

Paper on sq3r

Sociology, Communication



SQ3R The SQ3R strategy (which stands for Survey, Question, Read, Recite, Review) was developed by Robinson (1961) to provide a structured approach for students to use when studying content material. This strategy has proven to be effective and versatile and can easily be integrated into many content areas and across grade levels. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy. The SQ3R literacy strategy helps enhance comprehension and retention of information. It is metacognitive in nature in that it is a self-monitoring process. 1.

Survey (1 minute): Before beginning reading look through the whole chapter. See what the headings are -- the major ones and the subheadings; hierarchical structures seem to be particularly easy for our brains to latch onto -- check for introductory and summary paragraphs, references, etc. Resist reading at this point, but see if you can identify 3 to 6 major ideas in the chapter. 2. Question (usually less than 30 seconds): Ask yourself what this chapter is about: What is the question that this chapter is trying to answer? Or -- along the curiosity lines -- What question do I have that this chapter might help answer?

Repeat this process with each subsection of the chapter, as well, turning each heading into a question. 3. Read (slower for some of us than others!): Read one section at a time looking for the answer to the question proposed by the heading! This is active reading and requires concentration so find yourself a place and time where you can concentrate. 4. Recite/write (about a minute): Say to yourself (I do this out loud so I have to study where I don't embarrass myself) or write down (I sometimes do this in the margins of the

book itself) a key phrase that sums up the major point of the section and answers the question.

It is important to use your own words, not just copy a phrase from the book. Research shows that we remember our own (active) connections better than ones given to us (passive), indeed that our own hierarchies are generally better than the best prefab hierarchies. 5. Review (less than 5 minutes): After repeating steps 2-4 for each section you have a list of key phrases that provides a sort of outline for the chapter. Test yourself by covering up the key phrases and seeing if you can recall them. Do this right after you finish reading the chapter. If you can't recall one of your major oints, that's a section you need to reread. Many students don't know how to study, and this strategy is a perfect way to help them. It works well in many content areas with a variety of types of text. It is recommended that theteachershow the students how to go through the steps. In the fifth gradesciencelesson found later in this chapter, this strategy provides the framework needed to develop a concept map. WORKS CITED Robinson, Francis Pleasant. (1970) Effective study (4th ed.). New York: Harper ; Row. Halawa, O 2010 November 12, SQ3R Reading Strategy, 08/12/10, <http://www.premisemarketing.com/work/approach/>