

SQ3R SYSTEM

The study system described below was developed by Francis P. Robinson.

SURVEY: Glance over the headings in the chapter to see the main points which will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussion will cluster. This orientation will help you to organize the ideas as you read them later.

QUESTION: Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while explanatory detail is recognized as such. Turning a heading into a question can be done instantly upon reading the heading, but it demands a conscious effort on the part of the reader to make this a query for which he must read to find the answer.

READ: Ready to the end of the first headed section, reading to answer that question. This is not a passive plodding along each line, but an active search for the answer. (Be ready, however, to refocus your reading if you find that you have asked the wrong question.)

RECITE: Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and include an example. If you can do this, you know what is in the book; if you can't, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief. No notes are written until the whole headed section is completely read. Now repeat the QUESTION, READ, and RECITE steps on each subsequent section. That is, turn the next heading into a question, read to answer that question, and recite the answer, jotting down cue phrases in your outline. Read in this way until the entire lesson is completely read.

REVIEW: When the lesson has thus been completely read, look over your notes to get a bird's eye view of the points and their relationship. Also, check your memory as to the content by reciting the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

SQ3R UNDERLINING

Underlining can be used as an effective study method if the reader (1) waits until the end of a headed section before marking, (2) determines the important points, (3) underlines only the key phrase or phrases, and (4) uses a numbering or marking system that shows relationships among the points marked. The SQ3R method of study (using underlining) would then proceed as follows:

1. Survey the headings and summaries quickly to determine what major points will be covered.
2. Turn each heading into a question as you start to read the section.
3. Read the section to answer the question. (Again, be ready to focus on other major points.)
4. Recite your answer to the question first by thinking what is important and then finding the phrase or phrases which briefly state this point. Be careful not to underline more than a phrase cue and use a marking system that shows the degree of importance of each point.
5. After reading the entire lesson in this manner, review your "outline" of underlinings to get a picture of what the chapter covered and then recite again. Fix these ideas in your mind.

DISCOVERING CONTEXT CLUES

Next time you come across an unfamiliar word--whether it's contained in a set of test directions, in a test question itself, or in a paragraph you are reading in school or out--don't panic! Instead, calmly and carefully try to figure out the word's meaning by analyzing "context clues"--how is the word used in the sentence (i.e. is it a noun? a verb? adjective? adverb?)? What hints regarding its meaning do you get from the word around it?

Practice your ability to interpret context clues by determining the meaning of the underlined word in each sentence below. Write your definition of each word on the blank following the sentence. Then check with the dictionary to see how accurate your definitions are.

1. Because Lani is *perpetually* late, we told her the surprise party was to start at seven o'clock instead of at eight. *perpetually* probably means _____.

2. The body was *interred* in the Midvale Cemetery. *interred* probably means _____.

3. Donald's *pugnacious* manner gave him the reputation of a bully. *pugnacious* probably means _____.

4. Kate's scholarship included a *stipend* of fifty dollars a week for living expenses. *stipend* probably means _____--_____.

5. The youngster's *pallid* complexion was a result of an illness that kept her indoors. *pallid* probably means _____-_____.

6. The old man's face was so *wizened* that it was easy to believe he was almost 100 years old. *wizened* probably means _____.

7. To enter the "Snappy Cereal Sweepstakes" you must enclose one boxtop or a reasonable *facsimile*. *facsimile* probably means _____.

8. The witness stated *dogmatically* that the robber had blond hair and wore glasses. *dogmatically* probably means _____.

9. When the first two coats of paint were dry, she added still a *tertiary* coat for extra protection. *tertiary* probably means _____.

10. If my allowance is cut off I will be *destitute* for the rest of the year. *destitute* probably means _____.

WHAT'S GOING ON?

Sometimes a writer doesn't tell you outright what is going on in a story. But usually, you can make some pretty good guesses based on what the writer does tell you. When you figure out what is going on by using clues in the story, you are making an inference, an educated guess or reasonable conclusion based on all available evidence.

Read the following passage. The past week had been one of the worst in Sam's memory. It began on Monday when he first heard about it--from kids he hardly knew. From then until now seemed like a long nightmare.

Alone in his room, Sam stared at the collection of memorabilia on his bulletin board. There was a picture of his mother, whom he hadn't seen in three months, and several other family photographs. There was a picture of Greg, too, standing next to their tent in the Rockies on the camping trip they had taken together over two years ago. Sam got up from his bed and walked over to his desk. Maybe he would write Greg a letter since he couldn't bring himself to talk to him. But what good would that do?

He banged his fist on the desktop. "Why?" He said angrily to himself. "Why did he say anything!" Then Sam thoughts switched to the past. He had made a big mistake. But it happened right after the family broke up, when his mother and sisters moved to Highland leaving him and his dad in Wheat Ridge. Besides, he had certainly paid for what he did. In fact, back in Wheat Ridge, he had almost forgotten about all those months he spent at The Rehab Center--until now. "Thanks, Greg," Sam said bitterly to himself. "Thanks a lot."

EXERCISE

Test your ability to draw inferences by underling the one answer that best completes each statement.

1. Greg's friendship probably meant _____.

- a. nothing to Sam
- b. a lot to Sam
- c. nothing more than someone to talk to

2. Sam and Greg probably have known each other _____.

- a. a few weeks
- b. exactly two years
- c. more than two years

3. Sam's family probably broke up when _____.
a. they decided to move
b. his parents divorced
c. Same went to the Rehab Center

4. Right now Sam is probably living _____.
a. with his father
b. with his mother
c. by himself

5. Sam's "big mistake" was doing something _____.
a. for Greg
b. he couldn't remember
c. that was against the law

6. Sam was hurt and angry at Greg because Greg had _____.
a. not spoken to him
b. betrayed his confidence
c. not enjoyed the camping trip