

Applying the PQ3R Reading Method*

Learning Skills Services Worksheets

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To help you apply the PQ3R* Reading Method, use this worksheet** for each of your course readings, to help you concentrate and focus, improve your understanding of the material and make more effective use of your time . PQ3R stands for: **Preview, Question, Read, Recite, Review**

Preview:

For each reading, take a few minutes to **preview** or survey the reading:

- A. Examine the title, chapter/section titles, headings and subheadings.
- B. Read any highlighted material or terms and note any bold or italic print.
- C. Look at graphics, diagrams, charts, tables, formulae, and boxed inserts
- D. Flip to the end and read the summary section first, as well as glossaries/ definitions of key terms, if provided

Question:

Create questions arising from your preview of the reading, as well as any questions coming out of the lectures and course approach. Examples of typical, useful questions are given below, to help you get started.

- What is the reading about? _____

- What key points or subtopics are included? _____

- Why are these important? _____

- How does this reading connect to course objectives and themes? How important is it? _____

- How does this reading relate to other readings within the course? _____

Add any further questions that come up for you as you Survey the reading:

- Question: _____
Answer: _____

- Question: _____
Answer: _____

* The PQ3R reading method, also sometimes known as S (for "Survey") Q3R ,or SQ4R (adding "Record" as the 4th R) , was first developed by American educator Francis P. Robinson in the 1940's. (See Robinson's Effective Study, 4th Edition. New York : Harper & Row, 1970, and SQ3R: Effective Reading. New York: Harper & Row, 1962).

** this worksheet has been adapted from the SQ4R Resource in SPARK's "Effective Reading Strategies" Module

Worksheet: Applying the PQ3R Reading Method* (cont'd)

Read:

For each reading:

- A. Break the material into appropriate and manageable sections.
- B. Read, actively and critically, fitting the information and details into the framework of meaning which your **Preview** and **Questions** have started to help you build.
- C. Look for the answers to your questions within the text and note any new questions that arise.

Recite:

Periodically as you read, and at the end of each section, pause and paraphrase the material in your own words. Take brief notes in the space below, to capture key ideas and information. Don't just copy material from the text - process and structure the information in a meaningful way, to help you understand and remember. For example, you might want to organize your notes around the questions you posed.

• What are the main points/ideas/arguments?

Review:

Review your questions and the notes you have made. Compare the information in the text you have just read with course themes, lecture notes and other assigned readings. Reflect on how challenging you found the reading and note any additional comments or questions.

• What course section or themes does the reading relate to?

• How important is this reading, to the course?

• How does this reading connect to other course readings?

• How long did it take you to read and understand this reading?
How difficult did you find it?

• Additional comments, criticisms, questions:
