



Literacy Connects

A Content Literacy Newsletter from Regional Professional Development Program-Issue X



SQ3R and a Math Variation

- The SQ3R is a reading strategy intended to guide students before, during, and after reading. Although this is one of the oldest strategies around, it works best when students are allowed to develop their own variations:
 - **Survey:** Survey the text by skimming, noting the headings, sub-headings, words in italics, illustrations, diagrams and graphs.
 - **Question:** Ask questions about what you are to read by converting the headings, subheadings, or other words in bold into questions.
 - **Read:** Read the text carefully and specifically to find the answers to the questions you have developed
 - **Recite:** Recite by answering the questions you have written.
 - **Review:** Review by going over your questions and answers and filling in details. Finally, summarize the main ideas of your reading assignment using the information you have collected.

⇒ **The two-column note format works well for this activity.** Ü
 (See *Literacy Connects*, Issue III for complete two-column note strategy*)

Turn headings and subheadings into questions & write them here.	Write answers to questions in this column.
	Summarize the reading on the back using notes only.

- An effective **math** variation of the SQ3R for tackling word problems is the six-step SQRQCQ strategy (Fay, 1965).
 - **Survey:** Read the problem quickly to get a general understanding.
 - **Question:** Ask what information the problem requires.
 - **Read:** Reread the problem to identify relevant information, facts, and details needed to solve it.
 - **Questions:** Ask what must be done to solve the problem. "What operations must be performed and in what order?"
 - **Compute** (or construct): Do the computations or construct a solution.
 - **Question:** Ask whether the solution process seems correct and the answer reasonable.

These strategies should be introduced using the think-aloud strategy (*Literacy Connects*, Issue I*) first. Once the students have seen the strategies modeled several times by the teacher, allow them to begin practicing using a common text. During this guided practice, the teacher should model the first part of each of the steps and then allow the students the opportunity to complete the steps as a class. The students can also practice in pairs or small groups before using the strategies independently. ** If you are interested in receiving the past issues of *Literacy Connects* mentioned in this issue, please e-mail SJLasley@interact.ccsd.net.