



## Weekly Reading Plan

Course: \_\_\_\_\_

Text(s): \_\_\_\_\_

### Why am I reading?

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| <p><b>Why do this?</b> Thinking about your reading purpose can help you focus your reading and note-taking strategies and decide where you should focus your attention most.</p> | <p><b>Ask:</b> How will I use the information (e.g. <i>jotting down key points in preparation for a lecture, filling in gaps from my lecture notes, writing an essay, etc.</i>)? How will I be tested on the reading content? How does this reading relate to the course goals?</p> |
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### How is the text laid out and what do I already know?

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| <p><b>Why do this?</b> Looking at the headings and sub-headings and any special text features such as definition boxes or chapter questions can also help you focus your reading and note-taking strategies to get the most out of the text.</p> | <p><b>Ask:</b> Where is the most important information? Is this text written in complex language?</p> |
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### How often will I annotate?

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| <p><b>Why do this?</b> By connecting your reading purpose to the layout and complexity of the reading, you can determine a plan for how often you should stop to make notes and structure reading time appropriately. Reflecting on what you know already about the content can also help make this decision.</p> | <p><b>Ask:</b> How difficult is this text to understand? How interested am I in the topic and/or how much do I already know about this topic (<i>i.e. more frequent annotations are helpful for topics you may be less knowledgeable about or interested in initially</i>)?</p> |
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After each paragraph  
At the end of each page

After every other paragraph  
Other: \_\_\_\_\_

### How will I annotate?

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| <p><b>Why do this?</b> While some of what you choose to highlight may come up as you read, it is good to have a plan in mind. Remember, in addition to supporting your understanding and memory of the text, part of the goal of annotating is to save you time by helping you to avoid re-reading large sections of the text when studying.</p> | <p><b>Ask:</b> Will I try to answer questions that I generate from the headings, restate ideas in my own words, draw diagrams to categorize or elaborate on ideas, or record questions that the text raises for me, etc.?</p> |
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### When will I read?

**Why do this?** Active reading takes time and cognitive effort, so thinking about the times in the day where you can best focus will help make the reading go more smoothly. Establishing a reading routine (e.g. Weds. and Fridays from 11:00-12:00, etc.) can also help you keep you on top of your readings.

**Ask:** When am typically most alert? When will I be able to attend fully to the reading in relation to my other responsibilities? (*You might want to reflect on when reading has gone well in the past to help you determine a good timeslot.*)

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### Where will I read?

**Why do this?** As mentioned above, reading effectively takes focus, so determining a location in advance that helps you to do that, can reduce potential frustration or wasted time.

**Ask:** Where is the best place for me to focus (appreciating that in the current circumstances, this can be a challenge!). How can I set up my space in ways that will help me keep my focus (*e.g. put away my phone, turn off the TV, etc.*)?

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### When will I take breaks?

**Why do this?** Interspersing reading with breaks can help to ensure you are able to maintain an active reading approach. You might consider trying out different timed intervals (e.g. 30 mins. of reading, followed by 5 mins. breaks)

**Ask:** How long can I maintain my focus? What can I do for a 'screen-free' break (*consider a few minutes of stretching, a quick walk around the house or some focused breathing*)?

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