

WHY SET A PURPOSE? You must read differently depending on what you want to get out of the information. **The purpose includes what the instructor wants you to learn or understand from the reading.**

Reading for different purposes requires different approaches and strategies. **A complex text may require us to read more carefully, more slowly, and more deliberately. We will probably need to look up confusing words and reread key passages in order to understand them fully.**

Consider what type of text has been assigned. Common examples include:

- Description or Explanation
- Compare & Contrast; Cause & Effect
- Opinion; Argument; Persuasion
- Narrative (story, connected events)

STRATEGIES FOR DIFFERENT READING PURPOSES

- *Is this information to understand and memorize?*
 - Make flashcards and memorize as you read.
- *Are you expected to explain or summarize the information?*
 - Restate in your own words information from each paragraph or brief section before moving on.
- *Do you need to evaluate or respond to an argument?*
 - Locate the writer's main idea and the evidence and examples that support the claim.
- *Will you need to use or apply the information in another situation?*
 - Visualize when and how this information will be useful.
- *Does the reading provide background information such as the causes and effects of a war?*
 - List key points and/or sequence of events leading up to the event as well as the results.
- *Is the reading assignment an example of a type of writing you will be assigned? (i.e., a persuasive, argument, a rhetorical analysis, case study, etc.)*
 - Read to discover how the writer introduces the topic and thesis statement. How is the information organized? Does each paragraph focus on one key point?

It's Like Birdwatching...

Say you're going on a hike. You can choose to look for a specific songbird while you're out – the rose breasted grosbeak. It doesn't mean you can't enjoy your hike or that you ignore other birds. But knowing that you are looking for a specific migrating bird can make the hike more meaningful.



As you are determine *why* you are reading and *what* you want to *learn*, also think about what you already know and *how it is connected* to what you will read.

Sources:

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 Rose-breasted grosbeak. Illinois Natural History Survey, 2017. www.inhs.illinois.edu/research/biosurveys/birds. Accessed 6 Jul. 2017.
 Sullivan, Patrick. "An Open Letter to High School Students about Reading." *American Association of University Professors*, www.aaup.org/article/open-letter-high-school-students-about-reading#.WV1G54TytEZ. Accessed 5 Jul 2017.