



Provide Opportunities for Success

COLLABORATIVE STRATEGIC READING: PREVIEW

PURPOSE

The ability to preview allows students to consider what they are going to be learning about in terms of what they already know about the topic and what they would like to learn. By providing direct instruction in previewing, the teacher is able to model appropriate strategies that provide opportunities for student success through determination of prior knowledge and interest.

In order to ensure that students are given the methods they require to be successful, the instructor must provide direct, explicit instruction in previewing strategies. It is not enough to simply say, "What do you know about this topic?" One must teach, model, and engage in previewing strategies such as SQ3R.

SQ3R

While SQ3R (Survey, Question, Read, Recite, Review) is a method of building reading comprehension for an assignment in its entirety, the first two steps (Survey and Question) involve previewing strategies.

Please examine the model below for a chart of the steps and explanations. Each step should be taught through direct instruction and then modeled by the instructor and independently practiced by the students. This chart can be used in each of the content area classes as a reminder of common reading strategies.



SQ3R Reading Method

Survey



- Read the title of the selection.
- Skim the introduction or first few paragraphs.
- Read any headings and the first sentence that follows them.
 - Look at the visuals and read the captions.
- Notice how many pages are in the chapter.
- Notice any vocabulary words and read them.
- Check for end-of-chapter questions and read them.
- Check for a summary and read it.

Question



- Change the title (and headings) into questions using these cue words: who, what, when, where, why, how.
 - For example, “Adoptive Mother Releases Ducklings into the Wild” might become, “Why did the mother release the ducklings?”
 - This step is easier when the reading has a heading for each section.



Read

- Read the text **actively** by looking for the answers to the questions crafted in the question step.

Active Reading Strategies



Visualize	Draw a picture in your head. Make a movie in your mind.
Question	Ask questions about the text. Who, what, where, when, why, and how.
Predict	Figure out what will happen next based on the reading.
Clarify	Stop and Pay attention. Summarize.
Connect	Connect personally to what you are reading through yourself, the world, another text, or the media.
Evaluate	Form an opinion of what you have read.

Recite

- Answer the questions from the question step, plus any questions at the end of the text.



- Ideally, students should not quote the text to answer the questions; an accurate paraphrase indicates stronger comprehension.



Review



- Summarize the reading assignment, making sure to include all the main ideas.

HOW DOES THIS PROVIDE OPPORTUNITIES FOR SUCCESS?

By determining what students already know about a given topic, teachers are able to assess an appropriate starting point for instruction. In doing this, the teacher makes sure that no student feels overwhelmed with confusing information, but confident that the material will be presented at their level of understanding and interest.

Adopted from Newhall, P.W. *A Landmark School Teaching Guide. Study Skills: Research-Based Teaching Strategies.* (2008).