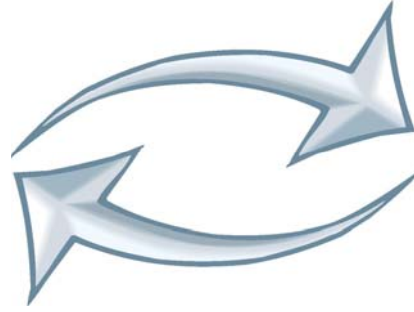


# REQUEST STRATEGY



1. Both students and the teacher will silently read a section of the article.
2. The teacher closes his or her book and the students question the teacher. The teacher answers the questions. As appropriate, the teacher reinforces students' questioning skills by seeking clarification of unclear questions and/or extending questions.
3. Roles are reversed. Students close their books and the teacher asks questions, modeling an array of question types. Students can request clarification if they don't understand a question. They are expected to give evidence for their ideas.
4. The teacher leads students to predict areas of information the author will provide.
5. If students' predictions are reasonable, they will be directed to silently read the remainder of the article and complete a response activity. If predictions are not appropriate, repeat steps 1–4 with the next segment of the article before having students read independently.
6. Students discuss the article, sharing their completed response activity.

**Source:** Manzo, A. (1968). *Improving reading comprehension through reciprocal questioning*. Unpublished doctoral diss., Syracuse University. Primary reference. Describes the original development of the ReQuest procedure, rationale, piloting, and empirical support of its effectiveness.