NAME _____ DATE_____

STRATEGY_____
Scoring: 2 = Present & Correct; 1 = Present, can be improved; 0 = not recognizable or not present

Self Questioning Learning Strategy: STAGE 3: MODEL

Rating	Critical Teacher Behavior	How it sounds	Next Time
1. **Give Advance Organizer**			
	1. Gain student attention	"I have been practicing so that I can model for you how to apply the five steps of the self questioning strategy."	
	2. Review the previous learning	"Let's see if you remember the steps of the strategy. Why do we ask questions? What are some reasons for making predictions? What are the 7 types of questions?" (Students can use notes.)	
	3. Personalize the strategy	"This strategy will help you to be an active reader and therefore to remember better what you read."	
	4. Define the content	"Good readers ask themselves questions and find answers to those questions as they read. You can learn to do that as well."	
	5. State expectations	"Please follow along with me, let me stay in the model so you can see how it works, and then participate when I ask you to do so."	
	6. Make all necessary materials available	"Each of you has the reading passage to follow along with me. Put the question symbols in the margin if you can as I read."	
2. Present Model of Strategy from Start to Finish			
	1. "Think aloud"	"I am going to say everything I am thinking and doing out loud so you can hear and see how it works."	
	2. Carry out self-instruction	"I am going to begin by remembering the words ASK IT to remind me of my five steps."	
	3. "Guide" self through strategy by verbalizing appropriate questions	"**A** means I should attend to clues as I read. Chocolate Moose is the title which seems strange. This is a clue that makes me wonder WHAT this is about. So I will SAY a question"	
	4. Perform the physical behaviors involved in the strategy	" What is this about, chocolate mousse or moose? I will put a What symbol here." Record questions	
	5. Verbalize problem-solving	"Reading the next two sentences to IDENTIFY the answer, this passage is about a moose, not mousse."	
	6. Verbalize self-monitoring	"Good, now I need to read the next two sentences and start over again."	
	7. Perform model of all of the steps	"Now I have a Where questions, so I have to read to see if I can find the answer to my question."	

Name: _____

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3. Enlist Student Involvement in Demonstration after Providing Complete Model			
	1. Ask students to perform a certain part of the strategy	"Now it's your turn to do the next section with me. Get a piece of paper and your pencil."	
	2. Check students' understanding by questioning about what they observed	"What did I do when I was reading and asking myself questions?"	
	3. Ask students to identify the next step to be performed	"Let's try the next section. Would you read the first sentence?"	
	4. Involve all students	"Okay, so what step are we on? Help me to do that____."	
	5. Provide assistance, cues or prompts to students as needed	"Let's try that again, and would one of you write the symbol on the board? Do we all think that is the best symbol?"	
	6. Engineer success	"Good you are using your notes to help you get the right symbols and to make prediction questions and find the answers."	
4. Give Post Organizer			
	1. Review the model	"What did you watch and participate in today? What did you learn today? What confused you or do you still need to know?"	
	2. Personalize the strategy	"How might this help you in school or life? I use it sometimes when I am reading research articles and I better understand what I am reading…"	
	3. Give direction	"You saw the model today and participated in dissecting words. Tomorrow you will do the Verbal Practice stage. So you will need to study your Cue Card notes."	
	4. State expectations	"You did well today so I know you will be able to master this strategy. How do you feel?"	
	5. Cue progress checks	"Record today's completion date for Stage 3, Model, on your progress chart."	

Reflection: