

# Helping Students Read and Write in College Courses Overview Handout

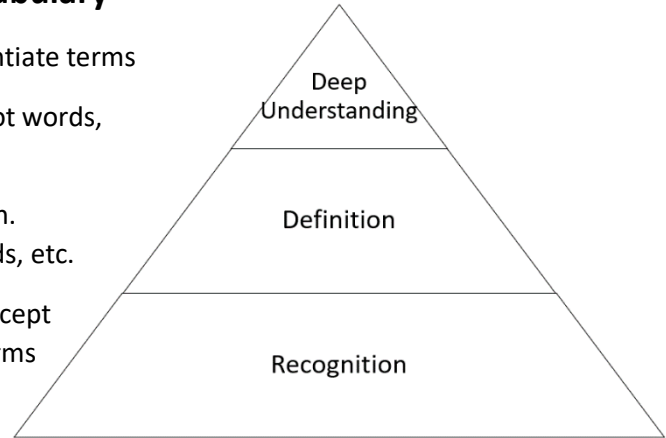
## Vocabulary

Differentiate terms

**Recognition:** Students use context clues, practice using root words, and problem solve for meaning

**Definition:** Students need to memorize one main definition. Students can play games for memorization, make flashcards, etc.

**Deep Understanding:** Students should understand the concept of the words. They should be able to explain how these terms work, how they relate to other terms, possibly draw diagrams, or provide examples.



## Reading College Level Texts

Help Students Read Strategically

**Text Structure:** Students should use text features like summary, vocabulary banks, overview sections, images, etc. to preread.

**Students Self-Reflective Reading:** Students reflect on their own comprehension and set goals for improvement each day.

**Teaching Over Text:** Have students work with reading in class instead of teaching over what they read. Students can read a case study and apply knowledge from their reading. Students get a challenge at the beginning of class and use their reading to solve it. Students “speed-date” about the text.

**Guided Reading:** Give students a reading guide with your thoughts to help them focus on important sections, pay attention to pictures, or focus on deep understanding vocabulary.

Help Students with Other Texts

**Break Down Questions:** Students look at examples of questions, noticing how they are written, how to identify the purpose of the question, and how to deal with problems like unknown vocabulary.

**Reading Non-traditional Text:** Help students read charts, graphs, diagrams, textiles, images, etc. Model how you read these types of texts. You can think aloud while you read and then have students apply this strategy themselves.

## Writing

Help students use models

**Prewrite writing examples:** Write three examples of the text you want your students to produce. A high quality, medium, and low quality. Have students decide which one is best. Students can list the qualities of a good response. Students can do a backwards outline on the texts to notice organization patterns.

**Student Workshop:** Show examples from your students (with names removed). Lead a workshop focused on strengths and weaknesses. Help students make revisions until they have a high quality example.