

S Q 4 R

- A Survey
- B Question
- C Read
- D Recite
- E Record
- E Review



- A. **Survey** - in order to get the best possible overall picture of what you are going to study before you study it in detail. You need to know the general picture before you can make intelligent decisions about the details.

Surveying a Book

1. Read preface (to note purpose of book).
2. Read table of contents (to note what book contains).
3. Leaf through book glancing at headings and reading occasional sentences under them.
4. Read summaries of chapters.

Surveying a Chapter

1. Read headings (to note organization of material-how topics go together and follow each other, to note what the main subject of each section is).
2. Pay attention to order of headings. (Main headings and run-in side headings and sub-headings -such arrangements (order) tell you what topics are subordinate to the main topics. NOTE kinds of headings used-they are the key to the structure of the subject you are studying).
3. Skim some of the sentences at certain points within the chapter-look at pictures and charts and captions underneath illustrations.
4. Read summary and chapter questions- to obtain most important points of the chapter.

- B. **Question** - emphasizes importance of asking questions for learning. People seem to remember what they learn in answer to a question better than things just read or memorized. Questions give purpose to our learning.

1. Questions should arise every time you note a heading.
 - a. What does the word or phrase mean?
 - b. What does it mean in the present context?
 - c. Be alert to and consider questions the author raises in the selection and following chapters.
2. Turn the title, headings, and subheadings into questions.
3. Ask yourself...
 - a. What did my instructor say about this chapter or subject when it was assigned?
 - b. What do I already know about this subject?

You might even want to write out these questions for consideration.

- C. **Read**
1. **Read actively**-read in order to answer the questions which you first raised.
 2. **Continuously challenge yourself** to make sure you understand what you have read.
 3. **Note important terms**- note especially any italicized words or phrases. These emphasize important terms, concepts and principles. Make sure you note and understand what is said about them.
 4. **Read everything**- including tables, graphs, and other illustrations. Read and analyze these carefully. Illustrations convey information that can't be easily expressed in words.
 5. Stop and **reread** parts which are not clear and reduce speed for difficult passages.

- D. **Recite**- Recitation is an effective device for learning while reading a book. The only way you can really find out what you have remembered and understood from your reading is to recite to yourself. To make sure that you understand and remember, you should stop periodically and recall to yourself what you have read.
1. Try to recall main headings and the principal ideas under each heading.
 2. Try to give a synopsis of your reading without looking at the pages.
 3. Note your omissions and errors.

General Rule: As you read, stop at intervals to recite the substance of each major section of a chapter. Every time you see a new heading coming up, stop and recite the material in the section you have just finished. Do this for each side heading, then double up when you come to a main heading.

- a. If you are learning disconnected and not too meaningful material (rules, items, foreign language vocabulary, names, laws, and formulas), recitation will be your principle form of study and should run as high as 90% to 95% of your study time.
 - b. For well-organized story-like material (history, philosophy), recitations may be no more than 20% to 30% of the study time.
- E. **Record**- After putting the material into your own words and firmly understanding it, record the information in some way. Some common methods are to highlight and/or mark the text or take notes or a combination of both.
1. **Pros & Cons of Highlighting:** Highlighting takes less time than note taking with charts and graphs regularly available, but it is very easy to do it badly. It can fool you into thinking you're learning the material when what you're really doing is coloring. Students also tend to mark too much to avoid missing something important. Experts say highlight 10 – 15% while students generally highlight 70-80%. Many times fragments of sentences are highlighted, the tendency is to read the whole sentence for complete meaning and so most of the book ends up being re-read.
 2. **Pros & Cons of Note taking:** Note taking is time consuming, but encourages you to be concise and more selective of important information.

The information can be put into point form and it's easy to integrate with lecture notes if done on loose-leaf paper. Students do have a tendency to copy text rather than take notes in their own words.

- F. **Review**- Review is a survey of what one has already studied.
1. Skim over the headings of the book and ask yourself what they mean and what they have under them. Under each of the headings, you can recite the points that you have previously read and that you hope to remember.
 2. Re-read enough to check yourself and see either that you haven't left anything out or that your memory is refreshed.
 3. Review summaries. See if you can recite them first and then check yourself by re-reading.

TIME TO REVIEW

1. Immediately after you have studied something from the chapter you just read, reciting between each of its sections, you should immediately go back and review it. Try to recite the important points of the whole chapter and re-read as necessary to check yourself. Also, review your notes on the chapter.
2. Review once or twice more between this first review and the first review for an examination.
3. Final review emphasizes recitation. It should be more intensive-and one should go over all of the material one is responsible for on the examination. Pay special attention to the earlier material which has had more of a chance of being forgotten.

Adapted from a variety of sources including
the Learning and Academic Skills Center, University of Minnesota, Parkersburg West Virginia University, and The
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