**The Self-Questioning Strategy**

Developed by The Center on Research for Learning at the University of Kansas (1994),  *Self-Questioning* is part of the Learning Strategies Curriculum designed to teach students how to create questions in their minds, predict the answers, and search for answers. The *self-questioning* strategy is constructed to help students with the complex reading demands in elementary, secondary, and post-secondary settings to improve students’ comprehension and retention. This strategy allows students to actively interact with the material rather than passively reading it to promote intrinsic motivation by helping them identify their own reasons for reading a passage.  For students to be successful with *self-questioning*, they must have sufficient decoding and comprehension skills to be able to communicate their questions, predictions, and answers through written and verbal expression. Teachers provide elaborate, timely, and individual feedback to students as they move through the strategy steps to drive further student improvement and success. Additionally, students’ progress is monitored according to individual goals they set for themselves.

Proficient readers typically engage with a text by asking themselves questions as they read: Who is speaking? Why did the author choose this example? What’s important here? Do I understand what I am reading? In contrast, struggling readers, and those with disabilities, are not likely to pose questions before, during, or after reading. These students, in particular, need direct instruction and practice in self-questioning. As students develop this skill, they will become better at reading comprehension and will build the skills they need to be college and career ready. The specific Standards related to self-questioning are:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Read and comprehend complex literary and informational texts independently and proficiently.

TEACHING STRATEGIES

Making sure that students understand the three basic types of questions.

1. Literal questions

The answers to literal questions are “right there” in the text (e.g., details, key words, main idea, core concept).

1. Inferential questions

To answer inferential questions, readers must think deeply and use context clues to look beyond what is stated outright in the text.

1. Evaluative questions

To answer evaluative questions, readers need to consider different perspectives, make a judgment, and/or take a position.

Model varied ways to pose anticipatory self questions before reading, self-monitoring questions during reading, and assessing for understanding questions after reading.

How they produce these questions?

Writing in the margins, typing comments in a word processor document, adding notes to a collaborative document, making an audio recording, creating a semantic map, or discussing the text with a partner. A four-column chart with general questions in the headings (such as “What do I know about this topic?” and “What more do I want to know?”) can be helpful for recording questions before, during, and after reading.