

ReQuest Procedure



Purpose

The ReQuest procedure is designed to encourage students to (1) formulate their own questions about the material they are reading and develop questioning behavior; (2) adopt an active inquiring attitude to reading; (3) acquire reasonable purpose for reading; and (4) improve their independent reading comprehension skills.

Rationale

Manzo, the originator of the ReQuest procedure, suggests that while teacher questioning and purpose setting are important to reading comprehension, of greater importance is the development of the students' abilities to ask their own questions and to set their own purposes for reading. He suggests that these skills facilitate the students' acquisition of an active, inquiring attitude and their ability to examine alternatives and to originate information. These things are essential if students are to transfer problem-solving involvement to different contexts.

Description of the Procedure

There are six steps teachers should follow in using the ReQuest procedure.

1. Preparation of Material

- a. Select material at an appropriate level for the student
- b. Select material appropriate for making predictions
- c. Identify appropriate points within the selection where the student could plausibly make predictions

2. Development of Readiness for the Strategy

- a. Build student interest in the procedure
- b. Introduce selected vocabulary
- c. Develop some background for understanding the passage
- d. Provide the student with an understanding of the rules of ReQuest

The purpose of this lesson is to improve your understanding of what you read. We will each read silently the first sentence. Then we will take turns asking questions about the sentence and what it means. You will ask questions first, then I will ask questions. Try to ask the kinds of questions a teacher might ask in the way a teacher might ask them.

You may ask me as many questions as you wish. When you are asking me questions, I will close my book (or pass the book to you if there is only one between us). When I ask questions, you close your book.

3. Development of Student Questioning Behaviors

- a. *Joint silent reading.* Both the student and teacher read the first sentence of the selection.

- b. *Student questioning.* The teacher closes his or her book, and the student questions the teacher. The teacher responds with an answer, reinforces appropriate questioning behavior, and, if necessary, requests rephrasing of unclear questions.
- c. *Exchange of roles.* The student finishes questioning and removes his or her copy of the material. Then the teacher questions the student.

4. Development of Student Predictive Behaviors

At an appropriate point in the procedure (i.e., when the student has read enough to make a prediction about the rest of the material), the exchange of questions is terminated. The teacher attempts to elicit predictions and validations from the student.

If the predictions and verifications are reasonable, the teacher and student can move to the next step – silent reading activity.

5. Silent Reading Activity

The teacher now directs the student to read the remainder of the selection. During this period, the teacher can either read along with the student or stand by to assist.

6. Follow-up Activities

Some activities may emanate from a reconsideration and discussion of student predictions. For example, the teacher could encourage the student to consider variations or adaptations of the story.