

SQ3R

(Survey, Question, Read, Recite, Review)

Why?

- Sets a purpose for reading and elicits students' prior knowledge.
- Facilitates the development of self-monitoring and self-assessment in the area of comprehension.
- Allows the teacher to observe and assess student use of comprehension strategies.
- Facilitates students' understanding of the organization and content of nonfiction texts, particularly in the area of social studies and science. It also serves as an excellent study guide before tests.

How?

- Select a nonfiction article or a chapter/section from a textbook.
- Students *survey* the material, looking for the following organizational clues: title, table of contents, chapter titles, headings and subheadings, captions, charts, graphs, maps, etc. These clues provide a "mental map" of the organization of the text before reading (activating prior knowledge).
- Students transform the title, headings, and introductory sentences into *questions* (setting the purpose for reading).
- Students *read* the text, one section at a time, in order to answer the questions they have written and to look for relationships among main ideas and details as well as any unexpected information and/or ideas.
- Next the students *recite* the questions and their answers.
- They *review* the questions and answers. Develop visual aids to organize the essential information and write a brief summary of the purpose and main ideas of the text.
- Repeat the review process as a study tool before tests.

