



Effective Questioning for Readers

What to do: Use the questions below when reading with — or reading aloud to — students.

Why it matters: These questions model self-questioning strategies for students, so over time they internalize these practices and use them as needed while reading. Teaching questioning techniques can help all students become more engaged, active readers.

Before Reading

- Is this fiction or nonfiction?
- What do you already know about this topic?
- Based on the title, what do you think this is going to be about?

Strong readers are active readers. One thing they have in common is asking themselves questions while they're reading. Questioning helps a reader self-monitor, clarify thoughts, and make connections. This kind of reflection increases comprehension.

During Reading

- What is the author trying to say here?
- What does this word mean?
- Based on what you've read so far, what do you think will happen next?

After Reading

- What was the author's main point or reason for writing this?
- Did any of your prereading or during-reading predictions change as you read?
- Does this reading connect with anything else you've read?

Extend Your Knowledge

See the 21st CCLC NTAC **Reading Comprehension Checklist** tool for more questions you can use.

See the **Before-During-After (BDA) Reading Activity Planner** for a sample plan and template you can use to intentionally incorporate the BDA framework into reading activities.

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