

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

Becoming a better reader

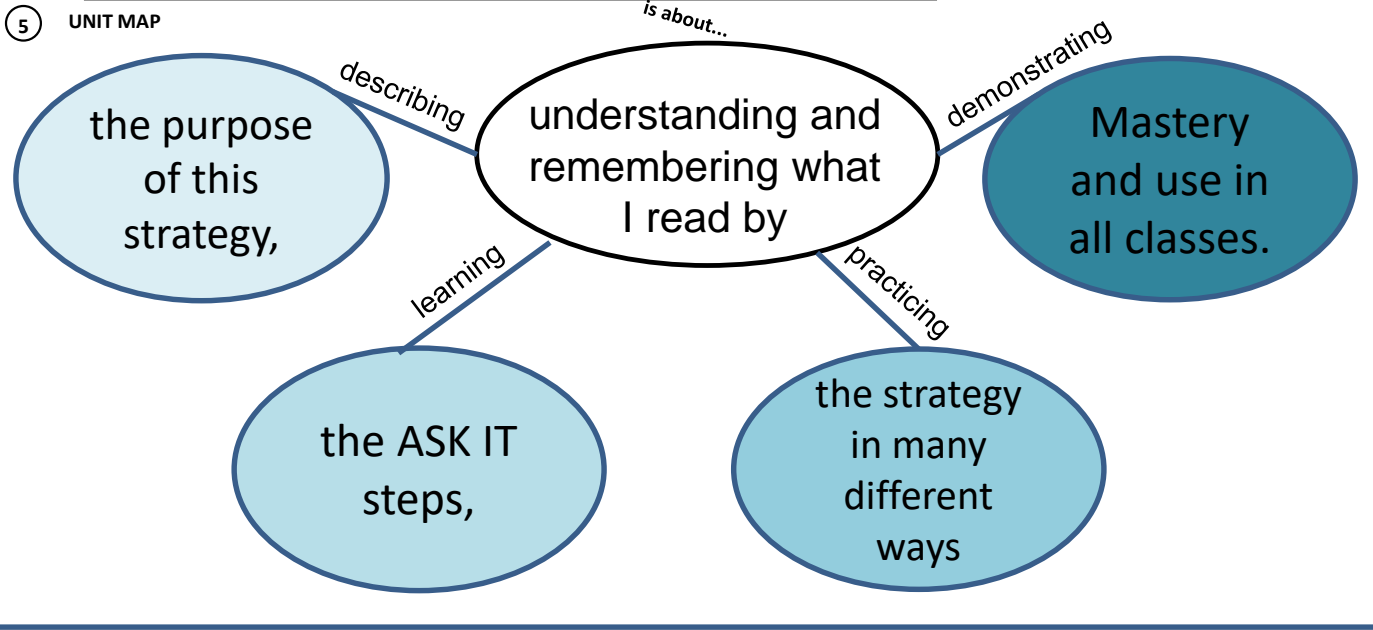
2 LAST UNIT /Experience
Word Mapping

1 CURRENT UNIT
The Self Questioning Strategy

3 NEXT UNIT /Experience
The Inference Strategy

8 UNIT SCHEDULE

| |
|--|
| PreTest |
| Launch UO |
| CC-Active Readers |
| Describe Convo |
| FRAME-ASK IT |
| Model Passage |
| VP-Partners |
| VP-QEG |
| Practice Passages & Literacy Stations |
| Post Test |
| Around the School... |
| Tie Up UO |



Words we need to know:

| | | | | |
|------------|------------|------------|---------|----------------|
| Strategy | Commitment | Mnemonic | Clues | Question |
| Prediction | Answer | Paraphrase | Mastery | Generalization |

7 UNIT SELF-TEST QUESTIONS

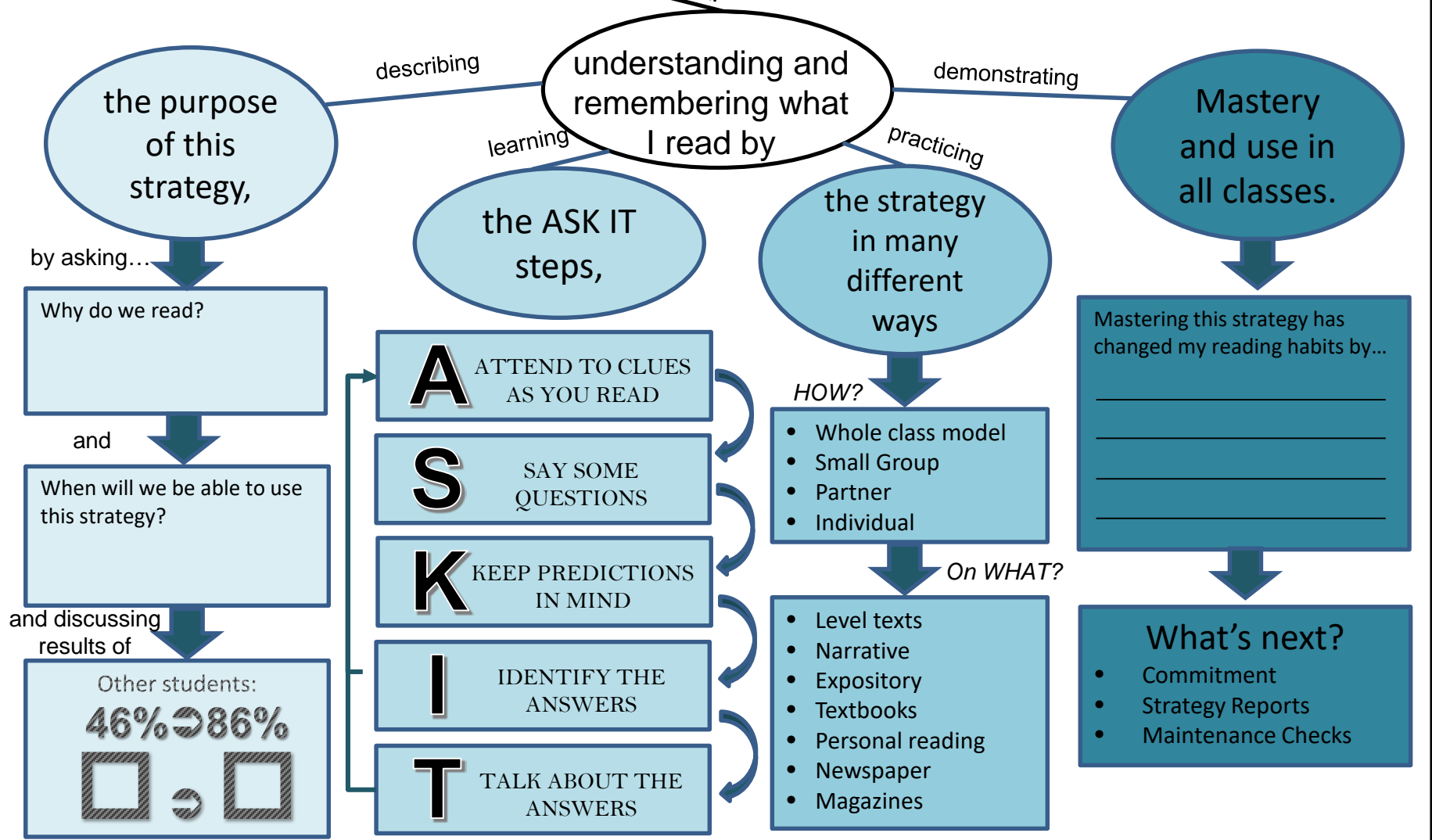
1. Why is it important to ask myself questions, make predictions, and talk about answers while I am reading?
2. Why is talking to yourself while you use the steps of this strategy so important?
3. Where can I use this strategy?

6 UNIT RELATIONSHIPS

| |
|---------------|
| Describing |
| Learning |
| Practicing |
| Demonstrating |

The Self Questioning Strategy

9 Expanded Unit Map



10
NEW UNIT
SELF-TEST
QUESTIONS

Comparison Table

- C** Communicate Targeted Concepts
- O** Obtain the Overall Concepts
- M** Make lists of Known Characteristics
- P** Pin down Like Characteristics
- A** Assemble Like Categories
- R** Record Unlike Characteristics
- I** Identify Unlike Categories
- N** Nail Down a Summary
- G** Go Beyond the Basics

② Overall Concept
Ways of Reading

① Concept
New Habits

① Concept
Old Habits

③ Characteristics

- Read words
- Stop to think about the words while reading
- Chunk the passage into smaller pieces
- Required to write down thoughts while reading
- Decide to follow the ASK IT steps before reading
- Follow specific steps while reading

③ Characteristics

- Read words
- Not stopping to think about the words while reading
- Read the entire passage all at once without stopping
- Can choose to write down thoughts while reading
- Do not set a purpose before reading
- Do not follow specific steps while reading

⑨ Extensions

As you learning the Self Questioning Strategy and track your own progress, think about how your reading habits are changing.

④ Like Characteristics

- Read words

⑤ Like Categories

- Decoding of words

⑥ Unlike Characteristics

- Stop to think about the words while reading
- Required to write down thoughts while reading
- Chunk the passage into smaller pieces
- Decide to follow the ASK IT steps before reading
- Follow specific steps while reading

⑥ Unlike Characteristics

- Not stopping to think about the words while reading
- Can choose to write down thoughts while reading
- Read the entire passage all at once without stopping
- Do not set a purpose before reading
- Do not follow specific steps while reading

⑦ Unlike Categories

- Active mind while reading
- How much to process at one time
- Before reading
- Self guidance while reading

⑧ Summary

We have New and Old habits that are both ways of reading. Both our old and new habits help us decode words. New habits are different from our old habits because we have an active mind while reading, process smaller chunks at one time, do something before reading, and guide ourselves while reading.



Describe the Self Questioning Strategy

How to proceed:

- Determine who is A and who is B.
- Face your partner.
- Make eye contact frequently.
- Smile and nod your head while listening.
- Speak clearly and quietly while reading.
- When finished with the 1st read, switch roles and read again
- When finished with 2nd read, complete the reflection below

Reflection:

I would grade my participation in this activity:



I did not participate with my partner.



I participated with my partner, but could do better next time.



I participated with my partner to the best of my ability.

I would grade my partner's participation in this activity:



My partner did not participate with me.



My partner participated with me, but could do better next time.



My partner participated with me to the best of his ability.

Write one sentence about this activity:

One thing I learned from this reading is... _____

Please read:

A: Using the **Self Questioning Strategy** will help me understand and remember what I read.

B: I will do better in school when I can understand and remember information that I read.

A: I can use the **Self Questioning Strategy** in class when I am asked to read directions, a textbook, a passage, or anything else.

B: Students who used the **Self Questioning Strategy** in other schools made 40 more points on their comprehension tests when they used the **Self Questioning Strategy** than they did before.

A: I can use the phrase "**ASK IT**" to help me remember the steps of the **Self Questioning Strategy**. When I read, I need "**ASK IT**"!

B: **A** stands for **Attend to Clues**. I look for clues (important words, graphics, etc) before and while I read.

A: **S** stands for **Say Some Questions**. I stop at each dot in the passage and ask myself a question.

B: **K** stands for **Keep Predictions in Mind**. I make a prediction and keep it in mind as I continue reading.

A: **I** stands for **Identify the Answer**. I will look for answers to my questions while I read.

B: **T** stands for **Talk About the Answer**. Was my prediction correct? I need to put the answer in my own words.

A: The **Self Questioning Strategy** is about asking questions, making predictions, and finding answers while I read.

B: When I stop to ask myself questions, I am thinking about what I am reading.

A: A prediction is my best guess about what the answer will be.

B: While I am reading, I will keep checking my predictions in mind to see if I am right or wrong.

A: When I find an answer to one of my questions, I will stop and talk about it.

B: Talking about my answer will help me to rephrase it in my own words and it will stick in my memory.

A: Good questions, predictions, and answers are **complete statements** with a subject and a verb.

B: Good questions, predictions, and answers are **accurate** (use true information from the story).

A: Good questions, predictions, and answers only include **NEW information**.

B: Good questions, predictions, and answers **make sense**. Another person can understand them easily.

A: When I am reading, I will repeat these steps over and over until I get to the end of the passage.

B: I can use the **Self Questioning Strategy** whenever I have something to read. It will help me understand and remember what I read.

1 Term

mnemonic

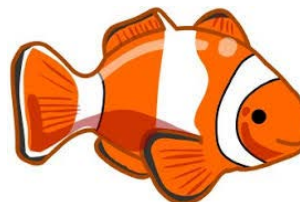
3 Reminding Word

Nemo

4 LINCing Story

Nemo's dad works hard to remember the address so that he can find Nemo.

5 LINCing Picture



P. Sherman
Wallaby Way
Sydney

2 Definition

A special trick (word, song, picture) that helps you remember something

1 Term

prediction

3 Reminding Word

preview

4 LINCing Story

I saw the preview for that new alien movie and guess that it will be very scary!

5 LINCing Picture



2 Definition

The best guess about what the outcome will be based on what is already known.

F

The Self Questioning Strategy

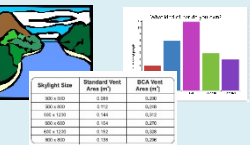
is about...

using the **ASK IT** steps to understand and remember anything I read.

R

A ATTEND TO CLUES AS YOU READ

Visuals



Print Types





Bold
Italic
Underline
~~Strikeout~~

Numbers, lists

First, second, third...
 1926
 Carpet, wood, tile...

S SAY SOME QUESTIONS

7 TYPES OF QUESTIONS

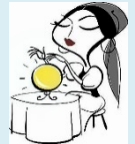
- WHO 
- WHAT 
- WHEN 
- WHERE 
- WHY **Y**
- WHICH **+**
- HOW **H**

K KEEP PREDICTIONS IN MIND

Prediction: *Your best guess based on what you know*

To make a prediction use:

- Background knowledge
- Context clues



I IDENTIFY THE ANSWERS

Keep reading to find answers...



T TALK ABOUT THE ANSWERS

Was your prediction correct?

Put the information in your own words...



M

So what? What is so important for me to remember about this?

E

Extend your learning:

Use this FRAME to remember the ASK IT steps while your read.

Question Exploration Guide

Student name: _____

① What is the Critical Question?

How will the Self-Questioning Strategy help me be a more successful student?

② What are the Key Terms and explanations?

strategy

mnemonic device

active reading

successful

③ What are the Supporting Questions and answers?

What is the major purpose of the Self-Questioning Strategy?

What kind of reading materials can use the Self-Questioning Strategy for?

Why is asking yourself questions helpful?

Why is making predictions helpful?

Why is translating new information into your own words helpful?

④ What is the Main Idea answer?

The Self Questioning Strategy will help me pay attention while I am reading so that I can make sure I understand and then remember what I read.

⑤ How can we use the Main Idea?

I can use the Self Questioning strategy to better understand and remember what I am asked to read in all of my other classes.

⑥ Is there an Overall Idea? Is there a real-world use?

Using the Self Questioning Strategy will help me understand the article that I want to read about cheat codes for *Legend of Zelda: Breath of the Wild*.

Self Questioning Partner Practice

Both: Preview the passage and number each dot. Determine who is A and B.

Student A: Read to the first dot. Say a question and what type it is. Make a prediction.

Student B: Listen to your partner. Record their question and prediction. Score them on the back.

SWITCH ROLES!

Student B: Read to the next dot. Say a question and what type it is. Make a prediction. Check to see if you identified any answers. Talk about the answer if found.

Student A: Listen to your partner read. Record their answer, question, and prediction. Score them on the back.

SWITCH ROLES and REPEAT!

When finished reading, both students: Review your Questions and Answers.

Individually: Take the comprehension quiz (*without looking at the passage*).



What do I do if my partner DIDN'T:

- **Say a question?** *“Nice job reading. Can you think of a question to ask?”*
- **Tell me the type of question?** *“What type of question did you just ask?”*
- **Make a prediction:** *“Your question was _____. What do you think the answer will be?”*
- **Make their prediction as a complete thought:** *“Can you say your prediction again as a complete thought? I predict that...”*
- **Find the answer to a question:** *“I think we just read the answer to one of our questions. What answer did we find?”*
- **Talk about the answer with you:** *“What do you think about this answer? How do you know that is the answer? Does this remind you of anything else?”*

SCORE your Partner!

Write the dot number, partner who was reading and question type in the correct box. If your partner made a good prediction, but a check mark in that box. If your partner required a prompt, put an X. If you or your partner identified an answer and talked about it, put a check mark in that box.

| Dot #: | Partner Name (Who is reading?) | Question (New info?) √ or X | Prediction (Complete thought?) √ or X | Answer (Talk about it?) √ or X |
|--------|-----------------------------------|-----------------------------------|---|--------------------------------------|
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