THE UNIVERSITY OF
KU KANSAS
Achievement
& Assessment Institute

ASKING AND ANSWERING QUESTIONS

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CONTENTS

UNIT SUMMARY

In these lessons, students learn how to ask and answer questions to demonstrate understanding of an informational text. The lessons are based on the Question Answer Relationship (QAR) framework. QAR is a framework teachers can use to model how to ask and answer questions while reading a text.

Lesson 1: In this lesson, students learn the question-generating approaches of QAR. You model how to create questions using stems on question cards. Then, students practice making their own questions with the question stems.

Lesson 2: This lesson focuses on the two major information sources used to ask questions when reading: the text itself and background knowledge on the topic. You emphasize how questions are different depending on whether the information source used to answer the question is located in a text (In the Text questions) or in the students' background knowledge (In My Head questions). Students practice determining whether questions are In the Text questions or In My Head questions.

Lesson 3: In this lesson, students create and answer In the Text and In My Head questions about a new informational text. First, you model how to create both types of questions, thinking aloud about the process. Then students complete a graphic organizer with their own questions and answers.

Throughout the lessons, you combine think-alouds and examples of shared language with the QAR method to guide students toward improved reading comprehension.

Research Findings	Lesson Strategies, Approaches, or Activities
The Question Answer Relationship (QAR) framework is an effective strategy for teaching students to ask and answer questions related to a text. (Raphael & Au, 2005; Wiggins & McTighe, 2005)	Throughout the lessons, students become familiar with the QAR strategies and shared language.

Think-alouds, shared language, and the QAR method have been linked to improved reading comprehension. (Leu & Kinzer, 2003; Raphael & McKinney, 1983) When teachers model how to produce and answer questions and provide reminders about the questioning process, the ability of students to learn information and answer questions successfully improves. (Graesser, Ozuru, & Sullins, 2009; Symons, MacLatchy-Gaudet, Stone, & Reynolds, 2001)	In each activity, you use think-alouds to model the QAR strategies for asking and answering questions.
To answer a question, students must identify the kind of information the question is seeking and locate the correct information in an informational text. (Guthrie & Mosenthal, 1987)	In Lesson 2, students learn the shared language of In the Text questions and In My Head questions.
Students can ask effective questions when they learn to use wh-question words, generic question stems, and text features. (Kobasigawa, Lacasse, & MacDonald, 1988; Raphael & Au, 2005; Rosenshine, Meister, & Chapman, 1996)	In Lessons 1 and 3, students use question cards that prompt various question-generating strategies, such as using wh-question words, starting with generic question stems, turning titles and headings into questions, asking about illustrations, and asking for more information.
Elementary students tend to stop asking questions too soon. However, providing them with ample opportunities and intentional strategies to ask lots of questions may improve their comprehension. (Klahr & Chen, 2003)	These lessons provide an in-depth investigation of asking questions. In each activity, students learn question-generating strategies and practice asking and answering different types of questions.

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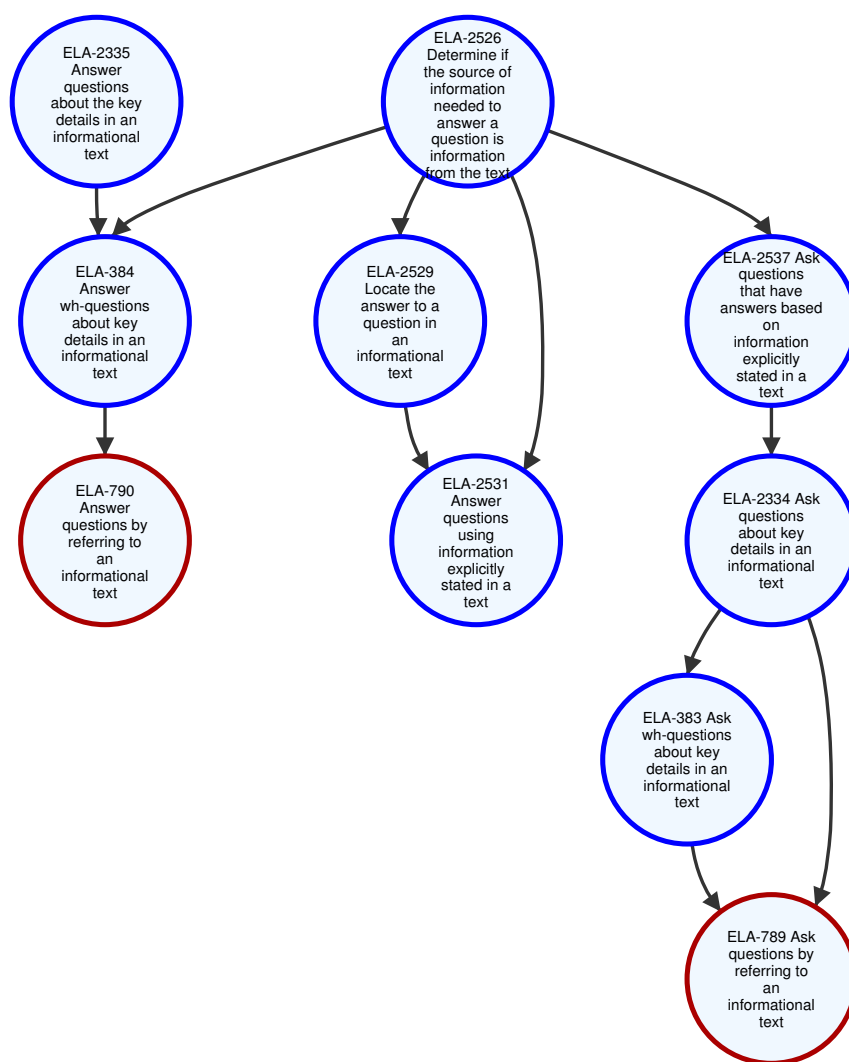
STANDARD

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Node ID	Node Name	Node Description
ELA-383	ASK WH-QUESTIONS ABOUT KEY DETAILS IN AN INFORMATIONAL TEXT	Ask questions using who, what, where, when, why, and how about the key details of an informational text.
ELA-384	ANSWER WH-QUESTIONS ABOUT KEY DETAILS IN AN INFORMATIONAL TEXT	Answer questions that use who, what, where, when, why, and how that are posed by others about the key details in an informational text.
ELA-789	ASK QUESTIONS BY REFERRING TO AN INFORMATIONAL TEXT	Ask questions about an informational text by referring back to the facts, details, and other pieces of information provided in the text.
ELA-790	ANSWER QUESTIONS BY REFERRING TO AN INFORMATIONAL TEXT	Answer questions about informational texts by referring back to the information and details provided in the text.
ELA-2334	ASK QUESTIONS ABOUT KEY DETAILS IN AN INFORMATIONAL TEXT	Produce questions about the meaning of specific key details in an informational text.
ELA-2335	ANSWER QUESTIONS ABOUT THE KEY DETAILS IN AN INFORMATIONAL TEXT	Answer questions about the meaning of specific key details in an informational text.
ELA-2526	DETERMINE IF THE SOURCE OF INFORMATION NEEDED TO ANSWER A QUESTION IS INFORMATION FROM THE TEXT	Determine when the information needed to answer a question can be found in the explicitly stated information in a text.
ELA-2529	LOCATE THE ANSWER TO A QUESTION IN AN INFORMATIONAL TEXT	Locate the answer to a question in an informational text by using personal knowledge of the text or using the text features that highlight the text's organization.
ELA-2531	ANSWER QUESTIONS USING INFORMATION EXPLICITLY STATED IN A TEXT	Answer questions using the information explicitly stated in the text.
ELA-2537	ASK QUESTIONS THAT HAVE ANSWERS BASED ON INFORMATION EXPLICITLY STATED IN A TEXT	Generate questions that have answers based on the information explicitly stated in a text, such as In the Text/Right There and Think and Search questions.

LEARNING GOAL

In this lesson, students learn how to create questions about an informational text.

STANDARD

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

PREPARATION

Before the lesson, select an informational text (such as a textbook passage or magazine article). Arrange a way to display the text for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

Prepare a list of high-quality In the Text and In My Head questions by using the question-creating approaches listed below in Implementation and the lesson's informational text. Be sure to create one question for each prompt on the question cards.

> **NOTE:** In the Text and In My Head questions are not introduced until Lesson 2, but creating questions that fit these categories will make Lesson 2 easier.
>
> **In the Text:** The main source of information used to answer this type of question is the text.
>
> **In My Head:** The main source of information used to answer this type of question is personal knowledge.

MATERIALS & HANDOUTS

▶ STUDENT HANDOUT: QUESTION CARDS
▶ baggies or paperclips for storing question cards
▶ displayed informational text
▶ scissors
▶ blank paper

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can create questions about an informational text."

Teach the approaches for creating questions when reading an informational text.

▶ Start questions with wh-words (who, what, when, where).
▶ Use generic stems question starters, for example, "Who did…?"; "What caused …?"; "Why is …?"; "What happened before/after…?").
▶ Turn titles and headings into questions.
▶ Ask questions about illustrations.
▶ Ask questions when you want to know more.

After teaching the question-creating approaches, **provide time** for each student to cut out the question cards. The question cards are a tool to help students use the question-creating approaches.

As you preview the lesson's informational text, **use** your prepared list of questions to **model** the process of pulling a card from the deck and creating a question from the question starter on the card.

Write your question on the board. **Ask** students to try to create a question like yours but with their own content. (Give them the option of writing your question if they have trouble using their own content.) **Discuss** the components of your question that make it a high-quality question. **Model** this process a few times, asking students to share their questions after each round.

When it seems like students understand the process, **ask** them to use the question cards to write new questions on their own. **Circulate** and check for understanding as students create questions.

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CHECKING FOR UNDERSTANDING

Determine if students can ASK QUESTIONS THAT HAVE ANSWERS BASED ON INFORMATION EXPLICITLY STATED IN A TEXT (ELA-2537):

▶ Can you point to the place where you found the information for your question?

▶ How do you think your classmates might answer your question?

▶ What is your highest-quality question? What makes it high quality?

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As you circulate, **share** strong student questions and explain what makes them strong examples. When individual practice is over, **call on** students to share their questions.

To close the lesson, **ask** students to turn to a neighbor and share which approach was their favorite and which was their least favorite and why. Then **ask** them to hand in an exit slip identifying their favorite and least favorite approach.

Collect or ask students to save the question cards and their question lists for the next lessons. The question lists will be used again in Lesson 2, and the question cards will be used again in Lesson 3.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Directions: Cut out the cards and place them in a stack. Write your name on the back of each card.

Start a question with *what*.	Start a question with *who*.
Start a question with *when*.	Why did _____?
Start a question with *where*.	What happened before_____?
Turn the title into a question.	Turn a heading into a question.
Ask a question about an illustration.	Ask a question about something you want to know more about.

LEARNING GOAL

In this lesson, students learn that the difference between In the Text and In My Head questions is the source of information used to answer the question. The lesson will introduce students to shared vocabulary about types of questions.

STANDARD

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

PREPARATION

Before the lesson, review the exit slips from Lesson 1, and prepare discussion points based on students' favorite and least favorite question-creating approaches.

Review your In the Text and In My Head questions from Lesson 1; they will be used as examples in today's lesson.

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS

- ▶ displayed text from Lesson 1
- ▶ student question lists from Lesson 1
- ▶ blank paper

IMPLEMENTATION

To begin, **state** the goal of the lesson: Students will learn how to determine the question types for the questions they asked in the previous lesson.

First, **discuss** students' favorite and least favorite question-creating approaches from Lesson 1.

Explain to students that their questions can be sorted into two types: In the Text questions and In My Head questions. The type of the question is determined by the source of information used to answer it.

> **In the Text:** The main source of information used to answer this type of question is the text.

> **In My Head:** The main source of information used to answer this type of question is personal knowledge.

Draw a T-chart on the board. **Write** *In the Text* on one side and *In My Head* on the other. **Ask** the students to draw a T-chart on a blank sheet of paper and copy your headings and examples as you model the process.

Using your prepared questions, **model** a think-aloud, talking through why you would place each question in either column, and **fill in** the T-chart as you model the process. **Pose questions** to students, for example, "What source of information is needed to answer the question?" or "Where might I find the answer to this question?" or "If the answer is not in the text, where do I find it?"

Intentionally **use** the new shared vocabulary as you **think aloud** about the source of information used to answer each question. For example, "This question goes under *In the Text* because the main source of information used to answer it is found in the text." Or, "I can locate the answer to this question in the text, so it goes under *In the Text*." (It may be helpful to write these explanations on the board for students to refer to when they are doing their own think-aloud with partners.) **Model** and talk through as many examples as necessary for students to gain understanding.

Pair students and **provide time** for each partner to follow the same think-aloud process that you just demonstrated with the question lists they created in Lesson 1. **Encourage** students to use their new shared vocabulary and to refer to the board if they need help with their explanations. Both partners should write the questions in the appropriate columns on their T-charts.

Circulate as students are thinking aloud and **listen** for how and if students are determining question types.

CHECKING FOR UNDERSTANDING

Determine if students can DETERMINE IF THE SOURCE OF INFORMATION NEEDED TO ANSWER A QUESTION IS INFORMATION FROM THE TEXT (ELA-2526):

▶ Where would you tell your friend to find the answer to this question?

▶ How would you change this question to one requiring the text to answer it?

▶ How would you change this question to one requiring personal knowledge to answer it?

To close the lesson, **ask** students to turn in an exit slip explaining the difference between In the Text and In My Head questions.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

LEARNING GOAL

In this lesson, students create and answer In the Text and In My Head questions.

STANDARD

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

PREPARATION

Before the lesson, select a new informational text that is long enough to support six questions. Prepare to display the text for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

Review students' exit slips from Lesson 2, and prepare discussion points based on their understanding of the difference between In the Text and In My Head questions.

Prepare a list of high-quality In the Text and In My Head questions using the question-creating approaches and the lesson's informational text.

MATERIALS & HANDOUTS

- ▶ displayed informational text
- ▶ QUESTION CARDS from Lesson 1
- ▶ STUDENT HANDOUT: Q & A ORGANIZER

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can create questions about a new informational text using the question-creating approaches and my new knowledge of In the Text and In My Head questions."

Discuss students' explanations of the differences between In the Text and In My Head questions from the Lesson 2 exit slips.

Before providing students with the STUDENT HANDOUT: Q & A ORGANIZER, **model** and **think aloud** how to use it as you create In the Text and In My Head questions from the question card prompts. **Pull** a card from the deck and use the question starter to **create** an In the Text question. (Here you will use the questions you generated ahead of time.) **Write** the question on a model Q & A organizer. Then **pull** another card and create an In My Head question. Do not write down the answers because partners will answer each other's questions later in the activity.

After sufficient modeling, **provide** students with the handout and **model** a few more questions for students to add to their handouts as examples.

Provide time for students to write at least three In the Text questions and at least three In My Head questions. **Remind** students not to write down the answers because their partners will answer the questions after they trade papers.

When all students have created at least six questions, **pair students** and have partners trade handouts. **Instruct** students to answer their partners' questions and to indicate the main source of information used to find each answer.

Circulate as students are completing their partners' handouts. **Observe** how they answer In the Text and In My Head questions and how they identify the information source.

CHECKING FOR UNDERSTANDING	
Determine if students can LOCATE THE ANSWER TO A QUESTION IN AN INFORMATIONAL TEXT (ELA-2529):	Determine if students can ANSWER QUESTIONS USING INFORMATION EXPLICITLY STATED IN A TEXT (ELA-2531):
▶ How did you locate the answer to the question in the informational text?	▶ What clues helped you find the information to use in your answer?

To close the lesson, **collect** the students' handouts.

For a discussion of the research that supports this instructional model, see the TEACHER NOTES for this lesson set.

Directions: Using the question cards, create at least three In the Text questions and three In My Head questions.

Question	In the Text	In My Head	Answer	What was the main source of information I used to answer this question?
1.				
2.				
3.				
4.				
5.				
6.				