and you can use these to structure your notes.

Come up with a game plan.

You don't necessarily have to do your reading in order. You can get an overview of the entire reading assignment and then decide where you want to start. Consider a brief review of the information you already know, and spend your energy on any information that is less familiar to you. Set a purpose for your reading – what do you need to understand, know, or be able to do after reading? Consider formatting your notes in this way or writing a list of questions that you want to answer while reading.

WHILE YOU READ

Incorporate auditory learning.

Consider reading out loud to yourself or using a screen reader for digital textbooks. Reading and listening at the same time can help to reinforce new material.

Take breaks and pace yourself.

Make sure you take a 10 minute break every 30 minutes. Set a timer. Your brain needs breaks in order to process and store information but also to keep it fresh and focused.

Find your routine.

There are many different strategies that may work for helping you effectively learn information from your readings. Consider trying the following:

- Write in your textbook.
- Highlight with a strategy.
- Mark the passages that you want to review and come back to them later.
- Read with a partner.
- Read an entire section or page but taking any notes.
- Take notes using your own words.
- Try to take concepts and definitions and connect them to something you already know. Material in isolation can be harder to remember than material that is connected to other concepts.

AFTER READING

Review your notes.

Reviewing your notes allows you to think again about the concepts you've learned. Repetition is key to having information stick in your brain. Focus on main concepts and related them to material covered in class. Consider creating flash cards or a sheet of mnemonic devices to help your memory.

Incorporate multiple learning strategies.

Read your notes out loud, draw a mind map, and try to think of creative ways to engage your visual learning, verbal learning, and auditory learning. This helps to retain the information into multiple 'storage areas' in the brain, which can help to move beyond memorization and towards understanding.

Note Taking Strategies

Develop a system.

Your brain craves routine, so finding a good one for notetaking will set you up for success. For example, don't wait until the lecture starts to get your orienting information (date, class, topic, etc.) down. Take some time before the week begins to set up your notetaking space for the coming week so that when you get to class, you're ready to start taking notes as soon as the lecturer starts.

Be prepared.

Preview your text or reading assignments prior to lecture. Previewing allows you to identify main ideas