

SQ3R Textbook Reading

| Survey! Question! Read! Recite! Review! | |
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| <p>Before you read,</p> <p><u>S</u>urvey the chapter:</p> | <ul style="list-style-type: none"> • Title, headings, and subheadings. • Captions under pictures, charts, graphs, or maps. • Questions or teacher-made study guides. • Introductory and concluding paragraphs. • Summary. |
| <p><u>Q</u>uestion</p> <p>while you are surveying:</p> | <ul style="list-style-type: none"> • Turn the title, headings, and/or subheadings into questions. • Read questions at the end of the chapters or after each subheading. • Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?" • Ask yourself, "What do I already know about this subject?" <p>• Note: If it is helpful, write out these questions for consideration. This variation is called SQW3R</p> |
| <p>When you begin to</p> <p><u>R</u>ead:</p> | <ul style="list-style-type: none"> • Look for answers to the questions you first raised, write them in your notes. • Answer questions at the beginning or end of chapters or study guides. • Reread captions under pictures, graphs, etc. and study graphic aids. • Note all the underlined, italicized, bold printed words or phrases. • Reduce your speed for difficult passages; reread parts that are unclear. • Read only a section at a time and recite after each section. |
| <p><u>R</u>ecite</p> <p>after you've read a section:</p> | <ul style="list-style-type: none"> • Answer your questions orally. See if you can recall them from memory. • Summarize in your own words (orally) what you read. • The more senses you use the more likely you are to remember what you read. <p><u>Triple Strength Learning:</u> Seeing, saying, hearing</p> <p><u>Quadruple Strength Learning:</u> Seeing, saying, hearing, writing!!!</p> |
| <p><u>R</u>eview:</p> <p>an ongoing process:</p> | <ul style="list-style-type: none"> • Rescan the reading selection and your notes. • Check you memory by reciting (again) the major points under each section. Do this from memory without looking at the text or your notes. • Periodically review the material depending on the difficulty and more often as an exam approaches. |