



Evidence-Based Instructional Practices

Questioning and the Kentucky Academic Standards for Reading and Writing

The [Questioning Overview](#) provides the research base associated with this evidence-based instructional practice.

What are connections between the Evidenced-Based Instructional Practice #5: Questioning and the Kentucky Academic Standards (KAS) for Reading and Writing?

Just as questioning is an innate feature of humans, questioning is essential to reading and writing. Students generate their own questions and seek answers to questions by exploring texts. For these reasons, questioning lives throughout the *KAS for Reading and Writing*. Questioning is embedded in the standards and the Interdisciplinary Literacy Practices (ILP). The *KAS for Reading and Writing* provides multiple opportunities for students to engage in a variety of texts and express their thoughts, opinions/arguments and knowledge of topics via written and oral expression. The ILPs guide teachers to create learning environments where students have opportunities to practice questioning through “receptive and expressive language arts” (ILP4), “[c]ollaborat[ion] with others” (ILP6) and the application of “high level cognitive processes” (ILP9).

The *KAS for Reading and Writing* provides students and teachers ample opportunities to employ the effective practice of questioning. Questioning is an expectation woven throughout the Reading Literature, Reading Informational Text and Composition Strands.

- Reading Literature and Reading Informational Text
 - Range of Reading and Text Complexity strand (Guiding Principle 10): Questioning shows up most obviously in this standard as students at each grade level are expected to apply comprehension strategies so that, “[b]y the end of the year” they are able to “...read, comprehend and analyze complex literary and informational texts independently and proficiently.” Questioning is one of the comprehension strategies.
 - Key Ideas and Details strand (Guiding Principles 1-3): These standards are grounded in questioning as a means for fully comprehending and analyzing texts.
 - Integration of Knowledge and Ideas strand (Guiding Principles 7-9): Both teacher and student generated questions can be employed to help access these standards. Within these standards, students engage in identifying and making claims, evaluating arguments and analyzing multiple texts in order to build knowledge and make comparisons, all of which require students to ask what the

author is saying, question the author's message and/or question one's own thinking.

- Composition
 - Text Types and Purposes (Guiding Principles 1 and 2), Research to Build and Present Knowledge (Guiding Principles 5 and 6) and Range of Writing (Guiding Principle 7) strands: Students must make sense of text to respond accurately to questions, generate their own questions and defend their thinking as they meet the demands of these standards.

What are planning considerations for the successful implementation of the Evidenced-Based Instructional Practice #5: Questioning to ensure that all students have equitable access and opportunity to learn the standards contained in the *KAS for Reading and Writing*?

- Utilize [Breaking Down a Reading and Writing Standard](#) to gain standard clarity. Attaining greater standard clarity will equip teachers to design more intentional questions that are able to guide student learning to the depth and rigor of the standard.
- Design opportunities for students to develop their own meaningful questions about text.
- Model using questioning to initiate and guide research.
- Teach students to recognize Question-Answer Relationship (QAR).
 - [QAR in the Elementary Classroom](#)
 - [QAR in the Secondary Classroom](#)
- Model questioning as a comprehension strategy to monitor understanding of text.
- Provide question starters when students are first learning to ask their own questions and/or to differentiate instruction.
- Ask open ended questions or follow up binary questions with, "What makes you think that?" or "What did the text say that makes you feel that way?"
- Questions may need to be paraphrased for some students or situations. Prepare multiple ways of asking a question.
- Think with an interdisciplinary, integrated lens. Interdisciplinary learning and collaboration between content areas can be launched and guided using questioning.
- The *KAS for Social Studies* and the *KAS for Reading and Writing* can be integrated well using the *KAS for Social Studies'* notion of compelling and supporting questions. Compelling questions within the *KAS for Social Studies* are defined as questions that are open-ended, enduring and centered on significant unresolved issues. Supporting questions support the compelling question by asking more focused questions. For a better understanding of what this looks like in practice, refer to the [Healthy Integration of the KAS for Social Studies and the KAS for Reading and Writing Module](#). A module description and link are included in the strategies and resources section of this document.
- Consider how questioning can be used to facilitate learning.
 - Before reading
 - Ask questions to activate background knowledge/thinking about the text.
 - Set a purpose for reading/listening/observing by asking students to read/listen/look to determine why...or how...or when...?

- Encourage students to ask questions about the text to help shape a purpose for reading/listening/looking.
- During reading
 - Scaffold questioning to guide students through understanding the text.
 - Ask varying levels of questions, making sure students reach analysis.
 - Plan questions that will help students dig deeper into what a text says – to read between the lines. Remember, text is “[a]nything that communicates a message.” (ILP1)
- After reading
 - Ask questions to initiate discussion about the text.
 - Have students ask questions about the text to determine their thinking and/or reveal misconceptions.

What strategies and resources can support the implementation of Evidence-Based Instructional Practice #5: Questioning within the *KAS for Reading and Writing*?

KDE’s Effective Literacy Modules capitalize on the evidenced-based instructional practice of questioning and guide teachers in designing standards aligned instruction and assignments that utilize questioning effectively.

[Text Dependent Questions Module](#) is an interactive professional learning module that provides information on text dependent questions (TDQ), a classroom technique that teachers can use to improve students’ understanding of complex texts. Teachers will learn how to write questions that are only answerable by referring to the text being read.

KDE’s [Plan a Close Reading Lesson Module](#) explains what close reading is and provides step-by-step directions for planning a close reading lesson. Teachers will learn the critical role questioning plays in helping students think critically about text.

KDE’s [Task Predicts Performance](#) and [Improving ELA Tasks](#) modules are designed to build on one another by first recognizing the process of analyzing text dependent writing tasks to see if they meet the rigor and demands of the KAS for Reading and Writing and then offering guidance on improving ELA assignments to meet the rigor and demands of the reading and writing standards.

KDE’s [Healthy Integration of the KAS for Social Studies and the KAS for Reading and Writing Module](#)

- This module can be found in the Social Studies instructional resources section of kystandards.org. It was designed collaboratively by social studies and reading and writing consultants. The module is a perfect resource for implementing the evidence-based practice of questioning as it explains how to teach social studies as a compelling context for growing proficient readers and writers by connecting the two disciplines through the investigation of a compelling question.
 - Section 4D: How do I integrate social studies and reading and writing?: This section provides steps for understanding how to design healthy integration while maintaining discipline integrity between the social studies and reading and writing, which are integrated through the investigation of a compelling question.

Access [EBIP #5 Overview](#) for more information on the evidence-based practice of questioning.