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

- **T**itle read and paraphrased
- **I**ntroduction read verbatim and paraphrased
- **S**ummary read verbatim and paraphrased
- **O**rganization analyzed by reading heading
- **P**ictures examined
- **T**able of contents examined

Size up the information in the chapter using IQ-WHO

- **I**llustrations interpreted
- **Q**uestions at the end of the chapter read and paraphrased
- **W**ords in italics defined
- **H**eading for each do **RASPN**
  - ➢ **R**ead a heading
  - ➢ **A**sk self a question based on heading topic
  - ➢ **S**can for the answer
  - ➢ **P**ut answer in own words
  - ➢ **N**ote important information
- **O**ther cues that textbook employs are identified and used

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

- **R**ead the question
- **A**nswer the question if known
- **M**ark the question to indicate status
- **SEARCH** for the answer
  - ➤ **S**elect a single heading
  - ➤ **E**xamine the content carefully
  - ➤ **A**nswer question if possible
  - ➤ **R**epeat under another heading if needed
  - ➤ **C**heck with someone if still not found
  - ➤ **H**assle questions clarified with teacher