

Classroom Routine Directions: Fact, Question, Answer (FQA)

Based on the cognitive science of elaboration, FQA challenges students to bring personal meaning to a text. In the discussion, one at a time, each student states a fact from the text. The students choose one of the three facts to discuss. The students change the fact into a how or why question. Then each student takes turns answering the question based on their own experience, not using words from the text. The process repeats until the group has completed the routine with three different facts. Finally, students reflect on the most meaningful connection to each of the facts that was heard in the group.

Strengths of this routine:

- promotes making meaningful connections
- encourages collaboration
- provides a means for students to receive feedback on evidence or quotes selected from a text
- allows students to explore and play with a text
- invites creativity
- requires listening to and thinking about the responses of others.

Implementation Directions

Objective: To understand and remember the facts from a reading.

Starting Positions: (individually and then in small groups)

Individually: Students identify facts of a text that they want to remember. (e.g. WERMS Top 10 List) Students may be asked to identify facts that support the main idea or a particular perspective; the identifying task should align to the goal of the lesson. The teacher may assign required facts that must be remembered and then students can choose two additional facts on their own.

Groups: The teacher assigns students into groups of three with a range of student reading levels in each group. The teacher designates where in the room each group of three will meet with the students sitting or standing knee to knee and eye to eye—so that it is easier to hear each student in the group.

Criteria

- **Must Haves:** Connection to personal experience must add meaning, answer/response must include the word “because.”
- **Amazing:** Answer/response to the question uses vocabulary from the class word wall.

Action Pattern

The teacher identifies in the directions:

- Roles: Speaker and Listeners
- Turns: The teacher assigns one student in each group to “Go first” stating

a fact from the text, and then the student who will go second and third.

- Rules: “Add or Repeat” students can repeat an answer from a previous student or add a new response.
- Time: The teacher times each round of Fact, Question, Answer so that all groups move through the routine at the same pace.

1. Fact: One at a time, read the fact to be remembered (Rule: “Add or Repeat”—facts can be repeated or new facts added).

2. Question: As a group, restate the fact into a why or how question.

3. Answer: One at a time, answer the how/why question using personal experience (no quotes from the text).

4. Reflect through an Open Discussion: As a group, discuss which personal connection is most memorable and why. Group members take turns being the recorder, who writes down the facts and the most memorable connection on an index card with the group member’s names following the Open Discussion.

5. Repeat: Repeat Fact, Question, Answer until at least three facts have been turned into questions and each person has provided a connection. Then follow to reflect as a group with the guiding questions below.

Reflections

1. Create a list of the most meaningful connections to each of the facts that was heard in the group. Use the Criteria to determine the most meaningful connection.

2. Answer the questions, “What is this text about? How does this text relate to our lives?”