Reading is a substantial part of college learning. There are several powerful strategies that can help you get the most out of your reading assignments. Use these strategies to improve your reading.

## Concentration

- **State the purpose**
  State the reason for your reading.

- **Define the task**
  How much reading will you do in a sitting?

- **Break it down**
  Turn off electronic devices; find a quiet space; get rid of intruding thoughts by writing them down on paper.

- **Take a break**
  If your brain begins to wander, take a short break and then come back.

## Comprehension and Retention (SQ4R Method)

- **Survey**
  Skim the chapter for an overview: read summary, objectives, and review questions; identify how text/paragraphs are designed and organized.

- **Assess**
  Check your knowledge: what do I know and what do I need to learn? Anticipate possible test questions from headings and review sections.

- **Read**
  Attend lecture, then read text for more depth and comprehension; create pictures in your head about what you’re reading.

- **Review/Recording**
  Add to the professor’s and your lecture notes. Write summary statements to gather thoughts. Look for patterns, i.e., ‘chunk’ information.

- **Recite**
  Present your knowledge: talk out loud, share with others, explain the information in your own words. Create concept maps and/or timelines.

- **Respond**
  Demonstrate your knowledge. Teach others or show what you know through tests, quizzes or projects.

## Vocabulary

- **Attempt**
  Guess word meanings from previous knowledge and context clues.

- **Research**
  Look up words you don’t know.

## Speed & Fluency

- **Check your eyes**
  Make sure your vision does not hinder your reading.

- **Don’t read out loud**
  You read material two to three times faster silently than aloud, where the meaning is derived from phrases without reading each word individually.

- **Avoid rereading**
  Rereading is usually unnecessary because ideas and concepts are elaborated more fully later in the text.

- **Develop a wide eye-span**
  Written material is less meaningful if read word by word. Read by phrases or thought units.