

SQ4R

ThinkSheet for Layered Reading

For the questions listed below, write your answers. For the actions listed below, do each as directed. Check off in box or explain in space.

BEFORE	<p>SURVEY How did you go about looking over the entire reading assignment?</p> <p>QUESTION—Global (Set purpose): What big questions do you want answered for the overall assigned reading?</p> <p>What questions do you predict your professor wants you to answer about this text?</p> <p>What <u>purpose(s)</u> do you want to have for the entire assignment?</p> <p>What else did you do to prepare your mind to learn from the text?</p>
DURING	<p><i>For each section you need to learn well, do the following before moving on:</i></p> <p>QUESTION—Section by section: Think what you want to answer by reading this section. <input type="checkbox"/> How did you decide what to ask?</p> <p>Write an example of a purpose-setting question you posed to guide your reading for one of the sections:</p> <p>READ: You will be reading chunks of text. The chunk depends on the difficulty of the text—the harder the text, the smaller the chunk. Read with your mind highly alert, actively looking for information. <input type="checkbox"/> What would you say your level of engagement is with this chunk?</p> <p>How would you characterize the depth of your thinking? Explain what is causing you to be an active reader?</p> <p>Describe any marks or notations you made in the text.</p> <p>If the text has few or no headings, create your own in the margins for review later. <input type="checkbox"/></p> <p>RECITE: After each chunk, tell yourself what you learned. <input type="checkbox"/> How did you go about reciting? (Did you think it, say it, write it, draw it, share it with someone else, etc.):</p> <p>REFLECT: After each chunk, reflect on the meaning of what you have just read. <input type="checkbox"/> What did you do to process the meaning of the text beyond reciting the information? (Did you ask questions, connect to your prior knowledge, problem-solve the trouble spots, decide the important messages, etc.):</p> <p>Remaining Sections: Question, Read, Recite, Reflect Repeat the above steps (QRRR) for each section. <input type="checkbox"/> Did you choose to skip some sections? If yes, explain:</p> <p>What else did you do to demand of yourself and the author that you understand this text?</p>
AFTER	<p>REVIEW: Review the entire chapter. <input type="checkbox"/> What did you do after reading this reading assignment so you can remember the important parts for another time?</p> <p>Make sure you have met your global purposes for reading this text. <input type="checkbox"/> (See bolded, underlined purposes in BEFORE above.) How did you make sure that you had met your purposes for reading this text?</p> <p>What else did you do after reading to interact with this text so you could be transformed into a more knowledgeable and engaged person concerning the topic of the text?</p>

Record *SQ4R* on your reading log: *SQ* as BEFORE, *QRRR* as DURING, and *R* as AFTER. In the right-hand column of your reading log, reflect how this process helped you construct the meaning you needed from this text. (See samples, pp. 272-73.)

Adapted from Robinson, 1946