

Question the Author (QtA)

Wisconsin State Standards Strand

Reading: Literature
- Craft and
Structure

Grade Level K-5

Purpose

Use question
answering and
generating with
students to support
comprehension

When to Use During Reading

Grouping Whole Group Small Group Partners Individuals

ABOUT THE STRATEGY

QUESTION THE AUTHOR (QtA) is a question answering and generating strategy that improves comprehension by helping students pose questions while reading a given text, helping to solidify their knowledge and challenge their understanding. QtA is used during reading. This strategy supports comprehension as students critique the authors' writing while engaging in discussions and interactions within the classroom.

IMPLEMENTATION OF THE STRATEGY

- Select a text and decide on stopping points where you think students need to stop, think, and gain a deeper understanding of the text.
- Create questions that can be asked of the students at each stopping point to encourage deeper understanding:
 - o Initial Questions (to open a discussion): Does this make sense to you? What do you think the author is attempting to say here?
 - o Follow-up Questions (to help students connect emerging meanings with their perceptions of author intention and with other ideas in the text): Why do you think the author chose to use this phrase or wording in this specific spot? Did the author explain this clearly? Did the author tell us why? Why do you think the author tells us this now?
- Introduce the strategy and establish its purpose.
- Read a short passage aloud to your students and model how to answer the questions, using a think aloud.
- Facilitate the discussion, encouraging students to answer and ask questions.

MEASURING PROGRESS

- Teacher observation
- Conferring
- Student journaling

RESEARCH

- Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Fordham, N. W. (2006). Crafting questions that address comprehension strategies in content reading. *Journal of Adolescent & Adult Literacy*, 49, 390-396.
- Liang, L. A., Watkins, N. M., Graves, M. F., & Hosp, J. (2010). Postreading questioning and middle school students' understanding of literature. *Reading Psychology*, 31, 347-364.
- Wilson, N. S., & Smetana, L. (2011). Questioning as thinking: A metacognitive framework to improve comprehension of expository text. *Literacy*, 45, 84-90.

Name: _____

Question the Author (QtA)

While reading a text, critique the authors' writing through generating and answering a series of questions, discussing with others, and revising your thinking.

Question	My Thoughts with Evidence from the Text	Others' Thoughts with Evidence from the Text	Revised Thinking