**Self- Questioning Controlled Practice Activities**

**Independent Practice:** Student has a passage at his/her instructional reading level and uses a voice recorder or written worksheet (pg. 112 SQ manual) to record answers. Student takes the comprehension test without looking back at passage. Teacher scores product and comprehension and gives feedback for the next practice. Student records score on progress chart. If student scores 80% on both parts, the student moves on to the next independent practice and records on the progress chart.

**Guided Group Practice:** Read a paragraph with the class. Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. At the end of the paragraph, pause and ask at least one of the questions under each step. Have the students use their whiteboards (or virtual whiteboard) to write questions, predictions and answers at the different times. Then read another paragraph with the class, ask the questions again, and so forth. Ensure that every student participates across several paragraphs. This isn’t scored and doesn’t go on the progress chart. You can use the group score sheet on page 112 for feedback.

**Prompts:**

**ATTEND TO CLUES**

* What is one of the clue words (“wonder words”) here?
* What is another clue word?

**SAY A QUESTION**

* What does that word make you wonder?
* What are you wondering?
* What question comes to mind about that word?
* Is it okay that everyone has a different question? Why?

**KEEP PREDICTIONS IN MIND**

* What is your prediction?
* What do you predict?
* What do you think will happen?
* Is it okay that everyone had a different prediction? Why?
* Why do people have different predictions?

**IDENTIFY AND TALK ABOUT THE ANSWERS**

(Do not use these prompts for the first paragraph)

* Did you find an answer to your question? What was it?
* What answer did you find here?
* What is the answer to your question?

**OTHER QUESITONS**

* Was your prediction correct? Why or why not?

**Paired Practice**

Students will work with a partner. Decide which students to pair for the activities. Pair students who are reading at approximately the same grade level and assign an appropriate leveled passage from the student materials. After observing how the partners are working together and how they are progressing, the teacher may decide to change the assignments for the future paired practice activities. Some may be progressing faster than partners. Over time, they should be progressing across grade levels up to their current grade level. For example, students who are in the ninth grade and who are currently reading at a 4th grade level will start with passages written at the 4th grade leve. Once they master applying the strategy at that level, they will progress to 5th grade passages, then to 6th, and so on until they are successfully applying the strategy to passages written at their present grade level.

In each passage, the pair will read 3 times. The first student the pair reads up to the dot, stop reading to ask questions, make predictions, and talk about the answers. The other student will listen and give feedback. Then, the 2nd student reads up to the next dot and performs the strategy and so on. The Self-Questioning Group Score sheet on page 114 of the manual can be used.