

SQ3R AND READING COMPREHENSION

Performance Standard 1B.I

Students will use the SQ3R reading strategy to preview a text and make predictions about the reading. They will then read the text and complete the remaining steps of the reading strategy. The teacher will evaluate the questions and outline, using the attached rubric accordingly:

- *Surveying/Questioning (Prior to Reading)*: answer questions; predict text content.
- *Reading/Reciting/Reviewing the Outline (After Reading)*: include significant main points from the text; include details that support the main points.

Procedures

1. ***In order to apply reading strategies to improve understanding and fluency (1B)***, students should experience sufficient learning opportunities to develop the following:
 - Use previewing and predicting before reading and questioning during reading.
 - Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.
 - Interpret and compare a variety of texts for purpose, structure, content, detail and effect.
 - Analyze overall themes and discover coherence.
 - Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.
 - Analyze a variety of texts for purpose, structure, content, detail and effect.
 - Identify how different content areas require different organizational structures (e.g., science text, literary text).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with the SQ3R reading strategy. (See task sheet)
4. Students will have practiced SQ3R on several texts of various types (e.g., science, history, mathematics) prior to the assessment.
5. Select a text from available subject areas and formats.
6. Each student will apply SQ3R to the text to preview and ask questions about the content, organizational structure, and author's purpose for writing.
7. Each student will read the text and complete the remaining steps of the reading strategy.
8. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- One to two class periods

Resources

- Copies of the selected text
- Copies of the SQ3R reading strategy task sheet
- SQ3R and Reading Comprehension Rubric

ASSESSMENT 1B.I

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Student Task Sheet

SURVEY

What kind of text is this? What is its title?

What physical features of the text can you identify? (Subtitles, Pictures, Diagrams, Bold and Italic type)?

What chapter headings and/or section headings, if any, are used?

QUESTION

After you have surveyed the text, ask yourself the following questions:

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

(For the purpose of this assessment, turn in a copy of your answers to these questions before you begin reading.)

READ

Go back to the beginning of the text and begin reading normally. Check the answers you have asked in step two and add any information you get from the reading.

RECITE

Cover the answers to your questions and recite them. Quiz yourself on your knowledge of the text.

REVIEW

Go back over the material. Reread your notes and outline the main points. Then hand in a copy of your outline to your teacher.

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NAME _____ DATE _____

- Exceeds 7 - 8 total points
- Meets 5 - 6 total points
- Approaches 3 - 4 total points
- Begins 2 total points

	Survey/Question (Prior to Reading)	Read/Recite/Review Outline (After Reading)
4	<ul style="list-style-type: none"> • All six questions have been answered. • Answers consistently predict text content. 	<ul style="list-style-type: none"> • Content outline contains all significant main points from the text. • Details consistently support the main points.
3	<ul style="list-style-type: none"> • All six questions have been answered. • Answers usually predict text content. 	<ul style="list-style-type: none"> • Content outline contains most significant main points from the text. • Details consistently support the main points.
2	<ul style="list-style-type: none"> • Four or Five questions have been answered. • Answers sometimes predict text content. 	<ul style="list-style-type: none"> • Content outline contains some significant main points from the text. • Details sometimes support the main points.
1	<ul style="list-style-type: none"> • Three or fewer questions have been answered. • Answers seldom or never predict text content. 	<ul style="list-style-type: none"> • Content outline contains few or no significant main points from the text. • Details seldom or never support the main points.
Score		