To Do

**Question the text:** By critically questioning the text with “who, what, why, when, where” type questions, you become more active in the reading process and a critical thinker. Consider the underlying assumptions the author is making, review and dissect the author’s argument.

**Link/Compare the new text information to something you already know:** Ask yourself the question of how the information in the text currently relates to your current life circumstances. Make it relevant. Compare and contrast it with readings from your other courses.

**Organize and summarize the text:** Another strategy to help you in becoming a more active reader, involves rewording the text into your own words in summaries and organizing the text into outlines. This can be done either orally or in writing, whichever works best according to your specific learning style. A good example of a summarizing strategy is the **SQ3R (Survey, Question, Read, Recite, Review strategy).**

### SQ3R

**Step One: Survey the chapter:** Note the titles, subheadings, bold, italicize words, shaded words, or pictures, graphs, or diagrams. Quickly flip through the pages and see what words catch your eye.

**Step Two: Question the text:** Turn those titles and subheadings into questions.

*For example:*

**Title:** Benefits of Active Listening

**Turn title into question:** What are the benefits of active listening?

**Step Three: Read:** Read the text for the answers to the questions that you created from the subheadings and titles.

*For example:*

**Q:** What are the benefits of active listening?

**A:** The benefits of active listening are: comprehension, increased concentration, motivation and topic interest.

**Step Four: Recite:** Restate the passage in your own words without looking at the text:

*For example:*

When I listen, I am interested, motivated and can focus on what is important.

Look at the text and then....
Step Five: Review: ...Review the text for what you have recited and reworded into your own words.

- **Multi-highlight your text**: Forget about the use of a single colour highlighter. By using two or three different colours of highlighters, you can create a colour-coding classification system which increases your interaction with the text.
- **Make notes of items that you do not understand in margins**
- **Read in small segments**
- **Read aloud or use computer text-to-speech programs**: If you are an auditory learner (you learn best by hearing), then reading aloud will help you process the information. By way of a visit to the AccessAbility Resource Center, you may be eligible to have your books scanned into Kurzweil and read aloud.
- **Re-read to affirm and disprove your personal judgments about the text.**

Internet Resources

Academic Success Centre, University of Toronto, Helpful Links
http://www.asc.utoronto.ca/Helpful-Links.htm

University of Alberta
http://www.uofaweb.ualberta.ca/academicsupport/nav03.cfm?nav03=52225&nav02=50367&nav01=27013

Critical Reading at University of Toronto
http://www.writing.utoronto.ca/advice/reading-and-researching/critical-reading

Reading Strategies for Students with Severe Disabilities
http://findarticles.com/p/articles/mi_hb6516/is_3_47/ai_n56534105/

About.com: Graduate School: Reading Strategies for Students in Grad School
http://gradschool.about.com/od/readingtipsandstrategies/Reading_Tips_and_Strategies.htm

Dyslexia College: Reading strategies for the College Student with Dyslexia
http://www.dyslexia-college.com/

For Additional Information

*If you have any questions, or would like more information, please contact your Disability Advisor at the AccessABILITY Resource Center. Consider exploring reading strategies further with the SOAR (Strategic Outcomes for Academic Progress) online, learning strategies program.*

To obtain this document in alternate formats (electronic, Braille, large print) please email access.utm@utoronto.ca or call 905-569-4699.