

## QUESTIONING THE READER

### Performance Standard 1B.A

Pretend to be a character in a story and respond to interview questions accordingly:

- *Using prior knowledge to make predictions:* Make at least 4 predictions about the story based on the title, introduction and prior knowledge; make all predictions relevant to the story; include inferential statements in most predictions.
- *Checking for understanding and asking questions:* Generate at least 4 “I wonder ... ” questions; make all questions relevant to the story; include inferred information in most questions.
- *Discussing and recognizing elements of a story:* Successfully ask and answer “I wonder” questions about the character, setting and plot.

### Procedures

1. ***In order to apply reading strategies to improve understanding and fluency (1B)***, students should experience sufficient learning opportunities to develop the following:
  - Make predictions before reading and relating them to personal experience, (e.g., illustrations, title).
  - Discuss prior knowledge of story topics and relating them to the text before reading.
  - Discuss the elements of narratives (e.g., character, setting, plot) before reading and recognize the elements during reading.
  - Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.
  - Ask questions to clarify understanding before, during and after reading.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Prepare a chart with the following headings: Predictions, I Wonder, and Did It Happen. Select a story and provide students a brief, one- or two-sentence introduction to create interest and set the scene for the story.
4. After the brief introduction, ask students to use the title and the introduction to predict what will happen in the story based on relevant prior knowledge. Record each student’s prediction on a post-it note and have the student place the note on the chart or write his/her prediction on a chart.
5. Ask students to preview the story by viewing all illustrations (picture-walk) throughout the text.
6. During the preview/picture walk, ask each student to use the illustrations to dictate an “I wonder” question. Record the question on a post-it note. Have each student place the note on a chart under the appropriate column heading or write a question on a chart.
7. Ask the student to read the entire text to confirm or reject his/her prediction and search for answers to his/her question.
8. Read what each student predicted and the question he/she posed. Tell each student to write or say whether the prediction was true and respond to the “I wonder” question by writing on the chart or by telling the class whether his/her prediction was right.
9. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

### Examples of Student Work follow

### Time Requirements

- One class period

### Resources

- An appropriate text for students to read independently
- Chart template
- Post-it notes
- Questioning the Reader Rubric

## QUESTIONING THE READER

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 - 10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	<b>Use of Prior Knowledge to Make Predictions</b>	<b>Check for Understanding and Ask Questions</b>	<b>Discuss and Recognize Elements of a Story</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student makes at least 3 predictions about the story based on the title, introduction and prior knowledge.</li> <li>• All predictions are relevant to the story.</li> <li>• Most predictions include inferential statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates at least 3 “I wonder...” questions.</li> <li>• All questions are relevant to the story.</li> <li>• Most questions include inferred information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student successfully answers all questions asked by the teacher.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student makes 2 predictions about the story based on the title, introduction and prior knowledge.</li> <li>• All predictions are relevant to the story.</li> <li>• Some predictions include inferential statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates at least 2 “I wonder...” questions.</li> <li>• Both questions are relevant to the story.</li> <li>• At least 1 question includes inferred information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student successfully answers 70-80 percent of the questions asked by the teacher.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student makes at least 1 prediction about the story.</li> <li>• Prediction may/may not be an inferential statement.</li> <li>• The prediction is relevant to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates 1 “I wonder...” question.</li> <li>• The question is relevant to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student successfully answers 50-69 percent of the questions asked by the teacher.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student makes no predictions about the story.</li> <li style="text-align: center;"><b>or</b></li> <li>• Prediction is not relevant to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student generates 1 or no “I wonder...” questions.</li> <li>• The question is not relevant to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student answers less than 50 percent of the questions asked by the teacher.</li> </ul>
<b>Score</b>			

QUESTIONING THE READER

<b>Predictions</b>	<b>I wonder ...</b>	<b>Did it happen?</b>

# Predictions

They work  
a lot and  
get rich.

# I wonder

I wonder  
that  
month  
I wonder  
there  
a f

# I wonder ...

# Did

I wonder if  
that's all there  
monkyo

Th

I

I wonder if  
there was  
a fiece.

d

w

t

a

...

er if  
all there

er if

as

l,

# Did it happen?

They got reach,

It was not  
all there

monny,  
there was  
a flare.

# Predictions

That the little girl  
 is going to get a  
 chair for her mother.  
 She's going to get  
 the money from  
 working at the  
 diner. I think the  
 mother is going  
 to be so happy  
 that the mother  
 is going to give  
 her a present.  
 I think the  
 mother is going  
 to share the  
 chair with the  
 dad. I think that  
 the little girl  
 worked so hard  
 that

# I wo

I wonder  
 little  
 her m  
 diner.  
 the li  
 surprised  
 I won  
 is a r  
 big sto  
 if that  
 messg  
 I wonder  
 storm  
 they  
 party. I  
 the litt  
 saved  
 money  
 the mo

# I wonder...

Din

I wonder that the  
 little girl saved  
 her money at the  
 diner. I wonder if  
 the little girl  
 surprised the mom.

I wonder if it  
 is a really big  
 big storm. I wonder  
 if that's a really  
 messy old house.

I wonder if the  
 storm stopped and  
 they had a big  
 party. I wonder if  
 the little girl  
 saved a lot of  
 money. I wonder if  
 the mom really

girl  
 a  
 mother  
 +  
 m  
 e  
 the  
 g  
 ppy  
 her  
 ive  
 ent,  
 going  
 e  
 the  
 that  
 iri  
 and

is  
 The  
 a  
 The  
 re  
 th

r . . .

# Did it happen?

at the  
saved  
at the  
order if  
girl  
mom.

That the little  
girl is going  
to get the  
chair for her  
mother. That she  
got the money  
from the diner.

if it  
big  
I wonder  
really  
house.

That the little  
girl saved her  
money. The house  
is really messy.

if the  
ped and  
a big  
der if  
girl  
of

The girl saved  
a lot of money.  
The mom did  
really liked  
the diner.