

Literacy Strategies

SQ3R

The **SQ3R** strategy (which stands for **S**urvey, **Q**uestion, **R**ead, **R**ecite, **R**evision) 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.

Five Steps to the SQ3R Literacy Strategy

1. Survey

By surveying the chapter titles, introductory paragraphs, bold face, italicized headings, and summary paragraphs, the reader gets an overview of the material. Surveying also gives enough information to generate individual purposes for reading the text.

2. Question

Purpose questions are often provided at the beginning of the chapter. If not, the reader can turn section headings into questions. The main objective is to have questions for which answers are expected to be found in the passage.

3. Read

The student is to read to answer the purpose questions formulated in Step 2, Question.

4. Recite

Student should try to answer questions without referring to the text or notes. This step helps in transferring information from short-term to long-term memory.

5. Review

Students review the material by rereading parts of the text or notes. Students verify answers given during Step 4, Recite. This helps retain information better and gives immediate feedback.

The SQ3R is a very versatile literacy strategy that involves the student in processing information before, during, and after reading:

1. Prior to reading — preview text and establish purpose.
2. While reading — monitor one's own comprehension.
3. After reading — summarize and review content.

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 the teacher show the students how to go through the steps. In the fifth grade science lesson found later in this chapter, this strategy provides the framework needed to develop a concept map.



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★ Read

to answer purpose questions

★ Recite

try to answer questions without referring to the text or notes

★ Review

review the material by rereading parts of the text or notes to verify answers

