

| ASK QUESTIONS THROUGHOUT THE READING PROCESS | | |
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| UNDERSTAND | Definition | Readers are actively involved in reading by asking themselves questions before, during, and after reading a selection that propel them to read on and seek answers and confirmation, thus increasing their comprehension of the material. |
| | When to teach this strategy | <p>If you see readers who . . .</p> <ul style="list-style-type: none"> • read words and turn pages of a book without being engaged or understanding what the author is saying. • are unable to describe or recall key details of the text. |
| PREPARE | Why we teach it | Readers who ask questions during reading are actively engaged and thus tend to remember important details and information. While asking questions, readers monitor their understanding of what they are reading. |
| | Secret to success | When you are reading, you must generate your own questions about the text, and realize that not all your questions will be answered. |
| TEACH | How we teach it | <p>When introducing this strategy, we begin by explaining that asking questions during the reading process can help us focus on what we are reading, give us a purpose for reading, and enable us to monitor our reading or check to see whether we are understanding what we are reading.</p> <p>We model this questioning process by stopping during our reading and sharing the question we have in our minds. We then read a selection of text and ask students to participate by turning to an elbow buddy and sharing a question they have about what we just read.</p> |
| | | <p>Suggested language:</p> <ul style="list-style-type: none"> • <i>What does this part mean?</i> • <i>Is this important?</i> • <i>What does this word mean?</i> • <i>What questions do you have right now about the main character?</i> • <i>I wonder . . .</i> |
| SUPPORT | Instructional Pivots | <p>Possible ways to differentiate instruction:</p> <ul style="list-style-type: none"> • Teach students different kinds of questions readers ask. We use Taffy Raphael's (2006) work on QAR (Question Answer Relationship), which defines questions under four categories: Right There, Think and Search, Author and Me, and On My Own. Have students generate questions using these categories and definitions. • Guide students with questions such as <i>What is something you would like to know about the character? Is there something the character did that you would have done differently?</i> • Help students think about questions like <i>What's confusing me right now? What would I like to know more about?</i> <p>Reconsider materials, setting, instruction, and cognitive processes.</p> |
| | Partner Strategies | <p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Check for Understanding; Monitor and Self-Correct</i> • <i>Cross-Check</i> • <i>Look Carefully at Letters and Words</i> • <i>Back Up and Reread</i> |