



Using the SQ3R Method of Reading to Increase Comprehension — Grade Eight

Ohio Standards Connections

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark A

Apply reading comprehension strategies to understand grade-appropriate texts. (Grades 8 - 10)

Indicator 1

Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (Grade 8)

Lesson Summary:

Students will learn the SQ3R reading method. As students gain familiarity and skill with the method, they will apply it to an assigned common reading assignment of a literary text.

Estimated Duration: *Approximately two hours*

Commentary:

Students need to know how to self-monitor their own comprehension. They do this by asking and answering questions about the text they are reading, by self-correcting errors and by assessing their own understanding. The method of study recommended in this lesson is not a new approach. It is one that has been used successfully with students of all ages. It is a tried-and-true method of helping students comprehend what they are reading.

SQ3R is an easily recognized acronym by adults and children, because of its lasting use as a method of study. The "S" stands for the word *survey*; the "Q" stands for the word *question*; the 3Rs represent the words *read*, *recite* and *review*. The skills featured in this acronym are for some difficult to acquire. For this reason, the teacher using this lesson needs to make certain students fully understand how to *survey*, *question*, *read*, *recite* and *review* prior to applying this method to a reading text.

By using the SQ3R method, students of all reading levels can improve their comprehension. When educators for exceptional children reviewed this lesson, they expressed high approval. They believed that the skills addressed in this lesson are essential for all learners. When educators for exceptional children reviewed this lesson, they expressed high approval for the lesson, believing that the skills addressed in this lesson are essential for all learners.

Pre-Assessment:

- To gather information about what students already know, the teacher will ask students to indicate by a show of hands how many of them are already familiar with the SQ3R method of reading.
- If any hands are raised, indicating a familiarity with this reading method, the teacher will begin asking what the S stands for, the Q, the first of the three Rs and so forth. If no hands are raised, meaning none of the students have ever heard of this reading method, the teacher will automatically move on to the Instructional Procedures listed below, because students will be learning a new reading skill. (In this case, the pre-assessment will have fulfilled its purpose. The teacher will have learned that the students have no prior knowledge of the reading skill they are about to learn.)

Scoring Guidelines:

No score is assigned for this pre-assessment of understanding.

Post-Assessment:

A quiz may be given. The quiz should address not only how SQ3R works, but

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also how SQ3R was applied to the assigned reading material.

Scoring Guidelines:

3 = The student shows a high level of application and understanding of the SQ3R method of reading.

2 = The student learned the SQ3R method of reading, but still has difficulty following through with all of its five steps.

1 = The student experiences difficulty identifying and/or applying the five steps of SQ3R.

0 = No attempt was made to identify or apply the SQ3R method of reading to the literary text.

Instructional Procedures:

1. The teacher should explain the SQ3R method and inform students that the principles of SQ3R are going to be applied to their upcoming common reading assignment.
2. Explain to students that SQ3R stands for *Survey, Question, Read, Recite* and *Review*. This acronym summarizes the principles of the reading method to increase comprehension.
3. An outline of the five steps of SQ3R should be written on the blackboard by the teacher with students taking notes on this reading method. These notes will be their point of reference when they need to review the principles.
4. *Step 1: Survey* – The objective is to gather information about the content in order to focus on what the reader will be learning. Surveying involves looking over the reading in its entirety and noting any pictures, bold print, titles, charts, subheadings, captions or any other written expressions that stand out from the printed text.
5. *Step 2: Question* – The objective is to stimulate curiosity and get the reader to concentrate on what is about to be read. Students should be encouraged to form questions before they read, questions that spring from the illustrations, headings, titles or any other surveyed materials encountered in a text. Make it clear to students that no question is too far-fetched, as long as it relates to the text.
6. *Steps 3 and 4: Read and Recite* – The objective is to relate the material they are learning to the questions they formed and to increase retention by talking about the answers. The story or text must be read first, and then questions about the reading are answered.
7. *Step 5: Review* – The objective is to increase retention and recall of the learned material. Summarizing what has been discussed or learned is part of the review process.
8. Once all five steps are explained, it is a good idea to model the SQ3R method by "thinking aloud" with the students as they read through a common assignment. Surveying together, questioning together and even reading and talking together is a good idea when students first learn this method. This provides a "walk through" for the students before they attempt to use the

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method independently.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicators.

The instructional strategies may be implemented in a small group setting or even one on one, so the students are monitored as they learn the steps and feel comfortable in asking any questions along the way.

- Implement the SQ3R method with reading material that is specifically selected because it is of high interest and low readability. This allows students to experience success with the reading method and establish a comfort with its use prior to approaching more difficult selections.
- Introduce a reading assignment and ask the students to independently apply the method to what they have read.
- A common literary text may not be necessary for teaching this method. Have the students apply the SQ3R method to their current reading assignments independently, and then discuss how the method worked for them.

Extension:

- Parents or teachers in other disciplines outside of English class may be encouraged to use the reading method with their students to reinforce the steps and the benefits of them.
- The same steps may even be followed in the visual mode, substituting "watching" for reading in the third step.

Homework Options and Home Connections:

- The SQ3R method may be encouraged for student use when reading magazines, newspaper articles, or any other leisure reading.
- Asking parents/guardians to discuss the method with their students may reinforce the learning of the five steps.

Interdisciplinary Connections:

Teachers in social studies, science or any discipline that involves reading a text, may use the SQ3R method with their students.

Materials/Resources Needed:

For the teacher: Chalk, chalkboard, and a literary text (e.g., a short story or a chapter from a novel).

For the students: Pen/pencil, notebook paper or notepad and a literary text.

Key Vocabulary:

- survey
- question
- read
- recite
- review