

Active Reading

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Active Reading Strategies

Strategies you use for reading academic material are different from the ones used for more general reading tasks.

Active Reading Strategies

- The use of a study system can
 - make your reading more efficient.
 - increase comprehension by working with material more than once **and** with multi-sensory methods.
 - provide immediate steps for self-testing and review
 - incorporate active learning strategies.

Active Reading Strategies

When you decide to incorporate a study/reading method, you might **begin with one course, or one set of course materials,** or begin initially with **adding the survey and question steps** to any of your assigned reading.

Active Reading Strategies

- When changing or modifying habits, it is sometimes easier to do so on a gradual basis.
- The idea is to adopt, revise, and continue to use active study strategies.

SQ3R

- **SQ3R**, an acronym for **S**urvey, **Q**uestion, **R**ead, **R**ecite, **R**evue, is an example of a method that can be used with and adapted to various class materials.



SQ3R

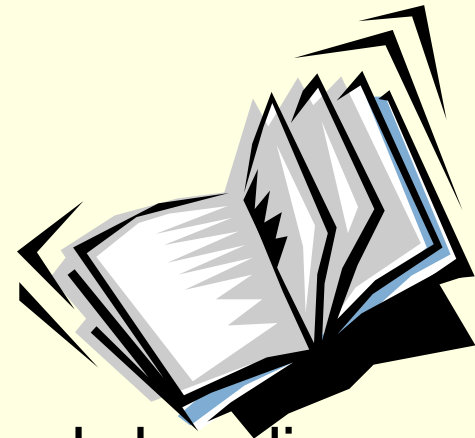
S	Survey	Preview
Q	Question	Ask guide questions
R	Read	Read for meaning
R	Recite	Test yourself
R	Review	Review after you read

S—Survey

- **S-Survey:** After you have surveyed the material, you should know generally what it is about and how it is organized.

Survey Process

- The title and subtitle
 - topic and approach
- Chapter introduction or lead-in
 - only if brief
- The first paragraph
 - overview, organization
- Boldfaced Headings
 - form mini outline
- The first sentence under each heading
 - usually explains the heading—main idea



Survey Process

- **Typographical Aids**
 - *italics*, **boldface**, marginal notes, **colored ink**, underlining, and lists
- **Graphs, Charts and Pictures**
 - point out important information—glance to see what is emphasized
- **The final paragraph or Summary**
 - provides a condensed view of the chapter—key points
- **End-of-Chapter material**
 - study/discussion questions, vocabulary lists, outlines—help decide what is important

After you Survey:



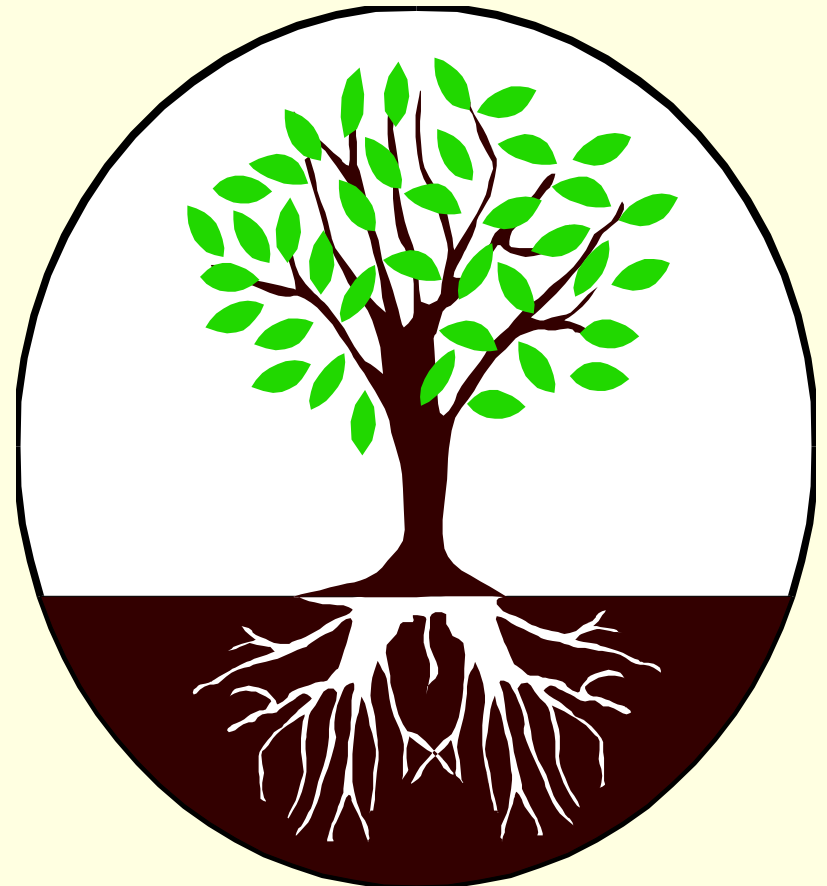
- Reflect on what you already know about the subject—background knowledge.
- **Brainstorm!** Make a list of everything that comes to mind.

Q—Question

- **Q-Question:** Try to form questions that you can answer as you read.
 - ◆ Initially, the easiest way to do this is to turn each boldfaced heading into a question.
 - ◆ As you become more familiar with the information, you can create more specific questions.

What is the Source of the Material?

- Knowledge of the source will help you judge the accuracy and soundness of what you read.
- This is the first question to ask before you read.



Question Process

- Preview before you try to ask questions.
- Turn each major heading into a series of questions.
- As you read the section, look for the answer to your questions.
- Avoid asking questions that have one-word answers.

Learning Style Tip for Questioning

If you tend to be a(an)

**Then strengthen your
pre-reading skills by...**

Auditory Learner

**Asking and answering guide
questions aloud or tape-
recording them**

Visual Learner

**Writing guide questions and
their answers.**

R—Read

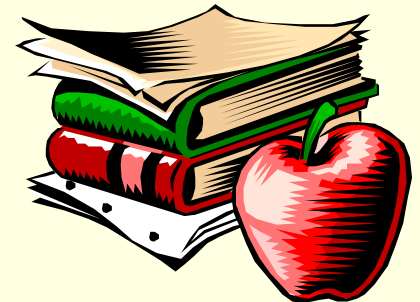
- **R-Read:** Read the materials, section by section. As you read, look for the answer to the question you formed from the heading of that section.

R—Recite

- **R-Recite:** After you finish each section, stop.
 - ◆ Can you **answer your question** for the section?
 - ◆ If not, look back and **find the answer**. Check your recall again.
 - ◆ **Summarize** the information in your own words.
 - ◆ **Write answers** to your guide questions in the textbook **margin**.

R—Review

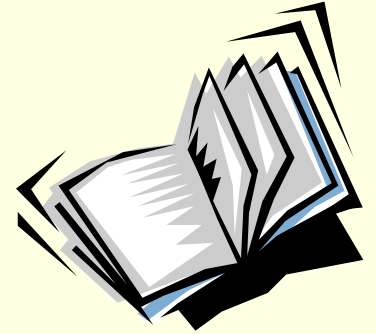
- **R-Review:** When you have finished the whole reading assignment, go back to each heading.
 - ◆ Recall your question and try to answer it.
 - ◆ If you can't recall the answer, be sure to look back and find the answer.
 - ◆ Then test yourself again.



Revising the SQ3R System

■ Add an “Evaluate” Step

- Why is the information important?
- How can I use it?
- How does it fit with the class lectures?
- How is the chapter related to previous ones?
- Is there enough evidence to support the ideas?
- Is the author biased? Tone? Purpose?



■ Modify based on your Learning Style(s)

SUMMARY

- What is the SQ3R system?
- Why is it effective?
- How can you adapt your reading-study system for different academic disciplines?
- What can you do to be sure that you understand your reading assignments?