ASKING QUESTIONS
A COMPREHENSION STRATEGY

Asking Questions Instructional Plan

Essential Question

How does the explicit modelling of think alouds help students effectively question the text in order to deepen comprehension?

Explicit Teaching Concepts

1. Asking purposeful questions is a strategy that helps readers focus and gain a deeper understanding of the text
2. Good readers and writers ask questions before, during and after to help them understand the text better
3. Readers understanding that many of the most intriguing questions are not answered explicitly in the text, but are left to the reader’s intention (questions can be thick or thin)
4. Answers may be found in the text, from background knowledge, inferred, or obtained from an outside source
5. Good readers ask questions for many reasons:
   o clarify meaning
   o speculate about text yet to be read
   o determine an author’s style, intent, content, or formal
   o focus attention on specific components of the text
   o locate a specific answer in the text or consider rhetorical questions inspired by the text.
6. Answers might be different for everyone
7. Asking questions helps readers make predictions
8. Asking questions helps readers make connections to other texts or prior knowledge
9. Good readers understand that hearing others’ questions inspires new ones of their own; likewise, listening to others’ answers can also inspire new thinking
10. Good readers understand that the process of questioning is used in other areas of their lives, both personal and academic.

Assessment: Evidence of Student Understanding

1. Anecdotal notes from lessons
2. Post its (anchor charts)
3. Questioning webs
4. Thinking journal
5. MPIR (Major Point Interview for Readers)

Adapted from Keene and Miller
**Focus — Readers Ask Questions That May Not Be Explicitly Answered**

Readers understanding that many of the most intriguing questions are not answered explicitly in the text, but are left to the reader’s intention (questions can be thick or thin).

Asking questions helps readers make predictions.

**Time Frame**
Second Week

**Lessons**
Strategies for reading comprehension are conscious plans — a set of steps that good readers use to make sense of text. Explicit instruction in comprehension strategies help students become purposeful, active readers.

1. **Some Questions Are Answered; Some are Not**
   *Sample Lesson – “Some Questions are Answered, Others Are Not” (Strategies That Work, p. 112)*
   “Coding Answers Of Questions” (Reading With Meaning, p. 127)
   “Question-Answer-Relationships” (50 Literacy Strategies, p. 85 – 87)

2. **Readers Ask Questions For Many Reasons**
   *Sample Lesson – “Reading To Answer A Question” (Strategies That Work, p. 116)*
   “Reading With A Question In Mind” (Strategies That Work, p. 117)

3. **Readers Ask Thick and Thin Questions**
   *Sample Lesson – “Thick and Thin Questions” (Strategies That Work, p. 115)*

4. **Questions Can Help Readers Predict**
   *Sample Lesson – “Ask Questions To Expand Thinking” (Comprehension Toolkit: Ask Questions, p. 38-39)*