UNIT OF STUDY

Title: Questioning	**Subject/Course**: Reading	**Length: 3 weeks**
Topic: Reading Strategies	**Grade**: 4	**Designer: Dollinger, Reed, Tanner**

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS: • Questioning helps reader set a purpose for reading and deepens the understanding of text • Questioning helps readers understand the literal meaning of the text and move to higher level thinking in text • Mysteries promote questioning of text and encourage critical thinking	**ESSENTIAL QUESTIONS:** • How does the strategy of questioning deepen understanding in all reading? • What do good readers do? • What strategies can I use to read text more fluently and accurately? • How can I respond to literature in a variety of ways? • How can I use prior knowledge to make connections and form mental images with informational/practical text? • How can inquiry strategies and use of reference materials help students research a topic?
STUDENT LEARNING EXPECTATIONS: R.9.4.6 Use additional resources to support answers to questions formulated before, during and after reading R.9.4.11 Read a text for a variety of purposes R.10.4.1 Read daily R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list and reading goals R.10.4.5 Self select materials on independent reading level R.10.4.6 Use graphic organizers to make meaning of the reading selection and media	R.11.4.1 Use context clues to determine the precise meaning of new words R.11.4.9 Use word reference materials to make meaning of unknown words R.9.4.5 Generate questions that reflect active engagement in the text IR.12.4.1 Formulate questions about a specific topic IR.12.4.2 Locate information in reference materials by using organizational features. IR.12.4.4 Collect information about an assigned or self selected topic using resources of the media center, including internet, print
SPECIFIC DECLARATIVE KNOWLEDGE Identify purpose for reading Identify the types of questions (literal and inferential) Identify fact and opinion Identify the uses of dictionaries and encyclopedias	**SPECIFIC PROCEDURAL KNOWLEDGE** • Generate literal questions • Generate inferential questions • Draw from prior knowledge • Respond to reading daily • Make meaning of text using graphic organizers • Make meaning of text with reference materials • Locate information in reference materials • Use reference materials to support answers • Use context clues • Research a specific topic

UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)