

Subject Area: Study Skills/Organizations/Learning Strategies

Title of Instructional Method, Strategy, or Approach:

- PARS (Preview, Ask Questions, Read, Summarize)

Grade Level:

- 3rd – 6th

Description of each Instructional Method, Strategy, or Approach:

- Simplified study strategy
- Recommended for use with younger students and with limited use with study strategies
- Students preview the material and formulate questions that pertain to the areas the teacher wishes to emphasize
- Selection is then read with questions in mind in an effort to answer them
- Final step is summarizing the material and verifying the information acquired relative to questions generated.

References:

1. Cheek, E.H., Jr., & Cheek, M.C. (1983). *Reading instruction through content teaching*. Columbus, OH: Merrill.
2. Hoover, J.J. (2001). Study skills and the education of students with learning disabilities. *Journal of Learning Disabilities*, 22, 452-453.
3. Smith, C. (2000). Reading to learn: How to study as you read. Helping children to learn strategies. *Family Learning Association*, 437 610, 2-69.

“How To”:

- Present student with reading material
- Preview material by scanning the chapter, looking for heading, graphic aids, and chapter summaries
- Ask questions that address main ideas, what will they learn, what facts are most important.
 - Allow students to ask questions
- Read the chapter to answer the developed questions
 - Write down important terms and ideas
- Summarize the main ideas in the chapter
 - Write a two to three sentence summary to summarize the main ideas and facts

Implications for Practice/Other Considerations:

Pros

- Promotes active reading
- Develop questions before reading to determine a focus
- By reviewing it helps commit the information to long term memory

- Aids in note taking skills
 - Can be effective from elementary school to college
- Cons
- More time consuming than normal reading of text if used in the classroom

Additional Links (for further information):

- <http://www.unl.edu/csi/reading.shtml>.

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