Tier 1 Secondary Content Area Reading Strategy:
Survey, Question, Read, Recite, Review (SQ3R) and Passage Reading Procedures
Acknowledgments

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Purpose

• Outline contributing factors **preventing** secondary students from **understanding** and **applying** information they have read

• Delineate **strategies** to be used to prevent **comprehension failure** before, during, and after students read text

• Explain the **components** of the “Survey, Question, Read, Recite, Review” (SQ3R) **comprehension strategy**

• Provide an overview of **passage reading procedures** to be used during **whole group, student partnerships, or independent reading**

• Prepare to use the SQ3R strategy in your classrooms
Agenda

1.0 Why students struggle to comprehend text

2.0 Before, during, and after reading comprehension strategies

3.0 SQ3R strategy overview

4.0 Passage reading procedures

5.0 Prepare to use SQ3R and passage reading procedures in upcoming lessons

6.0 Department SQ3R Considerations
1.0 Why Students Struggle to Understand Text
Simple View of Reading: Defining Domains

- Decoding (word-level reading): **ability to transform print into spoken language**
- Language Comprehension: **ability to understand spoken language**
Focus on the Language Comprehension Domain that is made up of Academic Language Skills: 

- **Background Knowledge**: possesses general and topic-specific background knowledge,
- **Inferential Language Skills**: ability to discuss topics beyond immediate context,
- **Narrative Language Skills**: ability to clearly relate a series of events,
- **Academic Vocabulary**: ability to comprehend and use words in formal writing.

**Simple View of Reading: Language Comprehension**

Decoding (Word-Level Reading) $\times$ Language Comprehension = Reading Comprehension

- **Background Knowledge**: possesses general and topic-specific background knowledge.
- **Inferential Language Skills**: ability to discuss topics beyond immediate context.
- **Narrative Language Skills**: ability to clearly relate a series of events.
- **Academic Vocabulary**: ability to comprehend and use words in discourse and formal writing.
Simple View of Reading: Decoding

Decoding (Word-Level Reading) x Language Comprehension = Reading Comprehension

Decoding Skills
- Fluency (accuracy, rate, expression)
- Word Knowledge (sight vocabulary)
- Understanding the organization and basic features of print
  - Read with sufficient accuracy, rate, and expression to support comprehension
  - Instant and effortless access to all, or almost all, words read

Print Concepts
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonological Awareness
- Know and apply grade-level phonics and word analysis skills in decoding words

Phonics and Word Recognition
- Instant and effortless access to all, or almost all, words read
- Know and apply grade-level phonics and word analysis skills in decoding words
Illustrating the Simple View of Reading

Read the two lines of English words below. Any Difficulty?

Кαλημέρα
dоброе утро

English Words in Non-English Scripts
Illustrating the Simple View of Reading (cont)

The snables tramped the mengs to the dwip. The dwip fropped. The mengs clambed a sib boogle. The snables gicked and gicked.

1. What did the snables do to the mengs?
2. What happened to the dwip?
3. What kind of boogle did the mengs clamb?
4. What did the snables eventually do?
Teaching Decoding and Language Domains

- Occurs across the **grade levels** and increases in **difficulty**
- The instructional emphasis for **decoding skills** changes based on the **grade level** and **instructional focus**:
  - Print Concepts: Kindergarten
  - Phonological Awareness (basic and advanced levels): emphasis shifts across K-4
  - Phonics and Word Recognition: Emphasis shifts across K-5 with the phonics skills getting progressively more difficult
  - Phonological Awareness and Phonics are the gateway to Word Knowledge (sight vocabulary)
  - Fluency: sounds, words, connected to text
Why Students Struggle?

- Traditional reading approaches did not use instructional methodologies to allow all students to become proficient in the “code of printed English and to build a large sight vocabulary”
- Whole-word approach: uses multiple exposures to words so the words are memorized
- Three cueing system model: proposes unknown words are read by using context clues, understanding the structure of language (syntax), and by visually recognizing words (recall words based on their appearance)

(Kilpatrick, 2014)
Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessments

2. Analyze assessment data and apply empirically-proven methods of reading acquisition to address reading deficits

3. Intervene to remediate the skill deficits (e.g., decoding of multi-syllabic words)
Addressing the Needs of Struggling Students (cont.)

4. Teach compensatory strategies to successfully engage with text in content area classes (e.g., strategies for reading unfamiliar words, understanding text features and types, extracting the most important pieces of information)
Kylie cannot read multisyllabic words. Read the following passage and delete the underlined words:

• “When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country.”

(From World Cultures and Geography (2005), published by McDougal-Littell)

Which reading domain needs immediate attention?
Activity 1.2

• Shaun can accurately read the passage on the previous slide

• When asked to discuss the events leading up to why the Portuguese needed to enslave Africans, his answer was, “because they needed people to work on the plantations.”

• Which reading domain and skill(s) likely need attention?
2.0 Before, During, and After Reading Comprehension Strategies
Framing Comprehension

- To ensure students understand what they are expected to read in their core subject area classes there are things that need to be done:

  1. Before reading
  2. During reading
  3. After reading
Before Reading

Informational Text

- Teach the pronunciation and meaning of critical, unknown vocabulary words
- Teach or activate necessary background knowledge
- Guide students in previewing the text (e.g., text features, key terms)
- Establish a clear purpose for reading

Narrative Text

- Teach the pronunciation of critical, unknown vocabulary words; including literary text structure (rising and falling action, theme)
- Teach or activate necessary background knowledge
- Guide students in previewing the chapter
- Establish a clear purpose for reading

(Archer, 2016)
During Reading

Informational Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
  - Respond Questions: Teacher and student generated text dependent questions
  - Respond Strategies:
    - Verbally retell the topic and key details
    - Generate main idea statements
    - Mark the text and write notes in the margin
    - Take two-column notes on content
    - Map the content

Narrative Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
  - Respond Questions: Teacher and student generated text dependent questions
  - Respond Strategies: Story grammar and theme

(Archer, 2016)
After Reading

- Informational and narrative culminating activities:
  - Discuss content in response to well-designed question / task
  - Student content (Read Cover Recite Check)
  - Complete and study a graphic organizer
  - Complete and discuss multiple choice items
  - Write a summary (summary writing strategy, writing frames for summary)  

(Archer, 2016)
Challenges with Informational Text

• Informational (expository) text are inconsistent, unpredictable, unfamiliar to students, and often times, poorly organized

• Narrative text have more familiarity to students; follow a typical storyline by having a beginning, middle, and end; and overall, tend to be easier for students to understand

• Students need to be taught informational text structure and how to apply text-structure based comprehension strategies

(Bakken and Whedon, 2002)
Addressing Needs: Compensatory Strategies

• Before, during, after comprehension strategies will compensate for weak *Academic Language Skills* that are preventing students from fully understanding the concepts

• Overt / covert strategies for reading long words will compensate for *weak Decoding Skills*

• Any student at certain points in time is at-risk of comprehension issues (e.g., lack of background knowledge, motivation, “deep cognitive floating”) and will benefit from compensatory strategies
Pre-teaching pronunciation of critical academic words

The REWARDS Strategy
Decoding Strategies for Reading Long Words
(REWARDS ® Strategy)

**Overt Strategy**
1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

**Covert Strategy**
1. Look at the prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.
REWARDS Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

reinvestigate
Adolescent Reading Content Strategy Series

• Three strategies that will be systematically used within secondary schools in conjunction with an intervention component to remediate skill deficits

1. SQ3R (also includes passage reading procedures)
2. Text summarization using writing frames and graphic organizers
3. Vocabulary instruction (also includes ways to build background knowledge)
MIBLSI Content Reading Strategy Focus

• Before Reading:
  • SQ3R: “S” and “Q”
  • Vocabulary instruction (includes ways to activate background knowledge)

• During Reading:
  • SQ3R: first “R”
  • Passage reading procedures

• After Reading:
  • SQ3R: 2\textsuperscript{nd} and 3rd ”R”
  • Text summarization strategy
Use of the Content Reading Strategies

• Your School Leadership Team is going to seek:
  
  input from you and the rest of the school staff in order to draft an implementation plan for installation and use of the three content area reading strategies

• The implementation plan components are to be shared with your District Implementation Team

  They are focused on making your use of district-supported strategies or programs as easy as possible (barrier-free)
Activity 2.1

• Agree, disagree, why?

• The before, during, and after reading comprehension strategies are very different depending on whether the students are reading informational text or narrative text.
3.0 SQ3R Overview
SQ3R Strategy

• “Package of study strategies” (Bakken, et. al., 1997) designed to be used with expository (informational) text

• Components:
  • Survey
  • Question
  • Read
  • Recite
  • Review
SQ3R Strategy (cont.)

- Considered to be the “grandfather of study strategies”

- Lends itself to independent student use compared to other comprehension strategies that require “extensive materials development”

(Huber, 2004)
SQ3R Assumptions

1. Textbook authors chose headings that capture the important information within a section of the text

2. Assessment questions will test the information that is prompted by the author’s headings

3. Students are able to turn the headings into questions that appropriately capture the main ideas

(Armbruster, 1982)
SQ3R Success

• The success of SQ3R depends on the following:
  • Reading ability of students
  • Practice in each of the strategy components
  • Prior knowledge about the topic / subject students are reading about in the textbook
  • Motivation

(Feldt and Hensley, 2009)
Pre-Requisite Skills for SQ3R

- Students that can do the following will have more success in understanding what they have read using SQ3R:
  - Apply a strategy to read unknown, multi-syllabic words
  - Identify main ideas
  - Identify the text structure for the section of the text (e.g., compare / contrast, cause / effect)
  - Ask the right questions that will lead them to identifying the most critical pieces of information from the text

(Feldt and Hensley, 2009)
SQ3R Support

• “When students use SQ3R strategies, they retain more information” (Carlston, 2011)

• SQ3R engages students while they study, more so than merely reading the text (Feldt and Hensley, 2009)

• Although SQ3R is more time consuming than simply reading the text, it is a more systematic approach to understanding text (Feldt and Hensley, 2009)
Resource: SQ3R Strategy Checklist

- Designed for teachers and students
  - Teachers use the checklist to introduce each of the strategy components
  - Students use it to recall the strategy components and to keep record that they completed each of the components
Activity 3.1

• Access the document, “SQ3R Strategy Checklist”

• As the presenter is providing you with an overview of each of the strategy components, think about the textbook used in your class to determine what elements of the checklist might need to be contextualized or scaffolded for your students.

• Make notation of things on your checklist so that you are able to contextualize or scaffold the strategy for your class.
Incorporating Text Structure

• Text structure has been intentionally incorporated into the “Read” strategy component

• Importance of text structure:

1. Understanding text structure helps readers understand how the author intends to communicate the information

2. If the text structure is identified, then information can be organized based on the author’s purpose

3. Reduces time required to process information

(Hebert, Bohaty, Nelson, & Brown, 2016)
Incorporating Text Structure (cont.)

Types of Text Structure

1. Main ideas and details
2. Order or sequence
3. Compare and contrast
4. Cause and effect
4.0 Passage Reading Procedures
Passage Reading Procedures

1. Augmented silent reading
2. Echo reading
3. Choral reading
4. Cloze reading
5. Partner reading
1. Augmented Silent Reading

• Procedure: Whisper reading

1. Pose pre-reading question

2. Tell students to read a certain amount and to reread material if they finish early

3. Monitor students’ reading

4. Have individuals whisper-read to you

5. Pose a post-reading question
2. Choral Reading

- **Procedure:**
  1. Read selection with students
  2. Read at a moderate rate
  3. Tell students “Keep your voice with mine”

- **Possible uses:** chorally read wording on slide, directions, steps in strategy, narrative, or informational passage
3. Cloze Reading

• Procedure:
  1. Read selection
  2. Pause and delete “meaningful” words
  3. Have students read the deleted words

• Possible uses:
  • When you want to read something quickly and have everyone attending
  • Rereading of a passage
4. Individual Turns

• Small group procedure:
  1. Call on individual student in random order
  2. Vary amount of material read

• Large group procedure:
  1. Assign paragraphs for preview and practice
     -or-
  2. Utilize the Me or We strategy
5. Partners Reading

- **Procedure:**
  1. Assign each student a partner
  2. Reader whisper reads to partner

- **Narrative text:** Partners alternate by sentence, page, or time
- **Informational text:** Partners alternate by paragraph
- **Read-Stop-Respond** occurs after each partner reads by having students highlight critical details, retell content, or answer questions
Partner Roles

• Partner roles:

1. Partner corrects errors using **Ask or Tell** strategy
   • **Ask**: Can you figure out this word?
   • **Tell**: This word is _____. What word? Reread the sentence
Partner Scaffolding Strategies

• Procedure for scaffolding lowest readers:

1. Highest reader in partnership is given the #1 and lowest reader is given the #2
2. Partner #1 reads material
3. Partner #2 rereads the same material
4. Lowest reader is placed on a triad and reads with another student
5. Partners are allowed to say “me” or “we”
Activity 4.2

- Given the variety of passage reading procedures, identify at least two to embed into the “Read” portion of the SQ3R strategy.
- Provide a rationale why you selected the two passage reading procedures.
- Be ready to share.
5.0 Preparing to Use the SQ3R Strategy and Passage Reading Procedures
Your Charge

- Assist your principal and school team in determining the following:
  - Appropriate times to use the SQ3R strategy
  - Ideas for motivating students to use each of the strategy components
  - Student products to share with colleagues within your departments, across school staff (e.g., school leadership team, special education teachers), and with district leadership to help determine the effectiveness of the strategy’s use
Your Charge (cont.)

• Experience the SQ3R strategy by creating an example to use during initial teaching of SQ3R

• Design your lessons to introduce and have students practice the SQ3R strategy components
Putting SQ3R to Practice

- We are going to practice with the American History reading of Chapter 1, “Reconstruction.”
Survey
Survey

Survey the chapter for:

• titles and subheadings
• illustrations and captions
• charts, graphs, maps, pictures
• vocabulary words and terms
Question
Question

- For this step you will take a piece of notebook paper and fold it in half length-wise
Activity 5.1

• Turn to page 8
• Develop a question on your own for the heading on page 8
• Write your questions on your 2 column notes page
• When you are done, compare your question to your partner’s
Read
Activity 5.2

• Answer the next 2 questions on your own

• When you are done, compare your answers to your partners
Primary Sources

• Notice that the last page has students reading a “Primary Source.”

In general students are fascinated by primary sources and enjoy reading these because:

• They are personal
• It humanizes the text
• Allows them to participate in emotions, attitudes, and values of the past.
Recite
Activity 5.3

• Continue rewriting the answers in your own words for the next 2 questions

• As you go through this process, think about what you might have to do to scaffold support for your students

• How much modeling will you need to do?
Review
RCRC

- Read
- Cover
- Recite
- Check

- This is a study strategy that is generalizable to many contexts
RCRC (cont.)

• Read: Reread your questions, answers, summary sentence and keywords.
• Cover: Cover your answers
• Recite: Reread the question and try to recite the answers without looking at your notes
• Check: Check your answers and repeat until you can answer all your questions
RCRC (cont.)

• Taking it one step further, have students do the opposite

• Cover up questions, review answers and determine what question is being answered
Activity 5.4

• How will you teach your students the “Review” step?

• Think about this as you are developing your lessons
Teaching Resource

• SQ3R Teaching Steps: to be used during the initial teaching of the strategy
Activity 5.5

It is time to develop an SQ3R example

- Materials you will need:
  - SQ3R Strategy Checklist
  - Student textbook
  - Assessment for a unit / chapter
  - Loose-leaf paper, computer, or tablet

- Access the document, “Teaching SQ3R Strategy Components” and make notations on sections that you may want to consider using when you introduce the SQ3R strategy and its components to your students
6.0 SQ3R Department Considerations
Activity 6.1

- Access the document titled, “SQ3R Department Considerations”

- If you are attending this training as a team, identify a recorder to document SQ3R considerations for each department represented

- Please organize the considerations by content area (e.g., science, social studies)
Pause for Communication

At the end of each session we are going to pause to capture communication that needs to flow to your School Leadership Team and District Implementation Team.
Activity 6.2

- As a team, generate 1-2 accomplishments coming out of today’s session that you want to share with your DIT
- If you identified any barriers to accomplishing your work, please be sure to capture those for the DIT as well
- Confirm who from your team will be communicating with the designated person from the DIT