

ReQuest

The **ReQuest** strategy teaches students to apply a questioning process while reading to increase comprehension while reading for meaning. Teachers model the strategy first, and then students question each other about what they read at designated intervals. Questions such as, “I don’t know” are not acceptable; rather, if a student doesn’t know how to answer, he/she would be required to explain why an answer couldn’t be found, or why she/he was confused. All participants are required to answer with evidence or support answers with references to the text. It is a strategy that can be used one-on-one or in whole class.

Adapted by Mazo, 1969

Step 1: Students read silently an assigned passage. Instruct them to write any questions down any questions they have while reading.

Step 2: Instruct students to “close their books” and respond to ask any questions they have.

- Field the questions without giving direct answers; simply acknowledge their questions and the legitimacy of them.

Step 3: After listening to and sharing their questions, ask questions of the students to inspire answers to their questions.

- Use a Socratic method to question their questions

Step 4: Read another passage silently, repeating Steps 2 and 3.

Step 5: Mid-way through the next passage, stopping students mid-way to make predictions about what will happen next in the text. Prompt them with:

- *I think...*
- *This might...*
- *Perhaps...*
- *Maybe...*
- *It will...*
- *He/She will...*
- *After awhile....*
- *Next...*

Step 6: Instruct students to form a “purpose-setting question” for the remainder of the reading.

Purpose-setting Question Examples:

Why is the teacher having us read this?

What am I doing to make this understandable while I’m reading?

Why are these ideas so important to know?

Why am I so interested in this?

What can I do to become more interested in this, or to make it more interesting?

Why did the author write this?