

SQ3R

Step One: Why Survey?

1. To warm up your brain. Surveying helps you focus your thinking on the reading and not on random thoughts that may distract you.
2. To activate your prior knowledge (schema).

Step Two: Why Question?

1. Questioning the text gives your brain a purpose for reading. Your brain is curious for new knowledge.
2. Questioning helps you engage higher level thinking.

Ask questions at different levels such as:

- A. What are the basic facts (like definitions and concepts)?
- B. How do the facts (who, when, where) contribute to the main ideas?
- C. How can I apply what I understand?
- D. How can I combine new knowledge with my prior knowledge? How can I add new knowledge to prior knowledge in a way that makes sense to me?
- E. What can I conclude?
- F. What claims can I make?

Step Three: Why Read?

Step Four: Why Recite?

1. Reciting “tests” your comprehension.
2. Reciting summarizes the reading. You should be able to “review” your notes, annotations, or summary as a study aid. When you are studying for a test, you should not have to reread your text.

Step Five: Why Review?

1. Reviewing is an ongoing process.
2. Review often.
3. To truly learn the material, you must review your reading.

SQ3R

SQ3R is a classic textbook reading strategy for college students developed by Francis Pleasant Robinson in 1946.

Many adaptations of the system have evolved and you should adapt the system for your own use.

Try the system in the classic form until you understand the process, then adapt to your own preferences.

Readers must use the system several times until they begin to reap the benefits. A one-time try may sometimes be frustrating.

Some readers complain that SQ3R takes too much time or “doesn’t work for me.”

However, like all new experiences, you must persist and practice. As you become comfortable and confident using SQ3R, you will begin to succeed in meeting your reading goals.

Take charge of your learning and your success!



THE OFFICE OF
TEACHING & LEARNING

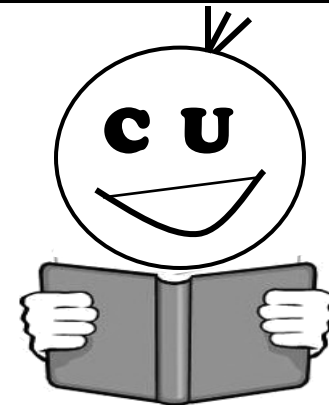
2800 W. Gore Blvd.
North Shepler, 4th Floor, Room 415
Lawton, OK 73505

Phone: 580.581.5900
Fax: 580.581.5904

SKILLS & STRATEGIES
FOR *YOUR* SUCCESS

Survey
Question
Read
Recite
Review

} SQ3R



Active Reading
Strategy

THE OFFICE OF
TEACHING & LEARNING

Step 1: SURVEY

How to Survey:

1. Skim through the reading assignment.
2. Try using your finger as a guide as you skim.
3. Notice the organization of the text.
4. Read headings and subheadings.
5. Read bold words.
6. Look at graphs, photographs, photographs, and other illustrations.
7. Think about what you already know about the reading.

Step 2: QUESTION

How to Question:

1. If your textbook, textbook supplements, or instructor provides questions, read through them. Avoid reading answers since the distracters may divert your thinking.
2. Form questions by turning headings and subheadings into questions. Write directly in your text, use Post-Its, or write in your notebook.

For example:

The main heading for the reading selection is: “*The Reading and Study Connection*.”

The question might become: “*How are reading and study connected?*” or “*How can I apply my reading skills to my study skills?*”

7-2 The Reading and Study Connection

Understand the process of reading and how you can take control of it.

Do you remember that in Chapter 3 we defined *critical* and *creative thinking*, in part, as *conscious* processes? Remember that we discussed the importance of becoming aware of yourself as a thinker? There is a word for that kind of awareness: **metacognition**. This term describes both a process and a field of study that investigates the act of thinking or reading or learning and what is going on in the minds of people who are engaged in these activities. The connection between reading and studying is that they are both processes that you can control by the choices you make and the actions you take. This is what you can do to take control of your learning:

- Set reachable goals for completing reading and study tasks.
- Be realistic about your strengths and weaknesses: Recognize that some subjects will be harder for you than others, and plan accordingly.
- Know how you learn best—your learning style.
- Study at times and in places that help you focus.
- Find ways to motivate yourself.
- Monitor your progress: Keep track of your grades, learn from your mistakes, and consistently try to do better.
- Evaluate your performance and results.
- Get help when you need it.

Step 3: READ

1. “Chunk” or divide the reading into sections.
2. Read the text, varying your reading rate based on text complexity.
3. As you read, look for organizational patterns.
 - A. Does the textbook define or describe a theory, then give illustrations or examples?
 - B. Look for the main topic and the supporting topics. What’s the main point?

Step 4: RECITE

(this step is sometimes called **wRite** or **Recall**)

Ways to Recite:

1. Stop and attempt to summarize what you have read. Look away from the text and summarize. Out loud, in your own words, summarize. If you think, “I understand it; I just can’t put it into words,” you really don’t understand. Read again.
2. Answer the questions you formed.
3. Annotate the text. Underline, highlight, write notes in the margin, and have a “conversation” with the text. Most readers need to read through the text before annotating. Too often, readers highlight or underline too much material. Read, then annotate.
3. Answer the questions that you formed.
4. Outline the text.
5. Create notes using a note-taking strategy such as Cornell Notes, visual notes, a graphic organizer, or flashcards.

Step 5: REVIEW

Ways to Review:

1. Within twenty-four hours, go over your notes, annotations, or summary. Revise as needed.
2. Rewrite notes as needed.
3. Review again at least once a week. Periodic, consistent review helps you learn the material on a deeper level. You will commit knowledge to your long term memory.