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The Effects of Self-Questioning with Prompt Fading on Reading Comprehension of Middle School Students with Dyslexia

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Abstract

Students with learning disabilities (LD) and dyslexia often struggle with a variety of literacy skills, including reading comprehension. Self-questioning, a strategy that requires students to generate questions while reading a passage, is one reading comprehension strategy validated to be effective across a range of age and ability levels. Generating questions can be challenging for all students, especially those with disabilities. Systematic prompt fading (i.e., gradually removing instructional prompts) is a way to teach students to generate their own questions. Previous research demonstrates that teaching self-questioning using a systematic prompt fading procedure is effective for improving reading comprehension. This study used a multiple baseline across participants design to examine the effects of a self-questioning with prompt fading intervention package on the reading comprehension of sixth graders with dyslexia. Results demonstrated that the self-questioning intervention was functionally related to improved reading comprehension quiz scores. Additionally, all participants demonstrated generalization of the strategy to reading passages in a different content area.

Keywords: dyslexia; learning disabilities; self-questioning; reading comprehension; prompt fading

1. Introduction

Reading comprehension is a fundamental skill essential for academic achievement and lifelong learning (Snowling et al., 2022). As students transition from one grade level to the next, they are expected to read and comprehend increasingly complex materials, which can be very challenging for students, especially those with disabilities (Prior, 2022). Despite its importance, national data indicate that many students are not meeting proficiency benchmarks. According to the National Assessment of Educational Progress (2024), only 34% of fourth graders and 31% of eighth graders performed at or above the proficient level in reading. Among students with disabilities, only 11% of fourth graders and 5% of eighth graders met or exceeded proficiency. These outcomes highlight the urgent need for evidence-based reading comprehension interventions that support the diverse needs of all learners, particularly those with disabilities.

Students with learning disabilities can benefit from interventions that provide strategic ways for them to comprehend what they read independently (Vaughn et al., 2024). One evidence-based intervention for improving reading comprehension is teaching students

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to monitor their comprehension by using a self-questioning strategy (e.g., Joseph et al., 2023; Rouse-Billman & Alber-Morgan, 2019). Self-questioning is a metacognitive reading comprehension strategy in which students actively engage with text by generating and answering questions at specific points during reading (Joseph et al., 2015). Specifically, self-questioning involves the reader pausing—often at predetermined stopping points, such as the end of a paragraph or section—to formulate and answer a question related to the content in the section they just read (Rouse-Billman & Alber-Morgan, 2019). This process can help students monitor their comprehension, make inferences, synthesize information, and support reading comprehension. Instruction in self-questioning typically includes explicit instructions, modeling, guided practice, feedback, and prompt fading (Budin et al., 2022; Crabtree et al., 2010). A literature review examining 35 self-questioning studies from 1990 to 2012 (Joseph et al., 2015) reported that various methods for teaching self-questioning resulted in improved reading comprehension of narrative and expository passages for students with and without disabilities in elementary, middle, and high school. More recently, a review of self-questioning research for students with learning disabilities demonstrated medium to large effect sizes on reading comprehension outcomes in 10 studies published between 1965 and 2018 (Daniel & Williams, 2021).

Although self-questioning has been demonstrated to be an effective strategy for reading comprehension, students with learning disabilities may struggle to generate their own questions (Joseph & Ross, 2018). Students who have difficulty generating questions will likely need explicit instruction that includes modeling, prompting, and scaffolded practice to eventually perform the strategy independently (Budin et al., 2022). To promote independence, generalization, and maintenance, teachers can gradually fade the prompts as students become more proficient and independent. For example, Crabtree et al. (2010) used systematic instruction with prompt fading to teach self-questioning to high school students with learning disabilities who were reading narrative texts. Instruction included explicit directions, modeling, guided practice, and feedback. Students received a prompt sheet with generic comprehension questions (e.g., Who are the main characters? What is the setting?) and blank spaces to write responses. The reading passage was marked in three places to indicate where students should stop, generate a question, and answer that question. As students became more proficient, fading was accomplished by removing parts of the prompt sheet, eliminating the embedded stopping points in the reading passage, and allowing students to self-monitor independently. Results demonstrated immediate recall and comprehension quiz accuracy increased from 0% to 60% during baseline to 70% to 100% during intervention and maintenance.

Rouse et al. (2014) extended the findings of Crabtree et al. (2010) by examining the effects of self-questioning with prompt fading on the reading comprehension of fifth graders with learning disabilities reading expository passages. During the first intervention phase, students were presented with reading passages with embedded questions and lines to write a response. Embedded questions were gradually faded and replaced with blank lines for the student to write the questions and answers. Students learned to generate questions by underlining an important sentence in each paragraph and rephrasing it into a question. The blank lines were gradually faded and replaced with a small stop sign icon as a prompt to self-question before going to the next paragraph. During the maintenance phase, the reading passages no longer included stop signs, and the students were instructed to mark their own stopping points. Students demonstrated improved reading comprehension over baseline performance during each phase of prompt fading. Additionally, students scored 88% to 100% on comprehension quizzes during the maintenance phase three to six weeks after intervention.

Using the same procedures to teach participants to generate questions, Rouse-Billman and Alber-Morgan (2019) extended the research of Rouse et al. (2014) by targeting fourth graders at risk for reading failure, removing the embedded questions phase to increase efficiency, and conducting generalization probes in each phase of the study. This study demonstrated a functional relation of a self-questioning intervention package on the number of comprehension questions answered correctly on multiple-choice quizzes (mean: 3.7 in baseline; 6.3 after intervention). Additionally, all participants demonstrated generalization of self-questioning strategies to grade-level science and social studies textbook passages.

Joseph et al. (2019) extended previous self-questioning with prompt fading research by teaching the self-questioning strategy during small-group instruction (instead of one-on-one) to fifth graders. Students were taught the mnemonic STAR, which stands for Stop To Ask and Respond. Students read the passage aloud chorally and responded to embedded questions within the reading passage. Then students shared their answers with the group, pointed to the evidence supporting their answers, and received teacher feedback. The embedded questions were faded to a self-questioning condition. Consistent with previous research, results demonstrated increased reading comprehension outcomes across phases for all participants.

The purpose of this study was to extend the research on self-questioning with prompt fading to the reading comprehension outcomes of adolescents with dyslexia. In the current study, the teacher used behavior skills training (BST) to teach the self-questioning strategy to students. BST consists of providing instructions to the student, modeling the skill, having the student rehearse/practice the skill, and providing immediate and specific feedback to the student. Extensive research demonstrates BST to be an evidence-based practice for teaching a wide range of skills to children and adults with and without disabilities (e.g., Briggs et al., 2024; Miltenberger et al., 2025; Slane & Lieberman-Betz, 2021; Smith et al., 2024).

This study is a systematic replication of Rouse-Billman and Alber-Morgan (2019) using similar experimental procedures, including teacher instructions, modeling, guided practice, feedback, embedded prompts, and prompt fading. This study extends the research of Rouse-Billman and Alber-Morgan to sixth graders with dyslexia and was designed to answer the following research questions: What are the effects of a self-questioning intervention on content area reading comprehension quiz scores of middle school students with dyslexia? What are the effects of the self-questioning strategy on generalization to another content area? What are the participants' opinions of the self-questioning intervention?

2. Materials and Methods

2.1. Participants and Setting

Three sixth graders identified with dyslexia enrolled in a suburban middle school in Ohio participated in this study. Emma and Liam were 12 years old, and Olivia was 13 years old. These participants were selected because they required support in reading comprehension, attended school regularly, demonstrated the ability to write sentences, and had Lexile reading scores of no more than two years below 6th grade level. The participants attended general education classrooms for math, science, social studies, language arts, and related arts and attended a special education resource room two or three times per week. All experimental sessions were conducted in the resource room by the special education teacher who was also the experimenter and first author. She had nine years of teaching experience and was a student in a special education master's degree program during the time of the study.

2.2. Materials

Reading Passages. Expository social studies and science reading passages from commonlit.org and newsela.com were used for this study. The reading passages were approximately three pages long and fell within a Lexile range of 960 to 1310. The social studies passages were used for the primary dependent variable (i.e., number correct on social studies comprehension quizzes), and the science passages were used for the generalization probes to assess the transfer of skills to another content area.

Comprehension quizzes. Multiple-choice quizzes created by the experimenter were administered at the end of each baseline, intervention, fading, and generalization session. All quizzes consisted of eight multiple-choice questions (four literal and four inferential). For each quiz, the experimenter developed two questions for each of the following question types: main idea, author's purpose, vocabulary, and key details (see Appendix A for example quiz). Then members of the research team examined the questions to determine that they were consistent regarding type, reading level, and approximate difficulty level of the questions. Questions were removed and replaced if team members determined them to be too easy, too difficult, or not relevant.

2.3. Independent Variable

The independent variable in this study was a self-questioning intervention package that was designed to help students self-monitor and improve their reading comprehension of expository passages. The self-questioning intervention package used the following components: one-on-one teacher-led explicit instruction of the self-questioning strategy using modeling, practice, and feedback; reading passages with embedded prompts for students to self-question; and fading of embedded prompts.

2.4. Dependent Variable

The dependent variable was the number of correct responses on multiple-choice reading comprehension quizzes. At the end of each session, the participants completed a multiple-choice quiz with 8 questions addressing main idea, author's purpose, vocabulary, and key details. In each condition of the study (baseline, intervention, fading, generalization), the teacher removed the reading passage before administering the quiz, so the participants did not have access to the reading passages while taking quizzes. An answer was counted as correct if it matched the answer key and counted as incorrect if it did not match the answer key or was left unanswered.

2.5. Experimental Design

A multiple baseline across participants design was used to examine the effectiveness of the self-questioning intervention on reading comprehension. The experimental conditions were baseline, intervention, fading, and generalization.

2.6. Data Analysis

Visual analysis was used to determine if the self-questioning intervention was functionally related to the increase in reading comprehension scores. Specifically, the experimenters compared the participants' baseline responding to their intervention responding. In a multiple baseline across participants design, the intervention is delivered to each participant in a staggered format. If the change in responding occurred consistently only after the intervention was implemented for each participant, there is evidence of a functional relation.

2.7. Procedures

Baseline. The special education teacher provided the participants with a reading passage and directed them to read the passage silently and exchange their reading passage

for a quiz when they were finished reading. The participant did not have access to the reading passage while taking the quiz. If a participant asked questions about the reading passage or the quiz, the teacher responded, "Try your best." The teacher did not provide feedback on the comprehension quizzes. Participants remained in the baseline phase until their quiz scores were consistently low with minimal variability for at least three consecutive sessions.

Intervention. The special education teacher provided explicit instruction, modeling, practice, and feedback on using the self-questioning strategy during one-on-one sessions for each participant. Explicit instruction involved clearly explaining the purpose of self-questioning, which was to help the participant monitor their comprehension of the reading material by generating and answering questions as they read. The teacher then modeled the strategy step-by-step, with a specific focus on how to identify key information in the text and convert it into a question.

Each session began with the participant receiving a reading passage that included small stop sign icons at the end of each paragraph. The teacher prompted the participant to silently read the first paragraph up to the stop sign. Then the teacher demonstrated how to generate a question by identifying an important sentence, underlining it, rephrasing it into a question, and answering that question. For example, if the passage contained the sentence "The American Revolution began in 1775," the teacher modeled underlining the sentence, rephrasing it into a question (e.g., "When did the American Revolution begin?") and answering the question (e.g., "The American Revolution began in 1775.").

After modeling, the experimenter prompted the participant to continue to the next paragraph, read silently to the next stop sign, identify an important sentence, underline it, rephrase it into a question, and answer the question aloud. If the participant struggled to generate a question, the teacher prompted the participant to review the paragraph for key words or a significant sentence that could be rephrased into a question. If the participant still had difficulty, the teacher modeled an appropriate question and answered it together with the participant.

After repeating these procedures for each paragraph in the passage, the experimenter prompted the participants to reread their questions and answers. The experimenter then removed the reading passage and administered the multiple-choice quiz. The participant did not have access to the reading passage while taking the quiz. When the participant completed the quiz, the experimenter provided feedback by reinforcing correct answers and by providing error correction for incorrect answers.

Fading. The fading condition began for each participant when they achieved at least 7 out of 8 correct quiz answers for at least 3 out of 4 consecutive intervention sessions (including generalization probes administered during intervention). During fading, the embedded stop signs in the reading passages were replaced with small black octagons and participants were instructed to read each passage silently without additional prompting from the teacher. At each stopping point, participants independently generated and answered their own questions. Additionally, the participants were expected to complete the reading passage and question generation independently (i.e., without explicit coaching from the experimenter). During fading, the participants completed the quizzes the same way as in baseline and intervention with no access to the reading passage while taking the quiz.

Generalization Probes. Generalization probes were administered at least once during baseline, intervention, and fading to evaluate whether participants could apply the self-questioning strategy to a different content area (i.e., science). During generalization probes in each phase, the experimenter provided no direct instruction, modeling, or feed-

back. The participant independently used the self-questioning strategy while reading the generalization probe passage, took the quiz, and received feedback.

2.8. Interobserver Agreement (IOA)

IOA was assessed for 30% of the reading comprehension quizzes for each participant across all conditions across the study. The experimenter and a second observer (a Ph.D. student) independently scored copies of the quizzes using an answer key for each quiz. IOA was examined on an item-by-item basis for agreements on whether a response was correct or incorrect. IOA was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. IOA for reading comprehension quiz scores was 100%.

2.9. Procedural Integrity

Procedural integrity was assessed for 17% of all experimental sessions (i.e., baseline, intervention, and fading). A data collector observed the experimenter implementing the experimental procedures for each condition and checked off each step implemented correctly. A different procedural checklist was used for each condition. Procedural integrity was calculated by dividing the number of correct steps by the total number of steps and multiplying by 100. Procedural integrity was 100% in each condition.

2.10. Social Validity

On the last day of intervention, the teacher administered a social validity assessment in which students rated the following statements as true or false: (a) Self-questioning is a reading comprehension strategy that has helped improve my reading quiz scores, (b) I have learned a new strategy to support reading comprehension, (c) I used this strategy independently, (d) I feel I am a better reader after learning the strategy of self-questioning, and (e) I have benefitted from participating in the intervention.

3. Results

The results of this study demonstrate a functional relation between the self-questioning intervention and the participants' improved reading comprehension quiz scores. Figure 1 shows the total number of multiple-choice questions answered correctly by each participant in each experimental condition. The following describes specific data patterns for each participant in each phase.

Olivia. During baseline, Olivia's scores were stable and ranged between four and six correct answers (50% to 75% correct). After intervention, Olivia had an immediate and consistent increase in scores ranging from seven to eight correct answers (88% to 100%). During fading, Olivia maintained her scores of 100% correct. Generalization data showed a substantial increase from 40% in baseline to 100% during intervention and fading. Due to scheduling constraints, Olivia had only one generalization probe in baseline while the other participants had two.

Emma. During baseline, Emma's scores were the most variable, ranging from one to eight correct answers (10% to 100% correct) and ending in a downward trend. Most of her baseline scores ranged between 1 and 4 correct responses. Session 3 and Session 5 show outliers of 7 and 8 correct answers. After intervention, Emma had an immediate and stable increase in scores ranging from six to eight correct (75% to 100%). During fading, Emma scored seven out of eight correct (88%). Generalization data show a substantial increase from 20% in baseline to 100% during intervention and fading.

Liam. During baseline, Liam's scores ranged between 2 and 6 correct responses (25% to 75%). His baseline data show a downward trend from Session 3 to Session 6. From Session 5 to Session 11, his baseline data are stable (i.e., between 2 and 4 correct responses). During

intervention, Liam scored 100% on three of the four quizzes and 88% on the generalization probe. Due to time constraints, the experimenters were unable to collect fading data for Liam. Generalization data show an improvement from a mean of 50% in baseline to 88% in intervention.

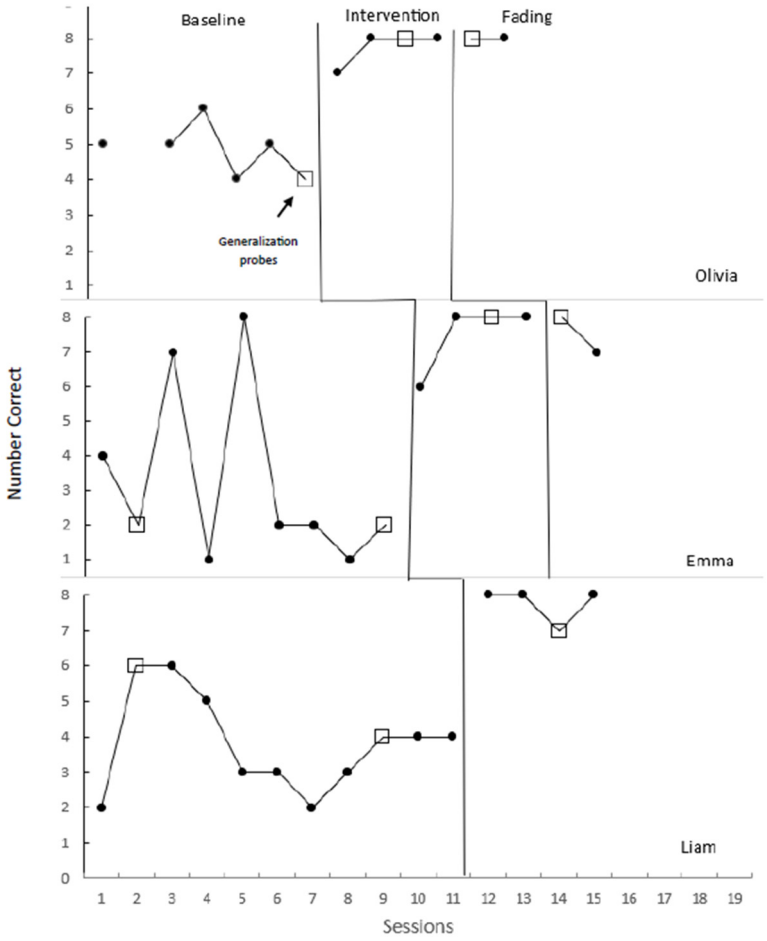


Figure 1. Number of quiz questions answered correctly by each participant in each phase. Closed circles show quiz scores on social studies reading passages and open squares show data for science passages (generalization probes).

Social Validity Results

For the social validity assessment, all participants answered "True" to each of the five statements on the questionnaire, indicating they believed the self-questioning intervention improved their reading scores, helped them learn a new strategy they can use independently, and helped them become better readers. Additionally, all participants indicated they benefited from learning the intervention.

4. Discussion

The purpose of this study was to extend previous research on self-questioning with prompt fading to middle school students with dyslexia learning to use a reading comprehension strategy independently. The teacher used instructions, modeling, practice, and feedback (i.e., BST) to teach middle school students with dyslexia a strategy for comprehending expository social studies reading passages. Additionally, the intervention included embedded visual prompts in the reading passage to signal the participant to stop and ask a question. These prompts were faded when the participants met criteria to begin the fading phase (i.e., scored at least 7 out of 8 correct on quizzes for three out of four consecutive

sessions). Results demonstrated a functional relation between the self-questioning intervention and improved reading comprehension scores. Additionally, all three participants demonstrated generalization of the strategy to a different content area (i.e., science) and expressed positive opinions about the strategy in the social validity questionnaire. These findings support previous self-questioning research (Crabtree et al., 2010; Joseph et al., 2019; Rouse et al., 2014; Rouse-Billman & Alber-Morgan, 2019) and extend the findings to middle school students with dyslexia.

Prior to intervention, the participants demonstrated variability during baseline with mean scores of 3.6 (Emma, Liam) to 5 (Olivia). After intervention, mean quiz scores ranged from 7.25 (Emma) to 8 (Olivia, Liam). Elements of the self-questioning training package that likely contributed to the effectiveness of this intervention included modeling, practice, corrective feedback, and reinforcement. Additionally, this intervention was efficient; the participants in this study met criteria for mastery in only three sessions (i.e., about 90 min total).

In this study, social reinforcers in the form of teacher praise and positive feedback likely contributed to the effectiveness of the intervention package. Reinforcement included showing participants their progress by comparing their scores at the beginning of the intervention to their current performance, highlighting their growth and success. While no tangible reinforcers were used, all participants demonstrated high levels of intrinsic motivation and expressed interest in improving their academic performance. Participants reported valuing the strategy due to observable improvements in their quiz scores, which served as natural reinforcers and likely contributed to sustained engagement across sessions. The use of performance-based feedback, paired with the visibility of improvement, probably enhanced the reinforcing properties of the intervention.

Although a functional relation on generalization could not be determined, all participants in this study showed some evidence of generalizing the strategy to a different content area. The participants learned the self-questioning strategy using social studies reading passages, and the generalization probes were science reading passages. Generalization scores ranged from a mean of 2 (Emma) to 5 (Liam) in baseline to a mean of 7 (Liam) to 8 (Olivia, Emma) in intervention and fading. Elements of the intervention that may have contributed to generalized outcomes include providing a range of teaching examples (i.e., varied reading passages), programming common stimuli (i.e., embedding prompts in reading passages), and instructing the learner to perform the strategy independently. The social validity measure also indicated that, in addition to being effective and efficient, the participants had positive opinions of the intervention.

4.1. Limitations and Future Research

The limitations of this study were related to measurement of the dependent variable, generalized outcomes, procedural integrity, and time constraints. In this study, the dependent variable was measured by using multiple-choice quizzes to assess reading comprehension. This was a possible limitation because multiple-choice questions assess recognition rather than recall, which is a more advanced level of comprehension. Additionally, multiple choice quizzes may have overestimated comprehension due to possible correct guessing. Future research should investigate the effects of self-questioning on reading comprehension measures that assess recall, such as answering open-ended questions, retelling the information they read, or completing a graphic organizer.

Another limitation related to the quizzes was that they were created by the experimenter. The experimenter used a specific format for question types, and the research team examined the quizzes to determine that they were approximately equal in difficulty level. It is possible that some of the quiz questions in the intervention were not of the same difficulty

level as those used in baseline. Future research should attempt to control for this limitation by any or a combination of the following: (a) creating all quizzes prior to implementing the experiment and randomly assigning them to each experimental condition to control for possible bias; (b) conducting an item-level analyses to determine how students performed on each type of question; and (c) pilot test comprehension items prior to the main study to establish the quality of the assessment.

The variability of quiz scores in baseline was a limitation that might be attributed to the difficulty level of the quizzes, but it also might be attributed to each participant's differences in background knowledge. For example, Emma's baseline data show two outlying data points with high scores (i.e., Sessions 3 and 5) compared to the rest of her baseline quizzes. The topics for those two sessions may have been about content that Emma was already familiar with rather than differences in quiz difficulty. More broadly, variability in baseline responding suggests that factors other than the independent variable may have influenced performance prior to intervention, including prior topic knowledge, interest in the reading material, attentiveness, or differences in passage and quiz characteristics. Despite variable baseline scores, the overall data pattern demonstrates a functional relation. Specifically, variable scores during baseline were followed by consistently high scores upon introduction of the intervention for each participant. Nevertheless, future research should attempt to reduce baseline variability by assessing participants' prior knowledge of passage topics, using more systematic procedures to equate passage and quiz difficulty, and conducting item-level analyses of comprehension measures.

In addition to the above assessment-related limitations, the participants took the quiz immediately after they read the passage. For this reason, no conclusions can be drawn about retention of the social studies or science concepts in the reading passages over time. Future research may also investigate retention and maintenance of concepts by administering reading comprehension quizzes the following day or week.

Although maintenance of content was not assessed, this study demonstrated generalization of self-questioning to reading materials in a different content area (i.e., science). Future research may employ more rigorous and comprehensive methods to evaluate transfer across settings, text genres, and instructional contexts. For example, researchers could examine students' use of self-questioning and comprehension performance across multiple genres, including narrative, expository, and persuasive texts, as well as across print and digital formats. Generalization could also be examined in a variety of settings, such as classrooms, libraries, and home environments, to determine whether students independently apply the strategy outside the original instructional context. Additionally, future studies should investigate the effectiveness of self-questioning under different instructional arrangements, including whole-class, small-group, peer-mediated, and independent learning formats. Incorporating direct observations, repeated measures across contexts, and follow-up assessments over time may provide stronger evidence regarding the extent to which students transfer and maintain self-questioning skills beyond the conditions under which the strategy was initially taught.

Another limitation was that, due to scheduling conflicts, the experimenters were only able to assess procedural integrity on 17% of the sessions. Although procedural integrity was consistently 100%, it was only observed and assessed on 17% of the experimental sessions. Increasing the percentage of sessions assessed for procedural integrity would strengthen confidence that the self-questioning intervention was implemented as planned. Future research should attempt to assess procedural integrity on at least 20% of the experimental sessions (e.g., Slosser, 2014).

Regarding the time constraints of data collection, only two of the three participants started the fading phase (Olivia and Emma). We were unable to collect fading data for

Liam due to running out of time at the end of the school year. However, the quiz scores in the fading condition remained high for Olivia and Emma. More data in this condition would provide better evidence of the effectiveness of the self-questioning intervention for using the strategy independently. Future research should attempt a more extended fading phase and include a maintenance phase to determine the extent to which the participants continued to use the self-questioning strategy independently over time.

4.2. Implications for Practice

The findings of this study demonstrate that teaching middle school students to self-question while reading can improve their comprehension of content area reading passages. Self-questioning strategies can be implemented across diverse classroom settings and student ability levels. Teachers can customize the self-questioning strategies for individual learners using accommodations such as audio recording, text-to-speech technology, and different kinds of embedded prompts or embedded questions.

The difficulty of reading passages can be adjusted based on student needs and abilities as they learn the self-questioning strategy. When students first learn the strategy, passages can be shorter in length with fewer vocabulary demands. As students become more proficient with using the self-questioning strategy, their reading passages can gradually increase in difficulty level. Teachers should also consider providing students with choices of reading materials to increase their motivation. When students are motivated to use the strategy independently, their likelihood of success will continue to increase and generalize to a wide range of settings and situations.

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Data Availability Statement: Data are unavailable due to privacy or ethical restrictions.

Conflicts of Interest: The authors declare no conflicts of interest.

Appendix A

Example Reading Comprehension Quiz Questions for "17-Year-Old Lawyer"

1. What is most likely the reason the author included the information about Park's father?
   - (A) To explain how Park learned about the opportunity to go to law school early.
   - (B) To highlight the sacrifices Park's family made to support his law career.
   - (C) To suggest that deciding to go to law school was not fully Park's decision.
   - (D) To give details about how Park prepared to take the bar exam at 17.
2. How could Peter Park's experience influence the way schools support gifted students?
   - (A) By encouraging schools to offer more accelerated programs.
   - (B) By emphasizing the importance of traditional educational milestones.
   - (C) By discouraging schools from allowing students to skip grades.
   - (D) By promoting a one-size-fits-all approach to education.

3. Which selection from the article shows Park's main opinion about passing the bar exam at age 17?
   (A) "At first, it was very intimidating—I had zero knowledge about the law," Park said.
   (B) "I value that over the traditional high school experience."
   (C) The law affects all people as "it reaches into everyone's lives," he said.
   (D) "I felt confident in doing that because I knew I would gain much more value in putting in time into law," he said.
4. Which sentence from the introduction BEST introduces Park to the reader?
   (A) When his friends were finishing eighth grade, Peter Park was starting law school.
   (B) In July 2023, Park took the California bar exam, and in November, he became the youngest person in state history to pass at 17.
   (C) Park beat the previous record holder who passed the exam at 18, said the Tulare County District Attorney's office, where Park now works.
   (D) On 5 December 2023, Park was sworn in as a deputy district attorney.
5. Which of the following best summarizes the impact of Peter Park's accelerated education?
   (A) He missed out on important social experiences.
   (B) He was able to enter the workforce earlier.
   (C) He struggled to keep up with the curriculum.
   (D) He faced discrimination due to his age.
6. Which option would best describe Park's reaction to his job with the district attorney's office?
   (A) He is looking forward to spending more time reading case law.
   (B) He is concerned about his lack of experience holding him back.
   (C) He is excited to get started with his career and to try cases in court.
   (D) He is relieved that he has a high-quality education as preparation.
7. Which sentence from the section "Studying And More Studying" suggests that Park is a hard worker?
   (A) ByungJoo Park told his son he needed to start studying for the CLEP tests.
   (B) Park spent the next month teaching himself marketing, the subject of his first test.
   (C) He could start applying to law school while finishing eighth grade.
   (D) Park said he didn't feel that way, but he was drawn to law more than math or other high school subjects.
8. Which of these most influenced Park's decision to go to law school?
   (A) His father;
   (B) His classmates;
   (C) The district attorney's office;
   (D) The chance to break a record.

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