Power Reading

USC Kortschak Center
What is power reading?

• Understanding the process of reading and developing a **strategy** with a **purpose** in mind and the **goal** of developing a **deeper understanding** of the material being read.
How will I know what to focus on?

- Students must use the following to guide their reading:
  - their background and past experiences
  - cues from their lecture notes
  - other teacher-provided information
Planning a reading episode

• It is the most often ignored step in the reading process

• To plan a reading episode, you must determine:
  o the amount of time you will need
  o how you will record important info
  o what you want to learn and be able to do with the info read
  o how you will monitor your progress
  o how you will evaluate the end-product
What is reading?

• when people look at a text and assign meaning to the written symbols in that text.
• it is an "interactive" process in which the reader interacts with the text in order to make meaning.
What is *active* reading?

1. Reading with a purpose.
   a. having set goals for your readings
   b. without setting goals, you are saying everything has the same value

2. Using the structure of your reading.
   a. ex: chapter titles, introductions, bold and italics, paragraphs, headings, sub-headings, conclusion

3. It is "thinking intensive"
   a. reading with a "view" to understand, and relate the information to other readings, ideas and themes from lectures, and to the "goals" of your course and your learning
Active reading involves:

• Using strategies or approaches
  • meeting certain goals
  • thinking intensively to facilitate learning
• Thinking about "what is read" rather than simply trying to memorize it
• Using time after reading to ask analytical and critical questions about what was read
  o enables us to think beyond summarizing or repeating what the author said
Reading Strategies
ISR : Input, Store, Review

Also known as SQ3R: Survey, Question, Read, [W]rite and Review

~~Note: More time should be spent on review than on input and store. ~~

*derived from:  
williamette.edu/dept/lcenter/study_strategies/reading2remember.html
ISR: Input, Store, Review

1. Pre-read: Read topic and subtopic headings. Glance at the pictures, charts, diagrams, maps, etc.

2. Skim: Read the first sentence of every paragraph; statements in italics or boldface type; the introduction and the summary to get a general sense of the content and organization.

*derived from: williamette.edu/dept/lcenter/study_strategies/reading2remember.html*
ISR: **Input, Store, Review**

3. **Chunk**: break the chapter down into manageable small sections

4. **Question**: Use review questions or study guides as guides for reading. You can also turn paragraph headings into questions. Write these questions down. Answering them will help you stay focused and engaged in the material.

*derived from: williamette.edu/dept/lcenter/study_strategies/reading2remember.html*
ISR: Input, Store, Review

1. Recite: Read section by section and stop after each. Close the book and try to remember the main points just read. What can't be recited can't be stored. Go over the material you had difficulty recalling.

2. Record: It engages you in the reading process. Record your answers for the questions you created earlier. Use summary notes and paraphrase (helps you understand and retain the info).
Some examples of recording materials you can use:

- **Key words and margin notes**: Write main ideas and details in the margin of the textbook. Answer: "what's the point?"

- **Use a concept map**: A picture/diagram that visually shows you the relationship between ideas.

- **Flashcards**: Yes, they can work in college too! Use them to learn vocabulary or main ideas.
1. Short Term Review: Review within 24 hours (within 6-8 hrs preferred). Try to recite main ideas without looking at notes or flashcards. Then review your notes and flashcards and quiz yourself, section by section.

2. Regular Review: Schedule weekly and monthly reviews. Reread and relearn what has not been stored successfully.

*derived from: williamette.edu/dept/lcenter/study_strategies/reading2remember.html
3. Meet Regularly with a Study Group: It can be extremely helpful in maintaining motivation to review. Also, you can learn by the examples of others.

*derived from: williamette.edu/dept/lcenter/study_strategies/reading2remember.html
Summary: Remember to...

- Plan reading episodes
- Read actively
- Input
- Store
- Review