

Multipass

A Textbook Reading Strategy

Schumaker, J.B., Deshler, D.D., Denton, P., Alley, G.R., Clark, F.L., & Warner, M.M. (1982). Multipass: A learning strategy for improving reading comprehension. In Ellis, E.S., & Lenz, B.K. (1987). A component analysis of effective learning strategies for LD students. *Learning Disabilities Focus*, 2, 94-107.

This Reading strategy is a textbook reading strategy. This strategy has many sub-strategies, and because of its' advanced required entry-level skills, teachers need to consider the skills that a student must have in order to be successful at mastering the strategy. Students must be able to paraphrase, interpret visual aids, use self-questioning reading strategies, and scan prose before learning this strategy.

Survey the chapter using TISOPT

- Title read and paraphrased
- Introduction read verbatim and paraphrased
- Summary read verbatim and paraphrased
- Organization analyzed by reading heading
- Pictures examined
- Table of contents examined

Size up the information in the chapter using IQ-WHO

- Illustrations interpreted
- Questions at the end of the chapter read and paraphrased
- Words in italics defined
- Heading for each do RASPN
 - Read a heading
 - Ask self a question based on heading topic
 - Scan for the answer
 - Put answer in own words
 - Note important information
- Other cues that textbook employs are identified and used

Sort Out what has been learned from what needs to be learned using RAMS

- Read the question
- Answer the question if known
- Mark the question to indicate status
- **SEARCH** for the answer
 - Select a single heading
 - Examine the content carefully
 - Answer question if possible
 - Repeat under another heading if needed
 - Check with someone if still not found
 - Hassle questions clarified with teacher