

SQ3R

Survey, Question, Read, Recite, Review

When reading or studying a subject, it always helps when it relates to something that you already know. One way that we remember things is to connect it to an emotion, and one of the most natural emotions is curiosity. When this curiosity is quenched (or when the answer is discovered), we tend to remember the knowledge that we have gleaned. As such, one method of learning is to find out things that you are curious about. The SQ3R technique is one way to connect learning to a student's natural curiosity.

Survey

Students are to survey the text and jot down the titles of headings, subheadings, captions, illustrations, graphics, bold-typed vocabulary etc. Students are not to read at this point. They are only to get a "feel" for what they will be reading.

Question

Students are to formulate questions regarding what they think they are going to read in the text and write the in this portion of the graphic organizer. What is the question the chapter or section is trying to answer? What is the relationship between the headings and the subheadings? How will this new knowledge connect to what you've already learned?

Read

Students are to read one section at a time looking for the answers to the questions they wrote above. This area is for students to jot down quick notes about what they've read and how it answers the questions above. They can also use this space to jot down notes on important items that they did not originally have a question about.

Recite

Students write summary sentences that paraphrase the key ideas and main points of what was just read. It is very important that students paraphrase as this forces them to restate what was read. Anyone can copy directly from the text but the purpose is to help students make connections to what they already know; and paraphrasing helps in this process.

Review

After repeating these four steps for all the sections in the text, students will utilize this space to create a short outline or concept map of what was read. You may wish to have students cover up the other four sections to see if they can recall the major points of the text. If students cannot recall any or some of the key points, then that is the section of the text that they need to reread.

(Adapted from: Robinson, F. P. (1970) *Effective Study* (4th ed.), Harper & Row, New York, NY)

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<p><u>Survey</u> – record important titles, subtitles, illustrations, highlighted text, vocabulary words, etc. from the chapter</p>	<p><u>Question</u> – turn each heading into a question before you start to read</p>	
<p><u>Read</u> – read to find the answers to the questions and write the answers below</p>	<p><u>Recite</u> – in your own words, write what you have just read and check to make sure that what you wrote is correct</p>	<p><u>Review</u> – write the important details from the chapter (or what you need to remember to do well on a test)</p>

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