



Reading Instructional Strategies



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SLM 504
MAY 6, 2021

Middle School: Questioning

Title: Asking Questions for Understanding

Grade Level: 6th Grade

Brief Strategy Description (Questioning):

Asking questions before reading, during reading, and after reading is an effective strategy to keep the student engaged, build interest in the text, and monitor understanding (Reading Comprehension Strategies). Questioning allows a student to challenge previous notions and helps foster further research to find the answers (Questioning). Students can develop questions by skimming the text and exploring the title, headings, subheadings, and captions (Questioning). Teachers should explain the difference between thin questions- which are questions that can be answered directly from the text- and thick questions- which are questions that require more thought and deeper understanding (Questioning). A recording sheet should accompany the reader so they may record their questions and indicate whether or not they are thick or thin. Students should be reminded that this strategy is mostly concerned with developing questions in order to sustain reading engagement, not necessarily finding the answers.

Objectives:

AASL Standards and Framework for Learners I. Inquire A. Think- Learners display curiosity and initiative by:
1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.

AASL Standards and Framework for Learners I. Inquire B. Create- Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.

The Teacher's Role /The School Librarian's Role:

- 1) The **teacher and school librarian** will meet to discuss the language and terminology that will be used to teach the Questioning Reading Comprehension strategy.
- 2) The **school librarian** will create a Google Slide introducing the strategy and the key phrases the student can use to formulate questions (i.e. I wonder..., Who...,What...,Where...,Why..., How come..., What does that mean...?) (Questioning).
- 3) The **school librarian** will ask students to create at least three thin questions and three thick questions (Example: Thin Question- When was the Declaration of Independence signed? Thick Question- Why was the Declaration of Independence created?)
- 4) When identifying and underlining the key points in the nonfiction text that spark curiosity and initiative, the **school librarian** will use the phrase, "When I read ____, it made me wonder why ____ because ____." (Reading Comprehension Strategy Series).
- 5) The **school librarian** will also demonstrate how to use the Asking Questions recording sheet to record questions, possible answers, and decide if it is a thick or thin question.
- 6) The **teacher** will provide a one-page grade level nonfiction text for the students to practice using the strategy. The **school librarian** will provide the Asking Questions recording sheet.
- 7) The **school librarian** will ask the students to share the questions they created with the class.
- 8) The **school librarian** will collect their work. The **school librarian and teacher** will look over the Asking Questions worksheets to check for understanding.

How We Will Know If Students Are Successfully Using This Strategy:

The school librarian and the teacher will meet with the class to discuss how questioning helped them understand the text before. What kind of questions did they create? Are they interested in discovering the answers? Did formulating questions help them find the passage more interesting? The school librarian and the teacher will look over the students' Asking Questions recording sheet. They will look to see the types of questions the students created and check for understanding. If needed, the strategy will be reviewed, and they will use the strategy again with another passage. The teacher and librarian will take anecdotal notes and generate tally marks documenting if they see students applying this strategy on their own.

Name: _____

Asking Questions

	Question	Thick or Thin
Before Reading		
During Reading		
After Reading		

High School: Synthesizing

Title: Synthesizing Multiple Sources

Grade Level: 11th Grade

Brief Strategy Description for Synthesizing:

Synthesizing is the act of “making meaning from multiple resources” often requiring the learners to have to decide which information is important, which should be disregarded, and use “decision-making to interpret information” (Reading Comprehension Strategies). This strategy requires students to retell what they read, explain the important points in their own words, critically think about ideas, make connections, decide what information is important, create meaning from what was discovered, and often culminates sharing what was learned in a report (Summarize Synthesize). Student will be asked to use three resources—provided by the school librarian—to learn how to take notes, think critically about the similarities and differences, and then create a one-page paper pulling the ideas together.

Objectives:

AASL Standards Framework for Learners V. Explore A. Think- Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions.

AASL Standards Framework for Learners VI. Engage A. Think- Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning.

Teacher’s role /School Librarian’s role:

- 1) The **teacher and school librarian** will create a rubric for the one-page paper.
- 2) The **teacher** will discuss the rubric with the class.
- 2) The **teacher** will use the Synthesizing Multiple Sources handout to demonstrate how to take notes on three different articles/sources, how to record that information, how to think critically about the similarities and differences in the articles, and how to decide which information should be included in a one-page paper.
- 3) The **school librarian** will provide the class with three short nonfiction articles on a topic. Students will use the Synthesizing Multiple Sources handout to take notes. Students will then be asked to write a one-page paper combining the information.
- 4) The **school librarian and teacher** will collect the Synthesizing Multiple Sources worksheets and the one-page paper to assess how the students utilized the strategy.

Assessment:

The school librarian and teacher will meet together to create a rubric to grade the students’ one-page paper and will explain it to students when discussing the assignment. Students will use the Synthesizing Multiple Sources paper to record their notes from the three different resources that were provided by the school librarian. Using their notes, students will create a one-page paper which will require students to interpret ideas and information, decide how they want to handle similar and conflicting information from multiple formats, and if they can use that information to present new understandings (Self-Assessment Guidelines for the School Media Specialist’s Role in Reading).

A possible follow up assignment—with an accompanying rubric created by the school librarian and teacher—would require students to pick a nonfiction research topic of their choice. Students must locate three information sources in the library (i.e. newspaper articles, journal articles, databases, internet websites etc.) take notes using the Synthesizing Multiple Sources paper, and then write a one-page paper incorporating their findings. Students would be assessed on how they integrated the information from all three sources.



Synthesizing Multiple Sources



Topic: _____

Source 1: _____ Type of Source: _____

Source 2: _____ Type of Source: _____

Source 3: _____ Type of Source: _____

Source 1	Source 2	Source 3

Works Cited

- “Questioning.” School Librarian’s Role in Reading Toolkit. *American Associations of School Libraries*, 5 October 2009, www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/slroleinreading/questioning.pdf. Accessed 3 May 2021.
- “Reading Comprehension Strategy Series: How to Teach Students to Ask Questions When They Read.” *The Classroom Nook*, www.classroomnook.com/blog/reading-strategy-asking-questions. Accessed 5 May 2021.
- “Reading Comprehension Strategies: What Every SLMS Should Know about Teaching Reading Comprehension Strategies.” *American Association of School Librarians*, July 2009, www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/slroleinreading/rtrfreadingcompstrategies.pdf. Accessed 4 May 2021.
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- “Summarize Synthesize.” School Librarian’s Role in Reading Toolkit. *American Associations of School Libraries*, 5 October 2009, www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/slroleinreading/synthesize.pdf. Accessed 4 May 2021.