

QPR: Active Reading for Student Engagement



ACTIVE LEARNING
FOCUS

SINGLE LESSON – Project Development Guide with Templates and Examples

ABOUT THIS RESOURCE

What is active reading?

When good readers read, **they ask questions, make predictions, and reflect**. They do all this without being prompted. They interact with the words on the page, either in their own mind or on paper. This is active reading. Passive reading, on the other hand, is reading the words on the page without interacting with them, and therefore likely not comprehending them.

How can you help students engage in active reading?

Telling students to read actively is one thing. Teaching them how and giving them the tools and strategies is quite another. This resource provides a template and example for the “QPR strategy,” which scaffolds the process of active reading, making it habitual for students. It asks students to **question, predict, and reflect** while they read (**QPR**). You can use this strategy for fiction and non-fiction texts, as well as for all subjects.

HOW TO USE THIS RESOURCE

1. **Templates:** Review the [template](#), [science example](#), and [English example](#) on the next pages.
2. **Customize:** Make a copy of the template, so that you can customize the question, prediction, and reflection prompts for your specific text. Prompts should encourage students to focus their attention on features and topics unique to the text. Write in [stopping points](#), as noted in the examples.
3. **Share with students:** Prepare students to use the QPR strategy by explaining the difference between active and passive reading (and what happens in a reader’s mind during active reading). Then, **model** how to question, predict, and reflect, completing at least one prompt per category as a class or large group before students work independently.
4. Create QPRs for multiple texts, gradually giving students more choices in how they complete the questions, predictions, and reflections. When students have mastered the strategy, give them a blank QPR for their next text and allow them to complete the questions, predictions, and reflections on their own, without prompts or stopping points.

<< TEMPLATE >>

Questions	Predictions
<i>[insert prompts/questions]</i>	<i>[insert prompts/questions]</i>
Reflections	
<i>[insert prompts/questions]</i>	

EXAMPLE

Subject: Biology

Grades: 9-12

Standard: SC.912.L.16.10 Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

Source: [Should we use a genetic weapon against mosquitoes carrying malaria?](#)

Article PDF: [Should we use a genetic weapon against mosquitoes carrying malaria?](#)

Questions	Predictions
Stop after page 2 and ask any question about the reading:	Stop after page 2 and predict what would happen to the ecosystem of any given place that wiped out their mosquito population.
Stop after the break on page 6 and ask any question about the reading:	Stop after reviewing the pedigrees in the Upping the odds section on page 5 . Predict the genotype of the F1 and F2 generation offspring.
Stop after page 9 and ask any question about the reading:	
Stop at the end of the article and ask any question about the reading:	Stop after page 13 . Predict the impact communication like the play could have on community buy-in.

Reflections

Stop before the break at the bottom of page 3 and answer the following question: Knowing what you do now, would you support a gene drive modified mosquito program in your community?

Stop at the bottom of page 6. Do you agree with the four areas that African leaders said were most important to protect? Would you change the list? If yes, what would your list be? How would you rank them in order of importance?

After reading the article, do you agree with Okumu that it would be unethical to not pursue the use of gene drives to eradicate malaria?

EXAMPLE

Subject: English

Grades: 9-12

Novel: The Five People You Meet in Heaven

“The Captain” pages 56-90

Questions	Predictions
<p>Stop after page 57 and ask any question about the reading:</p>	<p>Stop after page 61 and predict why you think Eddie is seeing the Captain in Heaven.</p>
<p>Stop after page 60 and ask any question about the reading:</p>	<p>Stop at the page break on page 67 and predict how you think Eddie gets out of captivity.</p>
<p>Stop after page 81 and ask any question about the reading:</p>	<p>Stop after page 76 and predict what you think the Captain’s lesson will be.</p> <p>Stop at the page break on page 86 and predict what you think Eddie’s reaction will be to the Captain’s admission.</p>

Reflections

Stop at the break on page 64 and answer the following question: What did Eddie REALLY learn during the war?

Stop at the top of page 69 at the page break and answer the following question: How is Eddie feeling right now? How do you KNOW he is feeling this way? Refer back to page 68 and cite one line that shows how Eddie feels.

Stop at the end of page 71 and answer the following question: How does Rabozzo's death affect Eddie and the others? Cite **one line** that shows how Eddie and/or the others are affected.

Stop at the page break on page 84 and answer the following questions: Do you think Eddie actually saw something/someone in the fire, or was he just hallucinating? Explain. If you think he actually saw something/someone, what do you think he saw?

Stop after page 90 and answer the following questions: Why did the Captain shoot Eddie? Why was Eddie so mad that the Captain shot him? What happened to the Captain on page 90?

Bonus: Quotation Reflection

After reading pages 56-97, please respond to the following quotation in a full paragraph. Explain the **meaning** of the quotation and how it **relates to this section of reading**.

- “Sacrifice is a part of life. It’s supposed to be. It’s not something to regret. It’s something to aspire to” (Albom 93). “Sometimes when you sacrifice something precious, you’re not really losing it. You’re just passing it on to someone else” (Albom 94).

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