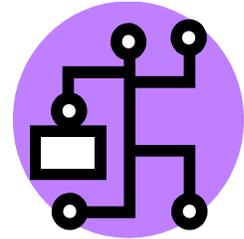


Quick Tip of the Week

Did you know . . .

Skimming a text and finding key words can help you discover clues about what you will read. The following strategies will get you started on the skimming and finding key words strategies. The great thing about these is that you can do both of them at the same time! If you ever have any questions about these strategies, ask your Instructor or come see us at the Advocacy Center, JH 308, for help.



Strategy # 12: Skimming and Reading- Take a few minutes to skim through the text. While skimming, look for repeated names of people, names of organizations, recurrent words or phrases that might be important. When you are done with your skimming, spend a few moments guessing what is covered in this piece. What have you learned so far and what are you expecting to find when you read the complete text? Once you have thought about the text, read it straight through, tracking how your reading corrects or modifies or completes your initial impression. Focus on the new information you are acquiring and how this fits with what you learned from skimming.

Strategy # 2: Underlining Key Words and Rereading- This strategy depends upon you planning to read a piece two times. The first time through the text, try to maintain a smooth, even reading tempo. But keep a pencil handy, and underline or put a check in the margins for identifying what you suspect are key words in the piece or new words that you don't recognize. After you finish, go back through the text. Think about the significance of the key words or marked phrases. Look up unfamiliar words and write the appropriate definitions in the margins. Now reread the piece, focusing your attention on details and insights unnoticed during the first reading.

Something Similar You Can Do for Harder Texts or Textbooks...

Strategy # 21: Spotting Key Words- While skimming through a text, underlining suspected key words. Be on the lookout for new or unfamiliar words, phrases, or terms and underline them. Do this for several pages of the composition, and then go back and look up any unfamiliar words or phrases. Write marginal notes explaining/defining what you learn from your dictionary or another source. Now read through the piece. Does the initial preparation help you read those pages and the remaining text more effectively? Did you notice a significant difference in comprehension or interest when you moved into the previously unexplored text?

http://www.public.coe.edu/~wcenter/handouts_reading.php