**Fidelity Checklist**

Question the Author (QtA)

Fluency is considered an essential skill. Reading fluency and reading comprehension go hand in hand. Reading fluency aims toward reading comprehension. A big part of fluency is word recognition. Students should see a word and instantly be able to understand it, as to have continual comprehension of the text (Rasinski, 2012).

Students often have difficulty with comprehension and lack of background knowledge of the subject of a text. This is due in part to writers having their own unique styles. Since this is the case, teachers and students must decipher the author's meaning and intentions. Questioning the Author (QtA) activities allow students to engage with the text they are reading and grow in a deeper understanding of the content. In these activities, it is important for all students to participate. The students learn critical comprehension skills and participation strengthens them. Guiding students in ways to increase comprehension, such as making predictions and asking metacognitive questions, will help students to slowly be able to do this themselves (McKeown et al., 1993).

Questioning is essential for student learning. It helps with student motivation and comprehension. The problem with student questions is that they are often surface level. It is the teacher’s job to inspire students to go for the “big idea” questions. Developing questions during or after reading a passage helps students have a better understanding of the text and of the context (Garcia & Cain, 2014).

The QtA activity shows the importance of asking questions when reading. The goal is for comprehension. This activity allows students to construct meaning out of texts. This activity can also show the fallibility of authors. In asking metacognitive questions, perhaps about the significance of a passage or if a passage is explained clearly, students can determine whether or not a passage really makes sense. There are a lot of times when authors do not directly say what they mean. In asking questions, students can examine texts and, with further investigation, simplify what the author is saying (Vacca et. al., 2014).

**Science of Reading connection**: This activity relates to the Science of Reading through Scarborough’s Reading Rope. The reading rope is made up of two sections, language comprehension and word recognition. When students achieve both of these aspects, it creates reading comprehension. This intervention strategy relates to both the language comprehension section and the word recognition section of the rope. For language comprehension, this activity involves questioning the author. In this, teachers and students use metacognitive skills to ask questions to fully comprehend a text. For this activity, text comprehension includes things like background knowledge, vocabulary, and literacy knowledge, which are all a part of the reading rope. The word recognition of this activity is part of the intervention to use 1-minute reading probes to track student progress. Using a 1-minute reading probe before and after this activity will show that the students are able to sight read and quickly decode words. The activity will show increased comprehension and word recognition skills of the students.

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| **QUESTION THE AUTHOR (QTA)** | **YES** | **NO** | **COMMENTS** |
| 1. Start with a 1-minute reading probe. Have the students read the same passage, starting at the same part. They have one minute to read as much as they can. |  |  |  |
| 1. After the minute, have students count how many words they read in that minute. Each student should write their own number down, but they do not need to share it. |  |  |  |
| 1. Start QTA activity. Instructor offers guiding questions and impressions to help the students focus on comprehension and what is important. If student questions arise, allow the class to respond. |  |  |  |
| 1. Ultimately, the students should be able to answer: What is the author trying to say? |  |  |  |
| 1. Once students have comprehended the passage, have them do a second 1-mintue reading probe. Have the students compare their scores of this probe to their first attempt. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: