Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	**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.
R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>Questions to Focus Learning</u> How does using explicit evidence from informational text demonstrate understanding? Proficient readers explicitly refer to the informational text to demonstrate understanding. <u>Student Friendly Objectives</u> *Knowledge Targets* I know details and examples from informational text can be used as evidence to support an answer. I know readers refer to explicit information in an informational text to support their conclusions. I know that explicit information is stated directly in the informational text. *Reasoning Targets* I can ask questions about an informational text referring to explicit details and examples from the text. I can answer questions about an informational text using explicit details and examples from the text to support their answer. I can find evidence within an informational text to support an answer. I can refer to text when drawing conclusions. <u>Vocabulary</u> evidence explicit/explicitly informational text reference/refer support

Teacher Tips

Building Reading Comprehension -- This article describes approaches to helping students become more proficient at asking themselves questions before, during, and after they read a text, rather than only asking questions after. (Source:TeacherVision)

Guided Comprehension - Based on the Guided Comprehension Model developed by Maureen McLaughlin and Mary Beth Allen, this lesson introduces students to the comprehension strategy of self-questioning. Students learn the types of Question-Answer Relationships (QARs), identify where and how answers can be found, and demonstrate their understanding of the strategy as they analyze *The Story of Ruby Bridges* and generate new questions about the text. (Source: Read Write Think, International Reading Association, NCTE)

Navigation of Informational Text - This lesson covers the navigation of informational text, building a foundation for using questions to better understand the text. (Source: Carnegie Library of Pittsburgh)

QAR Framework -- In this article, the authors describe how Question-Answer Relationships (QARs) can help provide a framework for questioning activities and make the invisible processes underlying effective reading comprehension more visible to students. Included visual cues to teach strategies to students.

QAR Strategy -- Have you ever wondered how to get students talking meaningfully about books? The Question-Answer Relationship (QAR) strategy helps students identify questions as "in the book" or "in my head" so that they know whether to draw on their own impressions or the book for answers. In this lesson, which can also be used in the sixth-grade classroom, the teacher introduces QAR through a read-aloud, sorting questions as they are answered, and working with students as they learn how to sort questions themselves. Students then use the strategy to develop questions for a peer-led book discussion. (Source: Read Write Think, International Reading Association, NCTE)

Questioning Comprehension - In this lesson, the teacher explains the difference between thin (factual) and thick (inferential) questions and then models how to compose question webs by thinking aloud while reading. Students observe how to gather information about the topic and add it to question webs in the form of answers or additional questions. Students practice composing thin and thick questions and monitor their comprehension by using question webs in small-group reading. This practice extends knowledge of the topic and engages readers in active comprehension. (Source: Read Write Think, International Reading Association, NCTE)

Seven Strategies for Comprehension -- Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies here, which include generating and answering questions, appear to have a firm scientific basis for improving text comprehension. (Source: Reading Rockets)

	Vertical Progression RI.K.1 - With prompting and support, ask and answer questions about key details in a text. RI.1.1 - Ask and answer questions about key details in a text. RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RI.3.1