

SQ3R

METHOD OF STUDY

WHAT IS SQ3R?

The SQ3R method of study was developed by Robinson (1941) to provide students with a systematic approach for studying a textbook assignment. This study method capitalizes on the predictable format in most traditional content textbooks (e.g., title, introduction, headings, subheadings, conclusion, etc.) The steps are: (1) **Survey**, (2) **Question**, (3) **Read**, (4) **Recite**, and (5) **Review**.

WHAT OCCURS IN EACH STEP?

The student:

- (1) **SURVEYS** the chapter by reading and thinking about the chapter title, the introductory paragraph(s), the headings and subheadings, the concluding paragraph, pictorials, and the end-of-chapter questions. The student should have a general understanding of the chapter. Surveying requires 5 to 10 minutes.
- (2) asks **QUESTIONS** by selecting the first boldface topic in the chapter and restates it in the form of a question.
- (3) **READS** the text immediately following the first subheading to find the answer to the question developed in step 2.
- (4) **RECITES** the information obtained in step 3 by restating the answer in one's own words and then writing the response.

(Repeat steps 2-4 for the remaining subheadings.)
- (5) **REVIEWS** the above information for 5 minutes and attempts to recall the main points of the chapter and the supporting details.

INTENDED AUDIENCE

This method is suited for students who are readers but require assistance in improving their comprehension and test performance. The strategy has been taught to fourth and fifth graders as well as college students.

HOW IS SQ3R TAUGHT?

The teacher should introduce and review the technique, with a large group, using an overhead projector. The teacher verbalizes her thinking. A worksheet guides the student.

POTENTIAL DIFFICULTIES WITH SQ3R

This strategy requires direct, intensive, and repeated instruction from the teacher. Students can be reluctant to invest in the strategy as the learning of SQ3R requires their commitment to careful study and practice. However, research supports the efficacy of the study skills incorporated into this strategy.

EXAMPLE OF A WORKSHEET

Textbook _____ Chapter # __ Pages

SURVEY

- A. Title of the chapter.
 - B. Is there a summary? __ What page(s)?
 - C. List the chapter's main subheadings.
 - 1.
 - 2.
 - 3.
 - D. Which pictorials were helpful?
 - E. Review study questions at the end of the chapter.
 - F. Review key vocabulary words at the end of the chapter.
 - G. Describe in one or two sentences what the chapter is about.
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QUESTIONS

Use who, what, where, when, why, and how to transform the subheadings (from C above) into questions.

- 1.
- 2.
- 3.

READ AND RECITE

Read the first subheading and locate the answer. Recite the answer by restating it with your own words.

Answer for 1.

REVIEW

Main point:
Detail a.
Detail b.