Creating Motivation & Value for the Strategy

Ask one of the following:
- “How are readings helpful to you as a student?”
- “Why do you think professors assign readings?”
- “What can you gain through the readings?”

Consequence question:
- “What might happen if you continue to not read the course materials?”

Finding a Starting Point

To explore different approaches and strategies to reading that the student has or has not tried, request the student complete the ‘have you tried it’ section of the reading strategies chart.

“Let’s explore what you’ve tried already. Take a minute to review each strategy and indicate how often you currently use the strategy. There are no right or wrong answers. This will give us a starting point.”

After the student has filled in the chart, discuss the responses.

“Tell me a little bit about which strategies you have tried and how they work for you.”

Affirm any positive strategies the students shared and/or affirm the student’s willingness to share.

“Thanks for sharing. It sounds like you’ve tried a few things which shows your desire to utilize the textbooks and readings.”

Create a Success Plan

For each of the strategies listed, there is a corresponding box for ‘my success plan’. Talk through each of these strategies and assist the student in creating plans for moving forward.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>My Success Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Use the follow-up questions to guide the student in creating a clear plan.</strong></td>
</tr>
</tbody>
</table>
| I dedicate time specifically to reading for my classes. | Student Prompt: I will dedicate the following times to reading...  
Why did you select these days/times?  
When during the day do you feel most awake and focused? |
| I read in a productive and distraction free environment. | Student Prompt: My designated productive reading areas are...  
Tell me more about your surroundings in this area.  
How does your environment impact your productivity? |
| I use a reading strategy to support my learning from reading. | Student Prompt: I will try the following strategy...  
Flip to the back and review together...Strategy review guide on back.  
Which of the strategies seemed like something you may want to try?  
Why/how will this strategy help you? |
| I keep track of things I do not understand. | Student Prompt: I will keep track of things I do not understand by...  
How will you know what you do not understand?  
How are these items connected to your study plans and materials?  
What will you do to improve your understanding in these areas? |
| I make notes in the margins while reading. | Student Prompt: I write notes about...  
Why are these notes helpful?  
How will you use these notes? |
| I periodically pause while reading to “look-away” and summarize the reading in my own words. | Student Prompt: I will pause at the end of each...  
Why do you think this method will be helpful? |
**Strategy Review Guide**

The worksheet outlines two reading strategies. These are not the only two strategies, but these serve as a started point.

“There are two of several different strategies. If it’s okay with you, I’d like for us to talk through them quickly.”

Ask: “Have you ever heard of either of these strategies?”
- If yes – “Awesome. What do you remember about the strategy? Did you try it? How did it go?”
- If no – “Great. Let’s talk through these two strategies.”

### SQ3R

<table>
<thead>
<tr>
<th>S</th>
<th>Survey Chapter</th>
<th>Before you read, review the chapter – titles, subheadings, pictures, charts, etc. Review assignments or HW associated with the reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>Question</td>
<td>Turn the title and headings into questions Read the questions at the end of the chapter/section Ask yourself ‘what did the instructor say about this topic in class?’</td>
</tr>
<tr>
<td>R</td>
<td>Read</td>
<td>Look for the answers to your questions Answer questions at the end of chapter/section Review all images and captions Note bolded, underlined or italicized phrases Reduce speed for difficult passages &amp; re-read sections</td>
</tr>
<tr>
<td>R</td>
<td>Recite</td>
<td>After each section, summarize reading in your own words Take notes in your own words from the reading Underline or highlight important points from the reading</td>
</tr>
<tr>
<td>R</td>
<td>Review &amp; Repeat</td>
<td>Day 1 – Review. Develop questions from the readings Day 2 – Review. Answer the questions you created. Day 3 - 5 – Create study guide, flash cards, etc. to test your knowledge Continue to review, test your knowledge, and connect information</td>
</tr>
</tbody>
</table>

### KWL

<table>
<thead>
<tr>
<th>K</th>
<th>Know What do you already know?</th>
<th>Write down what you already know about the topic – key words, phrases, terms, formulas, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Will or Want What will you learn or what do you want to learn?</td>
<td>Write down questions you would like to answer from the reading Preview the reading – headings, charts, graphs &amp; questions</td>
</tr>
<tr>
<td>L</td>
<td>Learned What did you learn? What needs more attention?</td>
<td>During / after reading: Summarize in your own words what you learned. Answer the questions from the ‘W’ column. Create charts or concept maps to connect ideas. Identify topics or areas needing further review.</td>
</tr>
</tbody>
</table>

**Conclusion**

“We’ve talked about a lot of strategies today. Based on what we’ve talked about today and your success plan, what is one new strategy you are willing to try?”

“Why that strategy?”

Provide affirmation – “That’s a great strategy and it sounds like you believe it will support your academic efforts, which shows me you are committed to trying new things to support your success.”