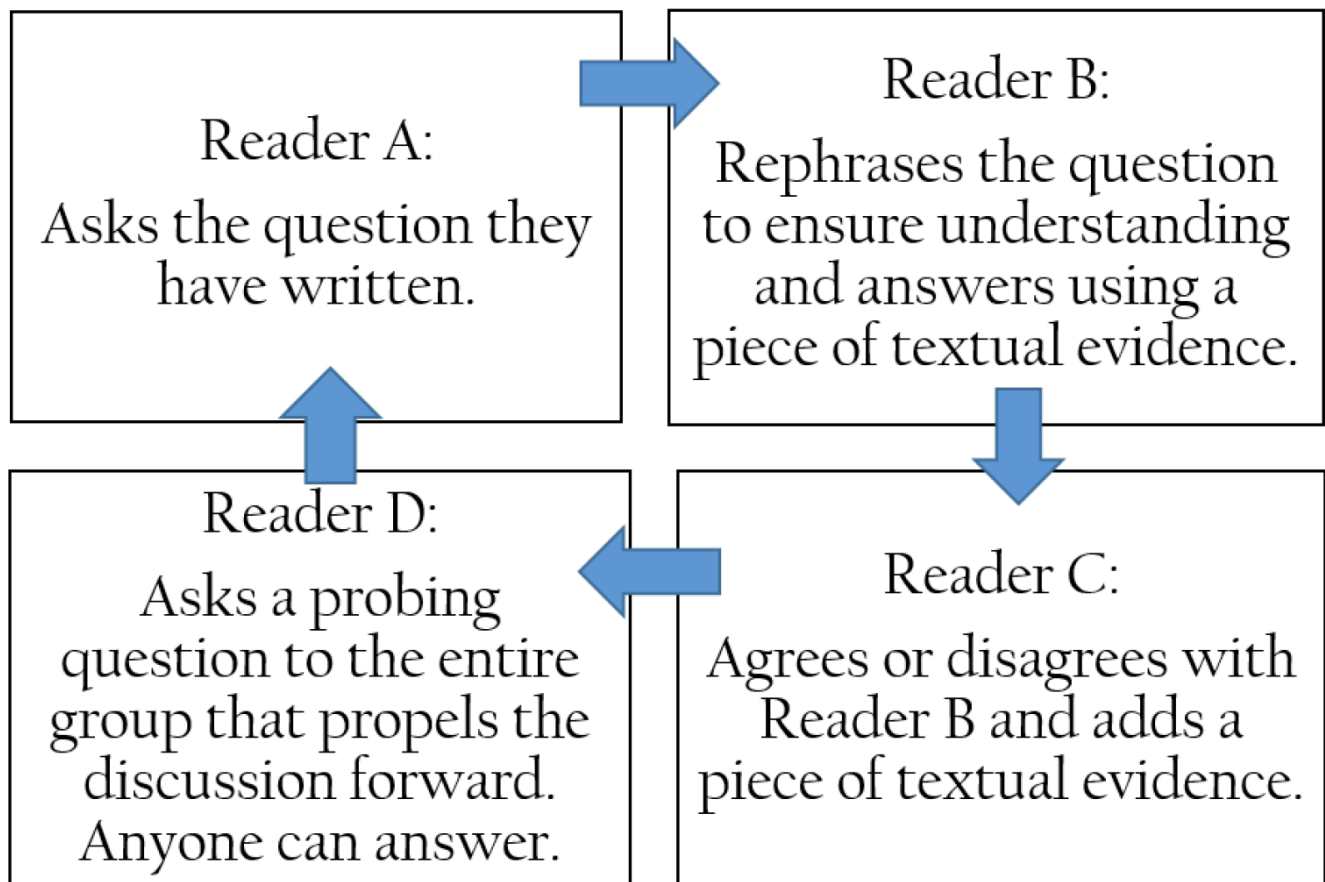


# QUESTION QUAD PROTOCOL

- Separate the class into groups of four readers (A, B, C, D).
  - Provide students with this handout that includes the Questions Quad Graphic, Question Quad Stems, and the Possible Question Quad Probes.
  - Ask each student to pick one of the Question Quad Stems and write two questions about the text using the stem. Readers write two different questions in case someone who asks a question before them has written something similar.
  - Students decide who will be A, B, C, and D. Then, they follow the roles given on the Question Quads Graphic below. Reader A asks a question they have written, Reader B rephrases the question for understanding and provides an answer using textual evidence, Reader C agrees or disagrees and provides textual evidence, Reader D uses the Possible Question Quad Probes to extend the conversation to all Readers in the quad. There is a 90 second limit to Reader D's part of the conversation and each Reader A-D should participate.
  - Repeat the previous step three more times, changing Reader roles. Reader A will become Reader B, Reader B will become Reader C, Reader C will become Reader D, and Reader D will become Reader A.
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# QUESTION QUAD STEMS

- What words and phrases help you to understand...
  - Why does the author organize/structure...
  - What examples does the author provide for the claim...
  - Why do you think the author...
  - What evidence is most (or least) credible? Why?
  - How does the author relate...
  - What structures does the author use to...
  - What words and phrases stick out to you in terms of...
  - What evidence from the text shows...
  - What is the most effective...
- 
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## POSSIBLE QUESTION QUAD PROBES

- It seems like many of us talked about \_\_\_\_\_, but we didn't really look at \_\_\_\_\_. Why is that?
- If the (choose one) context/time period/country/figure involved were different (provide example), how might our ideas shift?
- How does this evidence seem to contradict \_\_\_\_\_?
- What other information would you like to know to \_\_\_\_\_?
- How did this evidence/quote/etc. that we discussed impact your personal ideas/beliefs?
- If you could ask the author a question, what would it be? Why?