Strategy	Questioning	Grade Level	3/4/5
Curriculum Area	Reading	Time Frame	Follow Long-Term Planning Guide
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Identify Desired Results

Standards:

☑ **Check all that apply.**
☐ **CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
☐ **CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
☐ **ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
☐ **WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
☐ **WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
☐ **WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations.

Knowledge: Students at all levels of language proficiency interact with grade-level words and expressions, such as…	**Skills:** Students at all levels of English language proficiency will GENERATE questions and SUPPORT answers with specific evidence from the text. Students will be able to…
Vocabulary associated with questioning: before, during, after, wh-question words: who, what, why, when, where, how, because, I think	• Generate questions before, during and after reading a text • Discriminate between questions that can be answered by text and questions that require inferences from the text, background knowledge or other text • Support answers to questions with textual evidence • Model how questioning increases comprehension of texts chosen and read independently

Evidence of Desired Result:

	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging	
Reading & Writing	☐ Label parts of text that provoke questions. ☐ Match words from text that provoke connections to appropriate <u>question icon</u>. ☐ Draw a picture. ☐ Explain in native language.	☐ Identify words from texts that provoke a question. ☐ Make list of questions provoked by text. ☐ Choose & complete questions from phrase banks (i.e. I think…Who is…, etc.). ☐ Explain in native language.	☐ Identify words from texts that provoke a question. ☐ Interpret student-generated questions and categorize by QAR. ☐ Write and answer questions to text using 2 or more related sentences. ☐ Explain in native language.	☐ Find evidence from texts that support answers to questions. ☐ Differentiate between various QARs. ☐ Take notes of student-generated questions using <u>Question Chart</u>. ☐ Explain answers to questions and use of text as evidence of answer.	☐ Identify, explain and give examples of questions provoked by text. ☐ Answer analytical questions about QARs. ☐ Draw conclusions to student-generated questions from explicit and implicit text at or near grade level. ☐ Produce extended responses to student-generated questions connect or integrate evidence from the text or multiple related sources that are at or near grade-level.	**Level 6 - Reaching**

<u>Question Icon</u>: Teacher may use picture/word icon cards provided in Appendix A of this document or use his/her own graphic support.

<u>Question Chart</u>: Teacher may use Question chart provided in Appendix A of this document or use his/her own graphic support.