



ACKNOWLEDGMENT

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4 February 2013.

Reading and Questioning Connections

A Guide to Using the Student Resource

ABOUT THIS RESOURCE

One important college and career readiness skill students must develop is the ability to ask questions of a text. In addition to asking *who*, *what*, *when*, and *where* identification questions, students should begin asking higher-level questions that address issues of interpretation and analysis as they read. When students, rather than the teacher, ask questions of the text, they begin the process of critical thinking and connect with the text more fully.

This resource provides students with either an introduction or a review of how to write effective Level One, Level Two, and Level Three questions. Level One questions demand identification and remember-level thinking skills to answer. Level Two questions are interpretive in nature, and Level Three questions address universal themes presented in the text. Definitions for each level are presented in the Teaching Suggestions and in the Student Resource.

This resource can be used with any complex, multilayered text that will challenge students at their grade level.

This resource is included in Module 1: *Elevating Instructional Rigor*.

CONNECTIONS TO AP*

The ability to pose questions leading to a deeper understanding of a complex text is a close reading strategy that promotes literacy and college and career readiness across academic disciplines.

Questioning strategies also will assist students in both the free response and multiple choice sections of college readiness examinations such as the AP English Literature and AP English Language exams.

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MATERIALS AND RESOURCES

- copies of the Student Resource
- student copies of a rich, multilayered passage

TEACHING SUGGESTIONS

Questioning strategies are appropriate for all grade levels; the sophistication of the questions will depend on the students' grade levels and the complexity of the texts students are studying. Choosing a passage that lends itself to different levels of questions is key to student success with this activity. If a passage is not multilayered or rich enough to offer multiple interpretations or to provide thematic connections, then students will have trouble formulating questions beyond the recall or remember level. However, if a passage is too complex, students may have difficulty generating questions beyond the remember level, as they will struggle to comprehend the information, much less to interpret it.

Introducing the questioning technique at the beginning of the year gives students a strategy that they can use throughout the school year. Middle grades students will need to have questions modeled for them until they are more comfortable with the skill. High school students may need to review the types of questions as one of the first activities of the school year, or you may require students to write different levels of questions as part of their summer reading activities.

Begin the lesson by discussing the three levels of questions with students. Level One questions rely on the reader's ability to recall details, facts, and explicit information included in a text. Typically, Level One questions begin with words such as *who*, *what*, *when*, and *where*. Students can test whether their questions are true Level One questions if they can find the answer stated directly in the text, or if they can “put their finger” on the answer in the text they are studying.

Level Two questions are interpretation questions that ask readers to think about how literary devices create meaning. Students cannot physically locate a direct answer on the page; instead, they have to

infer meaning, make assumptions, or draw conclusions based upon evidence provided in the text. Level Two questions often begin with *how* and *why*.

Level Three questions ask students to connect the text with issues in their own lives and the lives of all people. These questions address the “*so what?*” issues found in a text (e.g., “Why does this issue matter to me? To others?”). Level Three questions are universal in scope and do not refer specifically to the text itself. When composing Level Three questions, students will ask, “How do the issues in this text connect to my life, to my values, and to the values and experiences of all human beings?”

Once students have an understanding of the different types of questions they could ask, they are ready to generate their own questions about a classroom text.

When you ask students to write questions the first time, model the process for them, either under the document camera or on the whiteboard. Having students generate questions during whole-class discussion is another option for introducing or reviewing the strategy. The Student Resource also lends itself to cooperative learning groups; as students become more adept at the process, you may choose to have them create questions in groups and share their products orally or under the document camera. To increase engagement, consider using student-produced questions in a unit review or as part of a formative or summative assessment. You also may allow students to lead class discussion or to facilitate a Socratic circle using questions they have created.

The Student Resource is available on the NMSI website as a Word® document, so you can create your own example questions for your students using classroom texts.

Reading and Questioning Connections

Student Resource

LEVEL ONE: READING ON THE LINE FOR RECALL QUESTIONS

As you read, you should be mentally asking questions that can be answered by explicit information you can physically point out in the passage. You “recall” or “remember” facts and details that answer questions such as *who*, *what*, *where*, and *when*.

Examples from _____

- 1)
- 2)

In the space below, write two additional Level One questions for the excerpt from _____.

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

LEVEL TWO: READING BETWEEN THE LINES FOR INTERPRETIVE QUESTIONS

Proficient readers make interpretations based upon details in the text. As you read, you should be asking questions that can be answered by making inferences and assumptions based upon evidence in the text, such as “What does a detail or image represent, suggest, or personify?”

Generate questions that can be answered by interpreting, classifying, comparing, contrasting, and finding patterns. These questions are “interpretive” questions.

Examples from _____

- 1)
- 2)

In the space below, write two additional Level Two questions for the excerpt from _____.

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

LEVEL THREE: READING BEYOND THE LINES FOR UNIVERSAL MEANING QUESTIONS

As you read, you should move beyond the text to connect to universal meaning. Ask mental questions like, “How does this text connect with my life, with life in a larger sense for all human beings, with my ideas about morality or values?” These questions are open-ended and go beyond the text. They are intended to provoke a discussion of abstract issues and thematic concerns.

Generate questions that can be answered by connecting literature to your own experiences or to universal meanings. These questions begin with ideas in the text but move from the “what?” of the text to the “so what?” of the text—the abstract issues and thematic concerns. Specific textual references are NOT included.

Examples from _____

1)

2)

In the space below, write two additional Level Three questions suggested by the excerpt from _____.

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____