

# Reading Response Questions

## NON FICTION

### Comprehension

- What is the main idea of the text you read today? Provide two pieces of evidence to support your answer.
- Choose a detail from the text. How does that detail support the main idea of the text? Why did the author include that detail?
- Write a summary of what you read today, including the main idea and three supporting details from the text.
- What is the author's purpose for writing this text? What do they want you to learn from reading it?
- What else would you like to learn about the topic you read about today? How could you find that information?
- Did you learn any new words while reading this text? Write about what the word is, and what it means. How did you figure it out?

### Text Structure

- What is the text structure of the text? How do you know?
- Description: Provide three details about the topic you read about today.
- Problem/Solution: Explain the problem in the text, and how it is solved.
- Cause/Effect: Explain the cause and effect talked about in the text.
- Compare/Contrast: What two topics is the article comparing? How are these topics the same and how are they different?
- Chronological Order/Sequence: List the important information provided in chronological order.
- Why did the author choose this text structure to write about this information?

### Text Features

- What text features helped you understand the content of the text? Be specific!
- Choose a text feature from the text. Write a detailed description of the information the feature teaches you, and how it helped you understand the text.
- Choose a photograph from the text. Explain why the author decided to include that photograph.

# Essential Questions Nonfiction

**Shelle Russell**



## **Essential Questions Nonfiction:**

Nonfiction Mentor Texts Lynne R. Dorfman, Rose Cappelli, 2009 Guides teachers through a variety of projects samples and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction

**Assessing and Teaching Reading Comprehension and Writing, K-3** K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company **Nonfiction Strategies Grades**

**4-8** Debra Housel, 2002-06 Lessons detailing how to read write discuss research remember and listen to information from nonfiction sources give students the meaningful practice they need to master nonfiction comprehension skills Strategies are correlated to McREL s Standards *Essential Questions in Adolescent Literacy* Jill Lewis, 2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5 12 These lively dialogues tackle key questions in adolescent literacy including issues of motivation critical thinking skills content area writing differentiated instruction assessment English language learning and technology Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities In depth portraits of challenges and successes in the classroom practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers Assessing and Teaching Reading Comprehension and Writing, 3-5 K.

Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company **Assessing and Teaching Reading Composition and Writing, K-3, Vol. 2** K. Michael Hibbard, Elizabeth Wagner, 2013-09-13 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students *Inquiry-Based Literature Instruction in the 6-12 Classroom* Sean Ruday, Katie Caprino, 2020-12-29 This practical and engaging book will help you learn how to teach literature with an inquiry based approach Inquiry based literature instruction is an effective method to facilitate student engagement motivation and understanding in middle and high school English Language Arts ELA classrooms Easy to implement and adaptable for many types of texts this method encourages students to make authentic connections between texts their lives and real world issues In this classroom ready resource Ruday and Caprino walk through this instructional approach to demonstrate how using essential questions and a variety of texts will engage students in thought provoking inquiry and promote meaningful learning This book features Three inquiry based units applicable for middle and high school ELA and English classrooms A range of models of what inquiry based literature instruction looks like in practice A chapter on culturally responsive teaching and supporting English Language Learners ELLs Guides templates and resource lists to help you plan your own inquiry based literature teaching Throughout the book Ruday and Caprino share a wealth of insights and resources to support you when putting inquiry based instruction into practice **Assessing and**

**Teaching Reading Composition and Writing, 3-5, Vol. 4** K. Michael Hibbard, 2013-09-27 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics and 88 graphic organizers

**Nonfiction Strategies Grades 1-3** Debra J. Housel, 2002-06 Lessons detailing how to read write discuss research remember and listen to information from nonfiction sources give students the meaningful practice they need to master nonfiction comprehension skills Strategies are correlated to McREL s Standards

*Curriculum at Your Core* Lauren Porosoff, 2014-10-08 Curriculum at Your Core is a practical guide to designing curriculum that meets standards serves personal and institutional values and intentionally leads to successful student learning Identifying which understandings knowledge and skills are most important for students to learn is always a question of values so getting clear on values gives teachers a starting place to design cohesive units courses and programs Written by a teacher for teachers Curriculum at Your Core includes stories examples and case studies from across grade levels and subjects as well as exercises protocols and templates teachers can use when writing values congruent curriculum Some key features include stories of failures and successes in designing curriculum metaphors from everyday life to help teachers understand curriculum design as a process rooted in values and culminating in meaningful learning examples of essential questions assessment guidelines lesson calendars unit plans and curriculum maps exercises and templates teachers can use to create and assess curriculum protocols designed to encourage inclusive participation and critical reflection when colleagues look at curriculum together

**"Unwrapping" the Standards** Larry Ainsworth, 2003 A step by step process to understand what each standard is requiring a student to know and be able to do

**Student-Driven Differentiation** Lisa Westman, 2018-04-19 Conduct Orchestras Not Trains What if we understood that we can teach the important ideas and skills of the disciplines in a hundred different ways And that students can learn them in a hundred different ways Carol Ann Tomlinson How can teachers create harmony in the classroom when the educational field is lacking tangible action plans for how to differentiate learning for every student Full of just in time step by step guidance Student Driven Differentiation 8 Steps to Harmonize Learning in the Classroom will show you how to incorporate student voice and choice in the process of planning for differentiation This unique approach is based on building collaborative student teacher relationships as a precursor to student growth The result Every student learns according to their own needs Organized into three parts for quick reference this book will lay the foundation for student driven differentiation and Identify the criteria for positive teacher student relationships Examine four areas for differentiated learning content process product environment Describe the process of planning and implementing student driven differentiation Motivate and support you in your student driven differentiation journey Provide unique examples and engaging vignettes throughout including a fun project inspired by Shark Tank Student Driven Differentiation illustrates relevant real life examples of authentic learning using student driven

differentiation as the foundation for these experiences You ll also receive an 8 step roadmap outlining actionable strategies that will help you foster a culture of student driven differentiation and student driven leadership The Joy of Children's Literature Denise Johnson,2023-12-18 This book provides in depth coverage of children s literature with integrated reading methods in a concise accessible format Johnson emphasizes that reading writing discussing and finding pleasure in children s books are essential tools in being able to recognize and recommend literature and being able to share the joy of children s literature with children themselves This fully updated third edition includes up to date research new book titles within each chapter a greater focus on diversity and inclusion and new sections on Activities for Professional Development and Print and Online Resources Daily Warm-Ups: Reading, Grade 3 Shelle Russell,2006-05-11 Each book in the Daily Warm Ups Reading series provides students with over 150 opportunities to master important reading skills The warm ups include both fiction and nonfiction reading passages followed by questions that are based on Bloom s Taxonomy to allow for higher level thinking skills Book jacket **Teaching Kids with Learning Difficulties in Today's Classroom** Susan Winebrenner,Lisa Kiss,2017-02-28 A gold mine of practical easy to use teaching methods strategies and tips to improve learning outcomes for students who score below proficiency levels This fully revised and updated third edition of Teaching Kids with Learning Difficulties in Today s Classroom provides information on integrated learning problem solving and critical thinking in line with Common Core State Standards and 21st century skills It reflects the use of technology and schoolwide cluster grouping in support of all students and includes proven practical classroom tested strategies and step by step instructions for how to use them Sidebars throughout highlight special information for working with students on the autism spectrum tech tips describe technologies that are especially useful for kids with LD Digital content includes all of the book s customizable forms additional content organization charts and a PDF presentation for book study groups and professional development

*Curricula for Students with Severe Disabilities* Phyllis Jones,2017-03-16 Students with severe disabilities comprise 2 percent of the population of learners who are impacted by intellectual communicative social emotional physical sensory and medical issues Increasingly however teachers are required to meet the challenges of creating a pedagogical balance between an individual student s strengths needs and preferences and core academic curricula The need to embrace the current initiative of curriculum state standards in the debate of curricula relevance breadth balance and depth for students with severe disabilities is not just timely it contributes to the evolving debate of what constitutes an appropriate curriculum for severely disabled learners Curricula for Students with Severe Disabilities supports the development of greater understandings of the role that state curriculum standards play in the pedagogical decision making for students with severe intellectual disabilities The book first discusses the nature and needs of these students the curriculum for this group of learners and the recent contributions of state curriculum standards before presenting narratives of real classrooms teachers and students who have meaningfully integrated state curriculum standards at the kindergarten elementary and high school

levels      **Cultivating Adolescent Literacy** Gregory Berry, 2017-10-04 This book offers middle and high school teachers useful suggestions and strategies for cultivating literacy in their classrooms focusing primarily on the key skills of reading and writing It discusses the nature of standards based education and emphasizes the power and importance of good literature in the ELA curriculum Included are detailed approaches to reading and writing with simple strategies for teaching close reading of complex text as well as textual evidence and elaboration A variety of sample performance tasks are included for commonly taught works of American and world literature as well as a variety of strategies to strengthen students reading and writing skills needed for success in college and the workplace This book is a practical handbook for teachers who can easily find appropriate strategies to use in their classrooms and begin implementing them right away It is a useful collection of tips with suggestions and instructions for implementing effective and engaging literacy strategies and performance tasks

**Daily Warm-Ups: Reading, Grade 2** Shelle Russell, 2006-05-11 Quick easy effective activities support standards and help students improve skills they need for success in testing      *The Educator's Handbook for Teaching With Primary Sources* Scott M. Waring, 2023 Educators across subject areas are striving to integrate primary sources into their pedagogy and teaching Yet despite their importance to authentic disciplined inquiry the implementation of primary source activities in the pre K 12 classroom has been limited This lack of utilization can largely be attributed to the perception that these activities are too complex to design implement and grade Many teachers also feel that primary source analysis and the construction of evidence based narratives is too difficult for students to complete in the traditional classroom Waring argues that this is not the case and with this handbook provides teacher candidates and inservice teachers with detailed and specific perspectives activities approaches and resources to help them effectively and authentically use primary sources in their classrooms Book Features Introduces teaching with primary sources including detailed examples of authentic and tested instructional ideas and approaches Designed to meet the needs of classroom teachers and teacher candidates in social studies English and language arts mathematics science and other fields Offers dozens of primary sources and links to resources throughout the book Aligns to national standards frameworks and the C3 framework for social studies Can be used to meet the needs of emerging English learners and students with special needs Focuses on ways in which educators are utilizing a variety of emerging technologies to engage students in deeper and more authentic ways of learning Contributors include Peter DeCraene Lisa Fink Eric J Pyle Stefanie R Wager Sarah Westbrook and Trena L Wilkerson      **Understanding by Design** Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today s high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from

thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

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