

FOR-PD's Reading Strategy of the Month



(Developed by Glass, C. & Zygouris-Coe, V., 2005)

Rationale:

A high school, English language learner sits with a reading specialist going over answers to questions his history teacher assigned. It is apparent that the student did not gain the information he should have after reading the chapter. He is unable to answer questions at the end of the chapter or answer questions the reading specialist asks of him. Finally, she asks him to summarize a key section of the text and he is unable to do so.

Teaching students with a wide range of abilities and needs has always challenged teachers. Language is rapidly becoming an additional form of diversity, and many teachers have little information or education that focuses on assisting multilingual learners with their reading (Fitzgerald & Graves, 2005). The main source of reading material in the content area classroom is the textbook, however, many students, including English language learners struggle to comprehend textbooks. English language learners have the added challenge of learning, comprehending, and applying the academic English used by teachers and textbooks. Academic English is the "linguistic glue" that describes content-area knowledge and procedures, expresses complex thinking processes and abstract concepts, and creates cohesion and clarity in written and oral discourse (Zwiers, 2004/05). Teachers must understand how to teach strategies and deliver content to English language learners in strategic ways that make the concepts comprehensible.

One such strategy that has proven effective as a study and reading strategy is **SQ4R – Survey, Question, Read, Recite, Review, Reflect**. SQ4R provides a systematic way of comprehending and studying text (Richardson & Morgan, 1997). Billmeyer and Barton (1998) suggest several examples of how this strategy is used throughout the reading process. Students preview text to develop predictions and set a purpose for reading by generating questions about the topic. Students then read actively, searching for answers to the questions they have generated. By summarizing information students are able to monitor their own comprehension. Finally, students evaluate their comprehension through review.

How to Use the Strategy:

The teacher should model how to complete each step of the SQ4R strategy and then move students into guided practice. Scaffolds such as posters and worksheets can help students as they learn to implement this strategy.

<p style="text-align: center;">SURVEY</p> 	<p>Students should skim and scan the chapter. The purpose of surveying the chapter is to get the general idea of the content, structure, organization, and plan of the chapter. Surveying the chapter gives the "big picture" - a framework of the main ideas, which will help to hold the details together later (Richardson & Morgan, 1997).</p> <ul style="list-style-type: none"> • What reader aids are included in the text? • Read all the titles and subtitles. • Read captions under pictures, charts, graphs, or maps. • Read the questions at the end of the chapter. • If there is a summary read it. • Get an overview of what the chapter is about.
<p style="text-align: center;">QUESTION</p>	<p>Having students develop questions gives them a purpose for reading. Reading for specific purposes positively influences comprehension (Narvaez in Santa, Havens, and Valdes, 2004). Setting a purpose also aids the student in recalling information. Developing questions prior to reading results in spontaneous attempts to answer the questions based on information already known, increased concentration and attention while reading to find an answer to the question, and increased comprehension due to the mind in its attempt to find an answer to the question.</p>



Before beginning to read, students should turn each title and subtitle into a question. Practice will make this skill automatic (Richardson & Morgan). For example, if you're reading part of a chapter called "Functions of the Spinal Cord," ask yourself, "What are the functions of the spinal cord?"

- Use the knowledge you gained in surveying the chapter as basis for asking yourself questions that you expect to find answered in the chapter.
- Turn headings and subheadings into questions.
- If there are no headings, ask questions that your teacher would ask.
- Ask yourself, "What did my teacher say about this chapter or topic when it was assigned?"
- Ask yourself, "What do I already know about this topic?"

READ



Reading promotes an active search for answers to the specific questions that students have developed. It forces the student to concentrate for better comprehension and aids in lengthening attention span (Richardson & Morgan, 1997).

Students should read each section of the text to answer questions that were developed in the step above. If a word meaning is not clear through its use in the selection, reread. If it is still unclear, underline the word or jot it down and look it up when you finish reading.

- Ask yourself: What is the writer's purpose? What is he trying to get me to think or do? Is he giving facts or his opinions?
- Look for answers to the questions you have developed.
- Reread captions under pictures, charts, graphs, or maps.
- Note all the underlined, italicized, or bold printed words or phrases.
- Study graphic aids.
- Reduce your speed for difficult passages.
- Stop and reread parts that are not clear.

RECITE



This step encourages students to use their own words and not simply copy from the book. This improves memory and assures greater understanding (Richardson & Morgan, 1997).

After the student has read the selection, they should close their book and write the answers to the questions they developed. The answers should be written in their own words and not copied out of the text. If a student cannot answer a question they should reread. Students should also jot down key examples and make brief notes (Richardson & Morgan, 1997).

If students cannot answer a question, they may find that they need to revise their question. For example, you may have first posed the question, "What is the treaty of Versailles?" for the subtitle, "Treaty of Versailles." After reading the section, you may find that your question was not answered or you may find that a better question would have been, "Why was the Treaty of Versailles created?" If changing the question doesn't help clarify the reading, then it may be time to seek help.

- Take notes from the text, but write the information in your own words.
- Identify key terms and concepts.
- Ask yourself questions about what was just read and/or summarize, in your own words, what was read.

REVIEW

Teachers should include regular review periods as an effective strategy for retaining information. Regular reviews help students remember more of the information, thereby changing the nature of studying done at exam time. Rather than relearning material that has been forgotten because students haven't looked at it since reading it or writing it down, preparing



for an exam can include a review of familiar material and rehearsal strategies like trying old exams. The volume of material to review increases as the course continues, but the amount of time needed to review older material decreases.

Students should study their outlines and notes and be able to retell what was read in their own words. Students should try to see relationships within the content. If they are unable to the teacher may need to model for students how to look for relationships. Student should be checking their memory by trying to recall main points and sub points (Richardson & Morgan, 1997).

- Read your notes and then quiz yourself.
- Make frequent review part of your study habits.

REFLECT



Information from the entire chapter or article is linked together in the reflection phase. This step helps students clarify their thinking and focus understanding. By reflecting on the reading, students begin to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary if students are to become mature readers. Reflecting on what has been read also helps students retain understanding for longer periods of time. The more students reflect on text the longer they will remember it and the more likely they will be able to use the knowledge they have retained (Richardson & Morgan, 1997).

By having students reflect, knowledge is related in a meaningful way to what is already known so that it will be retained and becomes the basis for further learning. This process is called "reading beyond the lines" (Richardson & Morgan, 1997). The reader should attempt to develop insight into the topic and make associations among the important material noted while reading.

- Try to link new facts, terms, and concepts with information you already know.
- Think about how you can use this information.
- Think about what else you need to know more about.

Variations:

There are several variations to this particular study/reading strategy.

<p>SQ3R</p>	<ul style="list-style-type: none"> • Survey • Question • Read • Recite • Review <p>SQ3R Site SQ3R Worksheet Generator</p>
<p>SRR</p>	<ul style="list-style-type: none"> • Survey • Read • Review
	<ul style="list-style-type: none"> • Preview • Question

<p>PQ4R</p>	<ul style="list-style-type: none"> • Read • Recite • Review • Rewrite <p>PQ4R Strategy Six Steps for Reading and Studying Textbooks</p>
<p>REAP</p>	<ul style="list-style-type: none"> • Read to discover the author's ideas • Encoding into your own language • Annotating your interpretation of the author's ideas • Ponder whether the text information is significant <p>Making Notes from Text Higher Order Literacy and REAP</p>

All are highly structured study and memory techniques, which help students, gain meaning from text.

Ideas for Assessment:

Teachers can use several different forms of assessment when evaluating the student’s use of this strategy. First, teachers can give students a learning strategies inventory, which is a quick way of gathering data on student strategy use. This inventory can be given before and after strategy instruction to see differences in student’s responses. Textbook assessments are another instrument that can be used with students. Given prior to and after teaching and using the strategy, the teacher can see the impact that the SQ4R method has had on student learning. After teaching the strategy, teachers can observe the students actual use of the strategy through observations and student think alouds. Finally, the SQ4R worksheet provides data on student use of the strategy. All of these assessments represent how students apply new strategy instruction in the content area. By using multiple data sources, the teacher is able to observe changes in students’ comprehension and retention of content area material.

Inventory of Textbook Reading Habits - this survey can be used at the secondary level



(Click on the graphic above to go to a pdf file of a blank SQ4R worksheet)



(Click on the graphic above to go to a pdf file of an elementary example)



(Click on the graphic above to go to a pdf file of a secondary example)

References

- Billmeyer, R. and Barton, M.L. (1998). *Teaching reading in the content areas: If not me, then who?* 2nd Edition. Aurora, CO: Mid-continent Regional Educational Laboratory.
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- Zwiers, J. (2004/05). *The third language of academic English*. *Educational Leadership*, 62 (4), p. 60-63.



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forpd@mail.ucf.edu | (866) 227-7261 (FL only)

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