

Teaching Year 3 students to conduct an inner conversation with the text, by using a questioning strategy before, during and after reading, frames the thinking that improves comprehension.

Overview of the lesson sequence

Session	Goal	Teaching Strategy	Learning Activities
1	<p>To demonstrate and develop the inner conversation readers have with the text as they read.</p> <p>To teach readers to use this inner conversation to help them to read strategically by asking questions before, during and after reading.</p> <p>To identify that there are different types of questions; literal, inferential and evaluative and that we can locate answers to them in different ways.</p>	<p><u>Teacher Modelling</u> <i>The teacher explains the strategy</i></p> <p><i>The teacher models how to effectively use the strategy to understand the text</i></p> <p><i>The teacher thinks aloud when reading to show thinking and strategy use</i></p>	<p>Using the ‘Read To’ strategy the students will listen to the story ‘Hannah’ by Josephine Croser and the inner conversation that readers have with the text will be demonstrated by the teacher.</p> <p>Orienting the text – formulating questions before we hear the story and activating prior knowledge</p> <p>Listing questions before and during reading.</p> <p>Marking questions as they occur in the text by using sticky tabs</p> <p>Locating in the text where some questions were answered. Discuss questions. Discussing that our questions can be literal, inferential or evaluative and require us to locate answers in different ways. Formulating their own questions during the reading and developing an awareness of their inner conversation with the text.</p>
2	<p>To practise the inner conversation readers have with the text by thinking aloud and showing the questions that readers have as they read.</p> <p>To list the questions we have and to categorise them according to how they can be answered (in the text, using background knowledge, inferred from the text, through discussion, further research)</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students’ attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p>	<p>Orientation of the picture book ‘ The Stranger’ by Chris Van Allsburg</p> <p>Activate prior knowledge</p> <p>Using the picture book the students will listen to the story and at pause points in the text will show evidence of their inner conversation by articulating the questions they have.</p> <p>Marking questions with sticky tabs as they occur in the text.</p> <p>Listing questions</p> <p>Discussing the types of questions</p> <p>Categorising how these questions can be answered. Repeat the strategy on the text ‘Snookle’ by Paul Jennings</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>

Session	Goal	Teaching Strategy	Learning Activities
3	<p>To practise the inner conversation readers have with the text by using the questioning strategy to stop, think and form 'I wonder' questions before, during and after reading.</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p> <p><u>Collaborative Practice</u> <i>Students share their thinking processes with each other during paired reading conversations</i></p> <p><i>The teacher moves from pair to pair assessing and responding to student's needs.</i></p>	<p>Orientation of the picture book "The Wretched Stone" by Chris Van Allsburg. Activate prior knowledge.</p> <p>Formulating 'I Wonder' questions before we read.</p> <p>Pausing at different points in the story and marking questions with sticky tabs</p> <p>Listing questions and discussing how these can be answered.</p> <p>In pairs the students read "UFOS" and "Strange Lights in the Sky". They formulate their questions and write them on the "I wonder" charts, along with answers as they are found in the text.</p> <p>They discuss their questions with their partner and how the questions would be answered.</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>
4	<p>To practise the inner conversation readers have with the text by using the questioning strategy to stop, think and form 'I wonder' questions before, during and after reading.</p> <p>To use questions to set a purpose for the reading.</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p> <p><u>Collaborative Practice</u> <i>Students share their thinking processes with each other during paired reading conversations</i></p> <p><i>The teacher moves from pair to pair assessing and responding to student's needs.</i></p>	<p>Before reading "Titanic" orient the text and activate prior knowledge.</p> <p>Formulate 'I wonder' questions before reading. Use these questions to set a purpose for the reading. Pause and discuss when these questions are answered.</p> <p>Mark questions in the text using sticky tabs.</p> <p>List the questions.</p> <p>Discuss questions and how they can be answered.</p> <p>In pairs students read "Crushed By Nature" by Casey Byron. Before, during and after reading articulate and write 'I wonder' questions and locate answers / discuss how questions can be answered.</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>

Session	Goal	Teaching Strategy	Learning Activities
5	<p>To read strategically to answer a specific question</p> <p>To use questions to set a purpose for the reading.</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p> <p><u>Collaborative Practice</u> <i>Students share their thinking processes with each other during paired reading conversations</i></p> <p><i>The teacher moves from pair to pair assessing and responding to student's needs.</i></p>	<p>Using the shared reading strategy orient the text "Clouded Leopard" by James Laurie.</p> <p>Formulate questions before reading or early in the text that will set a purpose for the reading.</p> <p>Mark questions in the text using sticky tabs and then list the questions.</p> <p>Discuss how these questions will be answered.</p> <p>In pairs read "Nearly or Surely Gone" by Tom Pipher.</p> <p>Students formulate a question that will set a purpose for the reading.</p> <p>Students mark and record their questions before, during and after reading.</p> <p><u>Review of Self Management Strategies</u></p> <p>Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>
6	<p>To read strategically to answer a specific question</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p> <p><u>Independent Practice</u> <i>After working with the teacher and with other students, the students try practising the strategy on their own</i></p> <p><i>The students receive regular feedback from the teacher and other students.</i></p>	<p>Using the shared reading strategy orient the text "Fabulous and Ferocious" by Michele Paul. Activate prior knowledge and set a specific question that will set a purpose for the reading.</p> <p>Mark, list and record the before, during and after questions.</p> <p>Discuss how these will be answered.</p> <p>On their own students will practise the strategy of reading strategically to answer a specific question "Legend of the Venus Fly Trap"</p> <p><u>By Tracey Reeder Review of Self Management Strategies</u></p> <p>Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>
7	<p>To respond to beyond-the-line questions</p>	<p><u>Guided Practice</u> <i>The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion</i></p> <p><i>The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</i></p> <p><u>Independent Practice</u> <i>After working with the teacher and with other students, the students try practising the strategy on their own</i></p> <p><i>The students receive regular feedback from the teacher and other students.</i></p>	<p>Introduce this strategy using the picture book "Fox" by G.Wild.</p> <p>Using the shared reading strategy orient the text "Sarah Plain and Tall" a short novel by Patricia Maclachlan. Activate prior knowledge.</p> <p>Formulate questions before, during and after reading. Focus on inferential and evaluative questions.</p> <p>Students continue the next chapter of the novel on their own, practising the strategy of marking and listing their questions.</p> <p>Discuss together.</p> <p><u>Review of Self Management Strategies</u></p> <p>Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>

Session	Goal	Teaching Strategy	Learning Activities
8	To respond to beyond-the-line questions	<p><u>Guided Practice</u> The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.</p> <p><u>Independent Practice</u> After working with the teacher and with other students, the students try practising the strategy on their own</p> <p>The students receive regular feedback from the teacher and other students.</p>	<p>Continue the next chapters with the short novel "Sarah Plain and Tall" following the same procedure of forming questions, marking them, listing them and discussing how they can be answered.</p> <p>Students continue the next chapter on their own, practising the strategy of formulating, marking, listing and discussing questions.</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>
9	To independently use the question strategy on text	<p><u>Independent Practice</u> After working with the teacher and with other students, the students try practising the strategy on their own</p> <p>The students receive regular feedback from the teacher and other students.</p>	<p>Using online texts from Ziptales and assorted Level 30+ Macmillan Springboards texts the students will use questioning to read strategically.</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>
10	To independently use the question strategy on text	<p><u>Independent Practice</u> After working with the teacher and with other students, the students try practising the strategy on their own</p> <p>The students receive regular feedback from the teacher and other students.</p>	<p>Using online texts from Ziptales and assorted Level 30+ Macmillan Springboards texts the students will use questioning to read strategically.</p> <p><u>Review of Self Management Strategies</u> Using the Prompt Chart the students will articulate the strategies they used before, during and after reading to help them understand the text.</p>

Lesson 1

As we read “Hannah”, we asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

<i>Questions before reading</i>	Answered	Not Answered
<i>Questions during reading</i>		
<i>Questions after reading</i>		

Where is the answer found?

3 Kinds of Questions

Type 1. (Literal) **Right There**

The answer is in the story.
It's right there for you to read.

Type 2. (Inferential) **Think and Search**

Search for the clues in the story and think about your answer

Type 3. (Evaluative) **On My Own**

The answer won't be told by words in the story.
You must find the answer in your head.

(Raphael, 1982)

THINK CHART

Lesson 2

As we read “The Stranger”, we asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

<i>Questions before reading</i>	Answered	Not Answered
<i>Questions during reading</i>		
<i>Questions after reading</i>		

We marked each question according to how we could answer the question.

Answer in the text - A

Using background knowledge - BK

Inferred from the text - I

Through discussion - D

Further research - FR

Confused - C

THINK CHART

Lesson 2

As we read “Snookle”, we asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

Questions <i>before reading</i>	Answered	Not Answered
Questions <i>during reading</i>		
Questions <i>after reading</i>		

We marked each question according to how we could answer the question.

Answer in the text - A

Using background knowledge - BK

Inferred from the text - I

Through discussion - D

Further research - FR

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

Think Chart

Lesson 3

Question Generating Strategy

1. Preview the text “UFOs” and “Strange Lights in the Sky” by Ruth Devich
Read title
Look at the pictures
Read the first paragraph

2. Think of an “I Wonder” question. Write it down.
I wonder

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3. Read to answer your question. Write the answer when you find it.

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4. Ask yourself another “I wonder” question.
I wonder

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5. Read the next section to find the answer

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6. Continue to ask an “I wonder” question and read the next section to find the answer
I wonder

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Answer

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Compiled from (Hoyt, 1999)

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
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- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
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- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

Think Chart

Lesson 4

Question Generating Strategy

7. Preview the text “Crushed by Nature” by Casey Byron
Read title
Look at the pictures
Read the first paragraph

8. Think of an “I Wonder” question. Write it down.
I wonder

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9. Read to answer your question. Write the answer when you find it.

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10. Ask yourself another “I wonder” question.
I wonder

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11. Read the next section to find the answer

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12. Continue to ask an “I wonder” question and read the next section to find the answer
I wonder

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Answer

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Compiled from (Hoyt, 1999)

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
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- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

Think Chart

Lesson 5

Question Generating Strategy

13. Preview the text “Nearly or Surely Gone” by Tom Pipher

Read title

Look at the pictures

Read the first paragraph

14. Think of a specific question. Write it down.

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15. Read to answer your question. Write the answer when you find it.

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16. Ask yourself another specific question

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17. Read the next section to find the answer

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18. Continue to ask a specific question and read the next section to find the answer

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Answer

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Compiled from (Hoyt, 1999)

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

Think Chart

Lesson 6

Question Generating Strategy

19. Preview the text “The Legend of the Venus Fly Trap” by Tom Pipher

Read title

Look at the pictures

Read the first paragraph

20. Think of a specific question. Write it down.

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21. Read to answer your question. Write the answer when you find it.

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22. Ask yourself another specific question.

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23. Read the next section to find the answer

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24. Continue to ask a specific question and read the next section to find the answer

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Answer

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Compiled from (Hoyt, 1999)

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

THINK CHART

Lesson 7

As we read a chapter from the novel “Sarah Plain and Tall” by Patricia MacLachlan, we asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

<i>Questions before reading</i>	Answered	Not Answered
<i>Questions during reading</i>		
<i>Questions after reading</i>		

We marked each question according to how we could answer the question.

Answer in the text - A

Using background knowledge - BK

Inferred from the text - I

Through discussion - D

Further research - FR

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

THINK CHART

Lesson 8

As we read a chapter from the novel “Sarah Plain and Tall” by Patricia MacLachlan”, we asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

<i>Questions before reading</i>	Answered	Not Answered
<i>Questions during reading</i>		
<i>Questions after reading</i>		

We marked each question according to how we could answer the question.

- Answer in the text - A**
- Using background knowledge - BK**
- Inferred from the text - I**
- Through discussion - D**
- Further research - FR**

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

THINK CHART

Lesson 9

We asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

Questions <i>before reading</i>	Answered	Not Answered
Questions <i>during reading</i>		
Questions <i>after reading</i>		

We marked each question according to how we could answer the question.

Answer in the text - A

Using background knowledge - BK

Inferred from the text - I

Through discussion - D

Further research - FR

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

THINK CHART

Lesson 10

We asked lots of questions and tracked them on a chart. We discussed all of the questions, especially the unanswered ones.

Questions <i>before reading</i>	Answered	Not Answered
Questions <i>during reading</i>		
Questions <i>after reading</i>		

We marked each question according to how we could answer the question.

Answer in the text - A

Using background knowledge - BK

Inferred from the text - I

Through discussion - D

Further research - FR

PROMPT CHART

Before I read

- *Make some predictions about what I think the story is about*
- *Look at the pictures to see what the story is about*
- *Read the title to see what the story is about*
- *Think about what I already know on this topic*
- *Make connections to what the story or topic reminds me of*
- *Use the title and the pictures to help me make guesses about what will happen in the story*
- *Decide on the purpose (why) I am reading the story*
- *Use the inner conversation I have with the text to help me understand what I am reading*
- *Ask myself questions that I would like to have answered in the story*
- *Ask myself 'I wonder' questions*
- *Use my questions and guesses as a reason for reading the story*
- *Think about what I already know about things I see in the pictures*
- *Think about what the people in the story might be like*
- *Think of where the story takes place*

While I read

- *Check to see if the story is making sense*
- *Stop to re tell the main points to see if I am understanding what has happened so far*
- *Keep thinking about the title and the pictures to help me decide what is going to happen*
- *Check to see if I can answer any of the questions that I asked before I started reading*
- *Check to see if my guesses are right or wrong*
- *Make a lot of guesses about what is going to happen next*
- *Try to answer the questions I asked myself*
- *Try to see if my guesses are going to be right or wrong*
- *Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen*
- *If things aren't making sense re read some parts or read ahead to see if I can figure out what is happening*

After I read

- *Check to see if I met the purpose for reading the story*
- *Retell the main points of the whole story so that I can check to see if I understood it*
- *Think about what made me make good or bad predictions*
- *Think about how the story fits with things I already knew about before I read the story.*
- *Think about how I would have acted if I had been the main character in the story.*
- *Make connections to the story (text to self, text to text, text to the world)*
- *What new words were in the text*
- *Think about what I liked, disliked or found interesting*

The Lesson Sequence – based on work developed by Stephanie Harvey and Anne Goudvis – “Strategies That Work” (2007)

Lesson 1

Goals

- **To demonstrate and develop the inner conversation readers have with the text as they read.**
- **To teach readers to use this inner conversation to help them to read strategically by asking questions before, during and after reading.**
- **To identify that there are different types of questions: literal – the answers right there in the text, inferential – search for clues in the story and think about your answer, Evaluative – the answer is not told by words in the story, the answer is in your head.**

Teacher Modelling

- *The teacher explains the strategy*
- *The teacher models how to effectively use the strategy to understand the text*
- *The teacher thinks aloud when reading to show thinking and strategy use*

Introduction to the Questioning Strategy

With the students gathered in front of me I explain that when good readers read, they have an inner conversation going on in their head with the writer and the text. For instance, when a reader is confused the voice in her head says “Huh, I don’t get this part,” or when she reads new information she might say “Wow, I didn’t know that before.” By paying attention to this inner voice, or thinking, readers help themselves to understand what they are reading. They talk back to the text with questions. We discuss how good readers usually carry on a conversation with the text silently, but I am going to show them what this inner conversation sounds like when I think out loud. I explain that as I read I am going to track my thinking with sticky tabs that I will place on the book each time I have a question about what I am reading.

Orient the text and activate prior knowledge by focusing on the title page and use the front cover picture to formulate questions about the story, the character, the setting and time and what I might know about this time. Then read “ Hannah” by Josephine Croser. This story is in Big Book format so the children are all able to see the text as it is read. As I talk about my thinking aloud, I place sticky tabs to show where my questions occur in the text.

At the end of the first chapter, list on a chart the questions that I had during the reading and mark whether these questions were answered or unanswered during the reading.

Explain that sometimes when we read on our questions are answered on the next page. I explain that when that happens place an ‘A’ for ‘Answered’ and move the sticky tab to the place where they found the answer. Also explain that some of the most important questions aren’t answered and are best left to discussion during and after the reading.

I then read the next chapter and invite the children to jot down questions that they have in their Student Journals. After the reading the students pose their questions, infer answers and share information. In this way we co-construct meaning as we read and we understand the story more completely because of the input.

We continue with subsequent chapters to practice the strategy of questioning and thinking aloud. During the discussion I present the types of questions that can be asked literal, inferential and evaluative and how we manage the answering of these questions by using a combination of the text and our own thoughts and ideas.

Lesson 2

Goal

- **To practise the inner conversation readers have with the text by thinking aloud and showing the questions that readers have in their heads as they read.**
- **To list the questions that readers have and to categorise these questions according to how they can be answered (in the text, using background knowledge, inferred from the text or through discussion and further research)**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Before reading “The Stranger” a picture book by Chris Van Allsburg , orient the text and activate prior knowledge. Use the title page to formulate questions about the story. Record the questions that we have about the story. As we read stop, mark the location of the question in the text using a sticky tab and invite the children to list their questions on a chart with the headings QUESTIONS BEFORE READING, DURING READING and AFTER READING in their journals. At the end of the story review the questions that we have listed and discuss the type of questions we asked ourselves before, during and after the reading

At the end of the reading look at the questions we compiled and categorise

- Questions that are answered in the text – A
- Questions answered from someone’s background knowledge – BK
- Questions whose answers can be inferred from the text – I
- Questions that can be answered by further discussion – D
- Questions that require further research –RS
- Questions that signal confusion – Huh? or C Repeat the process on the story “Snookle” by Paul Jennings.

Review of Self Management Strategies

At the end of the lesson we look at the Prompt Chart in the students’ listing the ‘useful things I do to help myself understand what I am reading about’ and articulate the ones we used today. This is a feature of each lesson as it scripts the metacognitive language that I want the children to say to themselves by the end of the teaching sequence.

Lesson 3

Goal

- **To practise the inner conversation readers have with the text by using the questioning strategy to stop, think and form ‘I Wonder’ questions before, during and after reading.**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Before reading “The Wretched Stone” a picture book by Chris Van Allsburg orient the text and activate prior knowledge. Formulate ‘I wonder’ questions. During and after reading invite the children to record their “I wonder” questions in the before, during and after columns of their ‘think charts’ in their journals. After the reading address these questions and decide on how they can be answered. (see categories in previous lesson)

Collaborative Practice

- *Students share their thinking processes with each other during paired reading conversations*
- *The teacher moves from pair to pair assessing and responding to student’s needs.*

In pairs children will read “UFO’s and Strange Lights in the Sky” by Ruth Devich. As they read they articulate their ‘I Wonder’ questions, mark these with sticky tabs and record these on their ‘think charts’. The teacher works with pairs of students as they work together to practise the strategy.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the ‘useful things I do to help myself understand what I am reading about’ and articulate the ones we used today.

Lesson 4

Goal

- **To practise the inner conversation readers have with the text by using the questioning strategy to stop, think and form ‘I wonder’ questions before, during and after reading.**
- **To use questions to set a purpose for the reading.**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students’ attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Before reading orient the text and activate prior knowledge by forming a connection to what they know about the Titanic. Articulate questions that get them to connect *self/text, text/text and text/world*.

Using the shared reading strategy, read “Titanic” written by John Jerome. As we read, articulate “I Wonder” questions aloud and mark them in the text using the sticky tabs. List these questions under the before, during and after columns in the ‘think charts’ in their journals. Together discuss how we can answer these questions.

Collaborative Practice

- *Students share their thinking processes with each other during paired reading conversations*
- *The teacher moves from pair to pair assessing and responding to student’s needs.*

In pairs, the children will read “Crushed By Nature” by Casey Byron. Before, during and after the reading they articulate questions together, working in pairs and mark these in the text using sticky tabs. They then chart their questions on their ‘think charts’ and discuss together how the questions can be answered.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the ‘useful things I do to help myself understand what I am reading about’ and articulate the ones we used today.

Lesson 5

Goal

- **To read strategically to answer a specific question**
- **To use questions to set a purpose for the reading**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students’ attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Using the shared reading strategy, orient the text and activate prior knowledge. Using the shared reading strategy read together “Clouded Leopard” written by James Laurie. Pose a question early in the reading that can be answered by the text. Continue to articulate the questions we have before, during and after we read. Mark these questions in the text using sticky tabs. Discuss after the reading how and where we were able to answer the question we posed at the beginning of the reading.

Collaborative Practice

- *Students share their thinking processes with each other during paired reading conversations*
- *The teacher moves from pair to pair assessing and responding to student’s needs*

In pairs the children will read “Nearly or Surely Gone” by Tom Pipher. Before, during and after reading they articulate their questions and mark them in the text using a sticky tab. They then chart their questions on their ‘think charts’ and discuss how the questions can be answered. They record information they have found out and further questions that could be asked.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the ‘useful things I do to help myself understand what I am reading about’ and articulate the ones we used today.

Lesson 6

Goal

- **To read strategically to answer a specific question**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students’ attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Using the shared reading strategy, orient the text and activate prior knowledge. The using the shared reading strategy read together “Fabulous and Ferocious” by Michele Paul. Pose a question early in the reading that can be answered by the text. Continue to articulate the questions we have before, during and after we read. Mark these questions in the text using sticky tabs. Discuss after the reading how and when we were able to answer the question we posed at the beginning of the reading.

Independent Practice

- *After working with the teacher and with other students, the students try practising the strategy on their own*
- *The students receive regular feedback from the teacher and other students.*

In pairs the children will read “The Legend of the Venus Fly Trap” by Tracey Reeder. Before reading they articulate a question that they think the text will answer. They continue formulate questions during and after reading and mark them in the text using a sticky tab. They then chart their questions on their ‘think charts’ and discuss how the questions can be answered. They record information they have found out and further questions that could be asked.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the ‘useful things I do to help myself understand what I am reading about’ and articulate the ones we used today.

Lesson 7

Goal

- **To respond to beyond-the-line questions**

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students’ attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Using the shared reading strategy orient the text and activate prior knowledge. Then read several short chapters from “Sarah, Plain and Tall” written by Patricia MacLachlan and articulate the questions before, during and after reading. Mark these with sticky tabs, add them to the list and discuss the type of questions they are and how we can best answer them.

Independent Practice

- *After working with the teacher and with other students, the students try practising the strategy on their own*
- *The students receive regular feedback from the teacher and other students.*

Students will continue to read the next 2 short chapters on their own and to record their questions on their 'think charts'

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the 'useful things I do to help myself understand what I am reading about' and articulate the ones we used today.

Lesson 8

Goal – To respond to beyond-the-line questions

Guided Practice

- *The teacher and students practise the strategy together in a shared reading context, reasoning through the text and co-constructing meaning through discussion*
- *The teacher scaffolds the students' attempts and supports their thinking giving specific feedback and making sure that students understand the task.*

Using the shared reading strategy continue to read several short chapters from "Sarah, Plain and Tall" written by Patricia MacLachlan and articulate the questions before, during and after reading. Mark these with sticky tabs, add these questions to the list and discuss the type of questions they are and how we can best answer them

Independent Practice

- *After working with the teacher and with other students, the students try practising the strategy on their own*
- *The students receive regular feedback from the teacher and other students.*

Students will continue to read the next 2 short chapters from "Sarah, Plain and Tall" on their own and to record their questions on their 'think charts'. The teacher moves from student to student to reinforce and scaffold their questioning.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the 'useful things I do to help myself understand what I am reading about' and articulate the ones we used today.

Lesson 9

Goal – To independently use the questioning strategy on text

1. Application of the Strategy in authentic Situations

- *Students use the strategy in authentic reading situations with a variety of genres.*

Using the questioning strategy students choose from a variety of texts Ziptales - texts online and Springboards Level 30+ texts to apply the(inner conversation)questioning strategy that they have been using before, during and after reading to help them understand what they are reading.

The teacher will monitor students as they read and pose questions and record their questions on their 'think charts'.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the 'useful things I do to help myself understand what I am reading about' and articulate the ones we used today.

Lesson 10

Goal – To independently use the questioning strategy on text

1.Application of the Strategy in authentic Situations

- *Students use the strategy in authentic reading situations with a variety of genres.*

Using the questioning strategy students choose from a variety of texts; Ziptales – short texts online and Springboards Level 30+texts to apply the (inner conversation) questioning strategy that they have been using before, during and after reading to help them understand what they are reading.

The teacher will monitor students as they read and pose questions and record their questions on their 'think charts'.

Review of Self Management Strategies

At the end of the lesson we look at the prompt chart listing the 'useful things I do to help myself understand what I am reading about' and articulate the ones we used today.