

## Textbook Reading 101

- **When and Where?**

- Take some time to create a positive study environment, [Link to ALC resources, Creating a Positive Study Environment](#)
- Start a routine. Read for school in the same location and same time of day.
- Be sure to record reading “due dates” in your calendar and/or planner and make a consistent schedule to ensure it gets done before the “due date”.

- **What?**

- Although you do not get to choose the content (while you did choose this course), you can choose which content you read when, as well as what it means to you.
- Find a way to connect the content to your life in a meaningful way. Create real-life examples that relate to your own life as you read.

- **How long?**

- This may depend on the time of day and content in question.
- Make use of the Pomodoro Method, [Link to Focus Booster application](#)
- If you are scheduling in time for reading, then be sure to schedule a realistic amount of time, and perhaps spread out chunks of reading (ensuring that it is enough time in total to get you through the assigned reading by the “due date”). Check out the [ALC Time Management resource](#) for more information.
- If you aren’t sure how long it may take you to read something, try starting a log, as suggested in the [ALC Creating a Positive Study Environment document](#) . Add up how long you spent reading a chapter for History 1000 and use that as a guideline for estimating going forward.

- **Prepare**

- Make sure you have the book you need, paper or a laptop for notetaking, a highlighter or sticky notes to add to the textbook, and/or any other materials you may need.
- Preview your reading. Read the title of the Chapter, as well as any headings or sub-headings. Read the introduction and conclusion. Read any pre- or post-reading questions. This will give you context, prepare your brain for the material, and get you questioning the material.
- Try to keep the pre- and or post-reading questions in mind and/or create your own based on your preview. This will give you a purpose for your reading and help direct you to focus in on main ideas.

- **Read**

- Start reading your textbook with the context and questions from 'Prepare' in mind.
- Read out loud or use assistive technology, [Link to ALC Accessibility Features webpage.](#)
- Read heading to heading, or sub-heading to sub-heading (depending on what works for you) and then pause.
- Take this time to consider what you read (review your highlights if applicable) and summarize the information in your own words. You can record this on a sticky note for that section, loose-leaf paper, your notebook, your laptop, etc.
  - If the content is written in one paragraph, try to limit your summary to a short sentence, or a couple short dot-jots. Do not re-write the textbook.
  - Ensure that you have read a paragraph in its entirety before deciding what is important enough to highlight or underline.
- Continue this way through the assigned reading.

- **Review**

- It is beneficial to review notes daily, or at least weekly. This would include textbook and class notes.
- Review the material (that is already in your own words) out loud to yourself. The more modalities that you use (seeing, saying, hearing) the better chance of retention.

- Now would be a great time to summarize further and combine material from the textbook and class into flashcards ([Link to ALC webpage on Flashcard apps](#)) , summary pages, etc., for exam prep.
  - Each day or week, you will only need to review your exam prep materials and the newest additions to your notes.
- This is also time to make connections between in-class material, reading material and new additions to your learning. You can also try adding real-life meaningful examples to your exam prep.

Happy reading!

#### References

*More reading strategies.* (n.d.). The University of New South Wales Sydney. Retrieved April 24, 2020, from <https://student.unsw.edu.au/more-reading-strategies>

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