

Textbook Reading Evaluation

Directions:

Circle the number that most accurately reflects your behavior.
Then list your goals below.

1 = never
2 = rarely
3 = sometimes
4 = frequently
5 = always

The first time I read a book, I take 10 minutes to see if it contains glossaries, italicized or bold-faced words, summaries, graphs, outlines, or other study aids.	
I peruse the Table of Contents before reading a book.	
I read the assigned pages before they are discussed in class.	
I read the chapter summary and review questions before starting a chapter.	
I look for main ideas in the title, subheadings and first paragraphs of a chapter.	
I take notes while reading assigned texts.	
I write down questions from my reading in order to ask them in class.	
I highlight important passages and make notes in the margins <i>after</i> reading a portion of the assigned text.	
I look up unfamiliar words while reading.	
I consider what conclusions the author has made at the end of a chapter.	
I purposely relate what I already know about a subject to the text.	
I use my own words to paraphrase the main idea of a section that I am reading.	
I test my understanding by spending a few minutes after each section to recall a few key ideas.	
I make inferences and draw conclusions about the material and use these insights to imagine the possible content of future readings.	
I use my reading assignments to brainstorm test questions and to map out the next lecture discussion.	

Textbook Reading goals:

Concentrating on the statements to which you answered 1, 2, or 3; find three behaviors you wish to improve and list them below.

We gratefully acknowledge the following sources: Annis, Linda Ferrill. *Study Techniques*. Dubuque IA: Brown, 1983 Oakton Community College Learning Center <http://www.oakton.edu/>
Shulman, Carol and Irene Kleiman. *AcademiKit Study Organizer*. Oxford OH: Dynamic, 1992

