


# MENTOR STANDARDS

## ask & answer questions

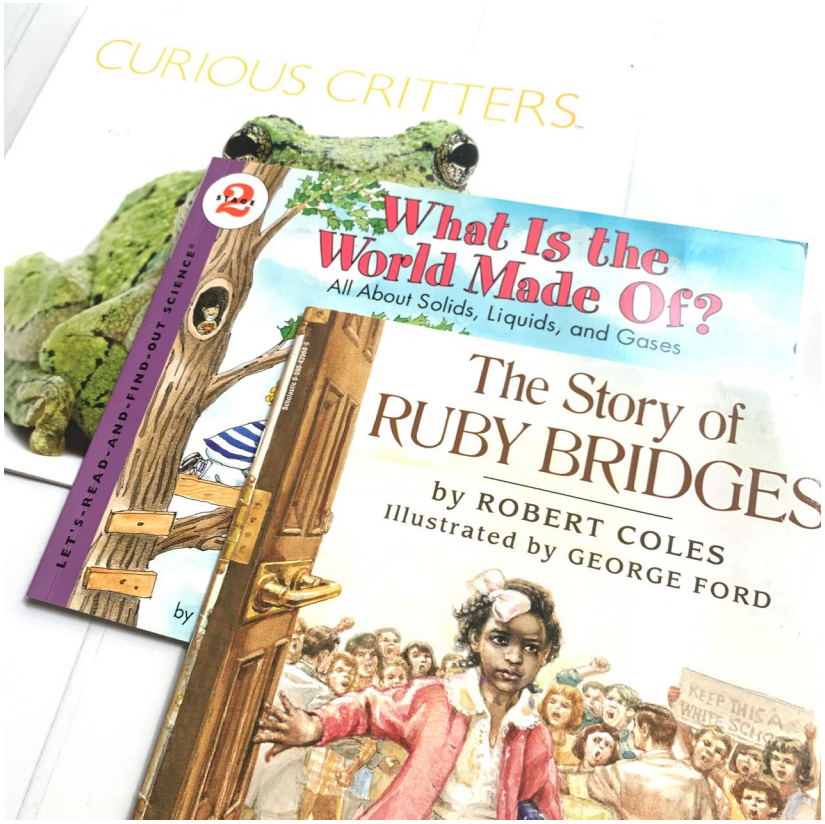
# MENTOR STANDARDS

## ask & answer questions

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# PEDAGOGY




Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and researched based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

## Carefully selected books

I've carefully selected books that:

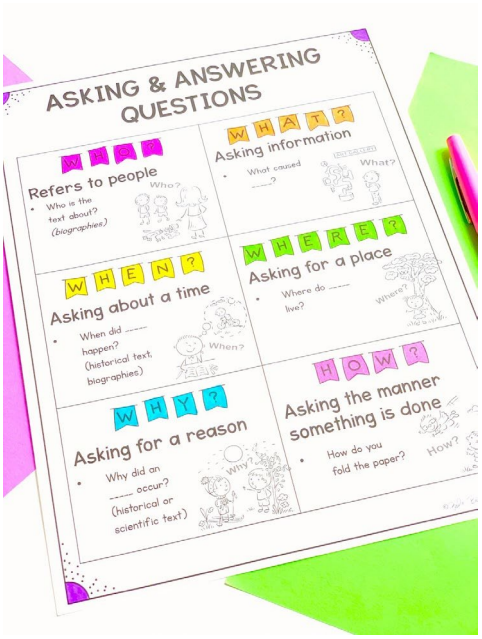
- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

## While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

# PEDAGOGY

## Unit Components

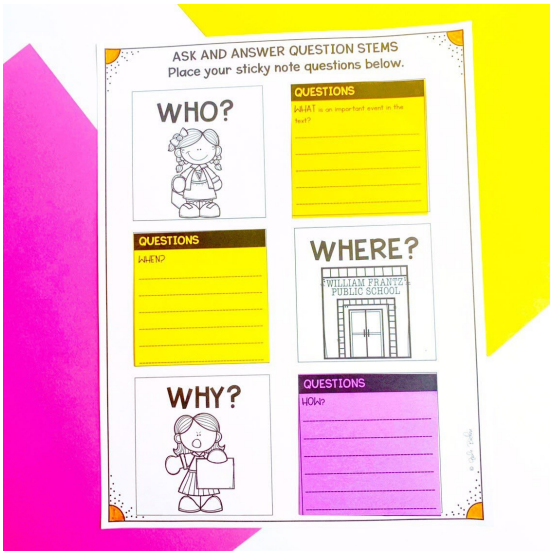



### Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-size anchor charts are available for students to keep in their reading notebooks for reference.

### Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.



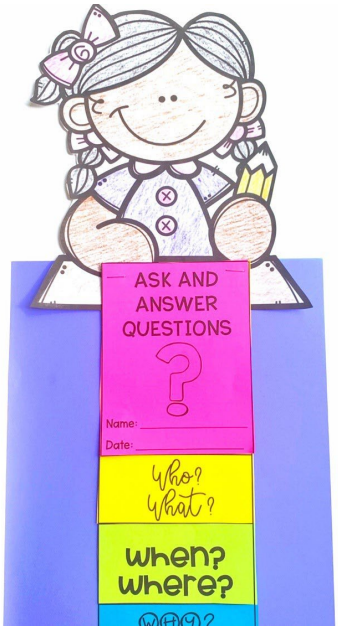

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.

### Student Work Pages

Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

### Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas in which they need to improve.

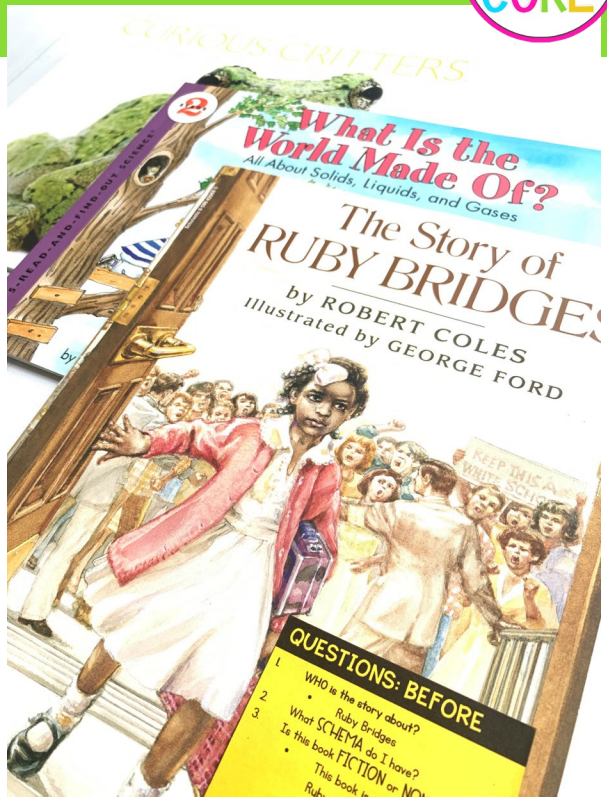



### Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.

# LESSON PREP

## materials:

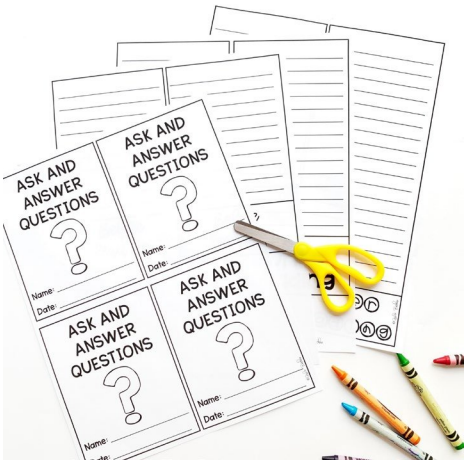


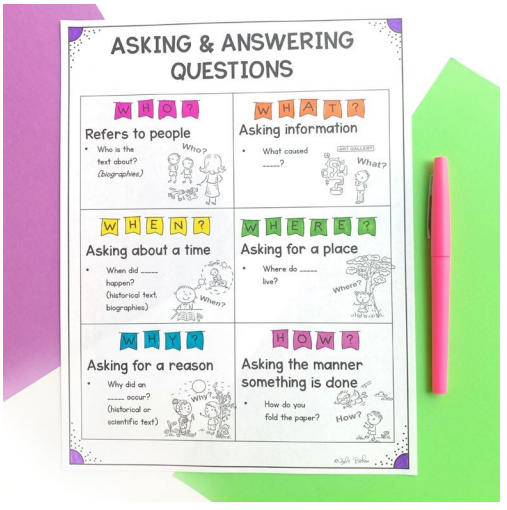

- Books: *The Story of Ruby Bridges* by Robert Coles, *What Is the World Made Of?* by Kathleen Weidner Zoehfeld, and *Curious Critters* by David Fitz Simmons
- Sticky notes
- Prepared anchor charts
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

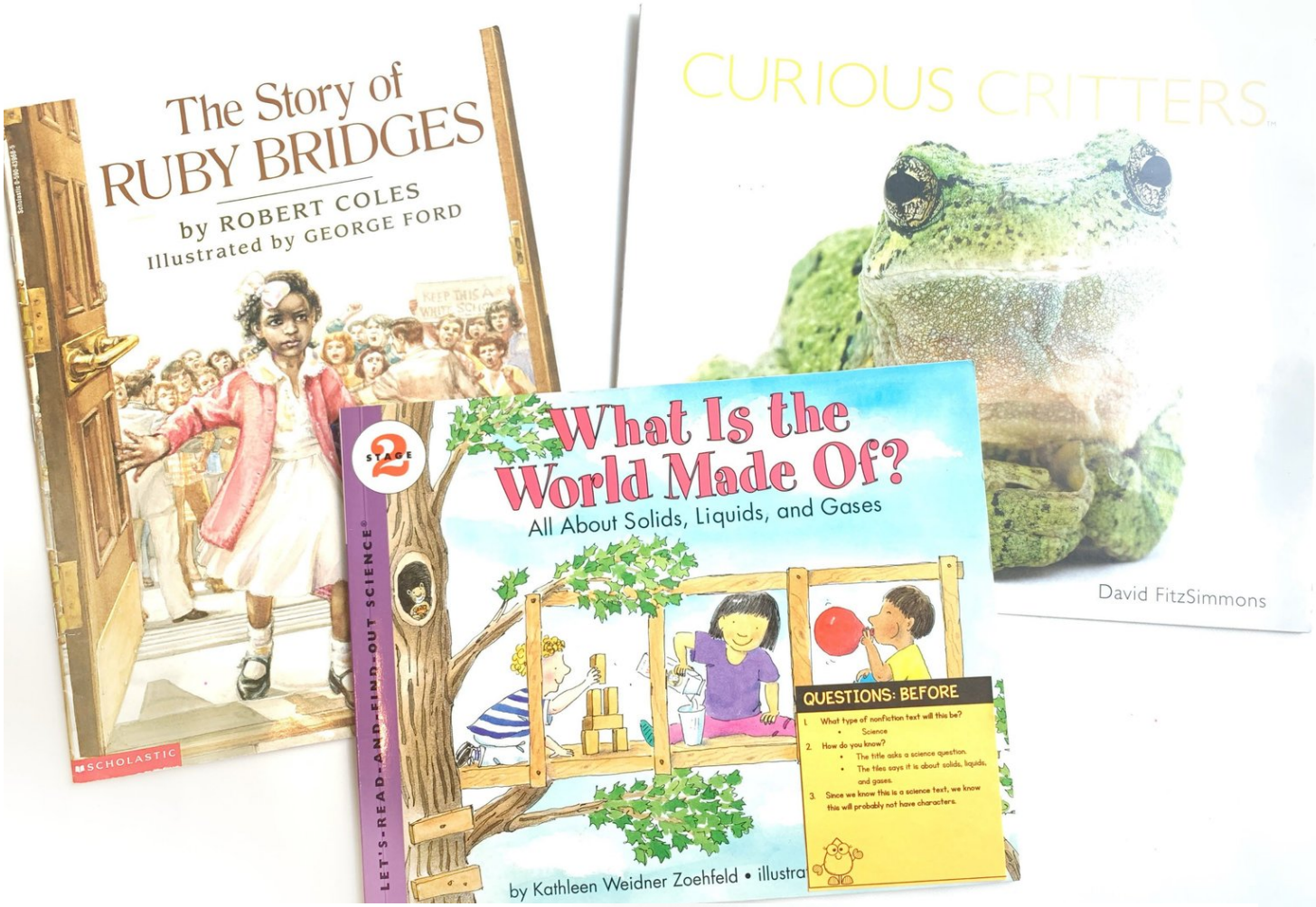
## prep:

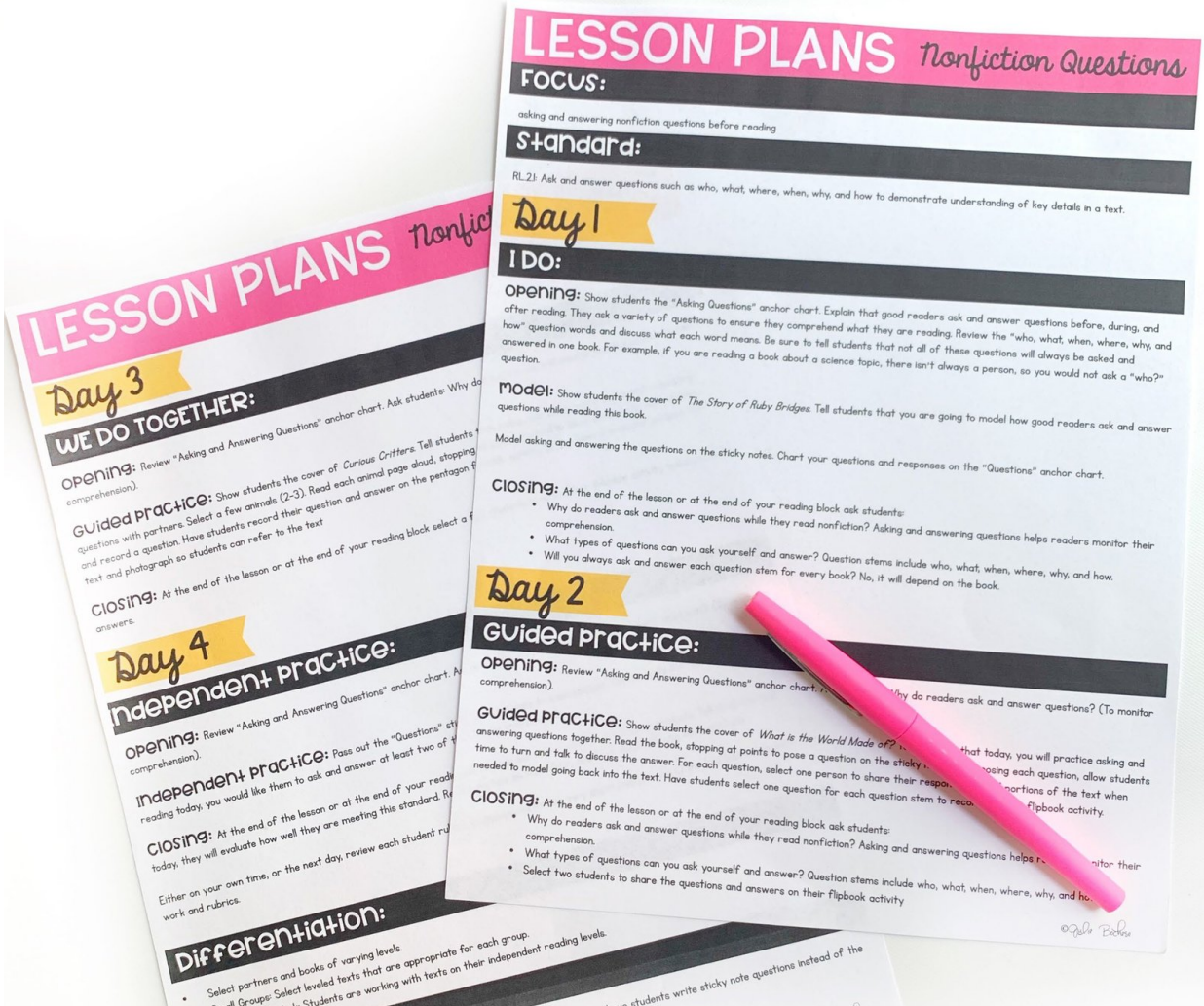
1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the "Asking and Answering Questions" anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages.
4. Print the "Sticky Note Template" page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on the indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.




The Story of
RUBY BRIDGES
by ROBERT COLES
Illustrated by GEORGE FORD
SCHOLASTIC
CURIOUS CRITTERS
David FitzSimmons
STAGE 2
What Is the World Made Of?
All About Solids, Liquids, and Gases
LET'S-READ-AND-FIND-OUT SCIENCE®
by Kathleen Weidner Zoehfeld • illustra
QUESTIONS: BEFORE
1. What type of nonfiction text will this be?
• Science
2. How do you know?
• The title asks a science question.
• The tiles says it is about solids, liquids, and gases.
3. Since we know this is a science text, we know this will probably not have characters.


LESSON PLANS Nonfict
Day 3
WE DO TOGETHER:
Opening: Review "Asking and Answering Questions" anchor chart. Ask students: Why do
comprehension).
Guided practice: Show students the cover of Curious Critters. Tell students
questions with partners. Select a few animals (2-3). Read each animal page aloud, stopping
and record a question. Have students record their question and answer on the pentagon
text and photograph so students can refer to the text
Closing: At the end of the lesson or at the end of your reading block select a
answers.
Day 4
Independent practice:
Opening: Review "Asking and Answering Questions" anchor chart.
comprehension).
Independent practice: Pass out the "Questions"
reading today, you would like them to ask and answer at least two of
Closing: At the end of the lesson or at the end of your
today, they will evaluate how well they are meeting this standard.
Either on your own time, or the next day, review each student
work and rubrics.
Differentiation:
Select partners and books of varying levels.
Small Groups: Select leveled texts that are appropriate for each group.
Students are working with texts on their independent reading levels.
LESSON PLANS Nonfiction Questions
FOCUS:
asking and answering nonfiction questions before reading
Standard:
RL.2.1: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Day 1
I DO:
Opening: Show students the "Asking Questions" anchor chart. Explain that good readers ask and answer questions before, during, and after reading. They ask a variety of questions to ensure they comprehend what they are reading. Review the "who, what, when, where, why, and how" question words and discuss what each word means. Be sure to tell students that not all of these questions will always be asked and answered in one book. For example, if you are reading a book about a science topic, there isn't always a person, so you would not ask a "who?" question.
Model: Show students the cover of The Story of Ruby Bridges. Tell students that you are going to model how good readers ask and answer questions while reading this book.
Model asking and answering the questions on the sticky notes. Chart your questions and responses on the "Questions" anchor chart.
Closing: At the end of the lesson or at the end of your reading block ask students:
• Why do readers ask and answer questions while they read nonfiction? Asking and answering questions helps readers monitor their comprehension.
• What types of questions can you ask yourself and answer? Question stems include who, what, when, where, why, and how.
• Will you always ask and answer each question stem for every book? No, it will depend on the book.
Day 2
Guided practice:
Opening: Review "Asking and Answering Questions" anchor chart.
comprehension).
Guided practice: Show students the cover of What is the World Made of?
answering questions together. Read the book, stopping at points to pose a question on the sticky
time to turn and talk to discuss the answer. For each question, select one person to share their respo
needed to model going back into the text. Have students select one question for each question stem to reco
Closing: At the end of the lesson or at the end of your reading block ask students:
• Why do readers ask and answer questions while they read nonfiction? Asking and answering questions helps
• What types of questions can you ask yourself and answer? Question stems include who, what, when, where, why, and
• Select two students to share the questions and answers on their flipbook activity
Why do readers ask and answer questions? (To monitor
that today, you will practice asking and
osing each question, allow students
portions of the text when
flipbook activity.
nitor their
©Kelli Bochna

# ASKING & ANSWERING QUESTIONS

## WHO?

### Refers to people

- Who is the text about? *(biographies)*




## WHAT?

### Asking information

- What caused _____?




## WHEN?

### Asking about a time

- When did _____ happen? (historical text, biographies)




## WHERE?

### Asking for a place

- Where do _____ live?




## WHY?

### Asking for a reason

- Why did an _____ occur? (historical or scientific text)

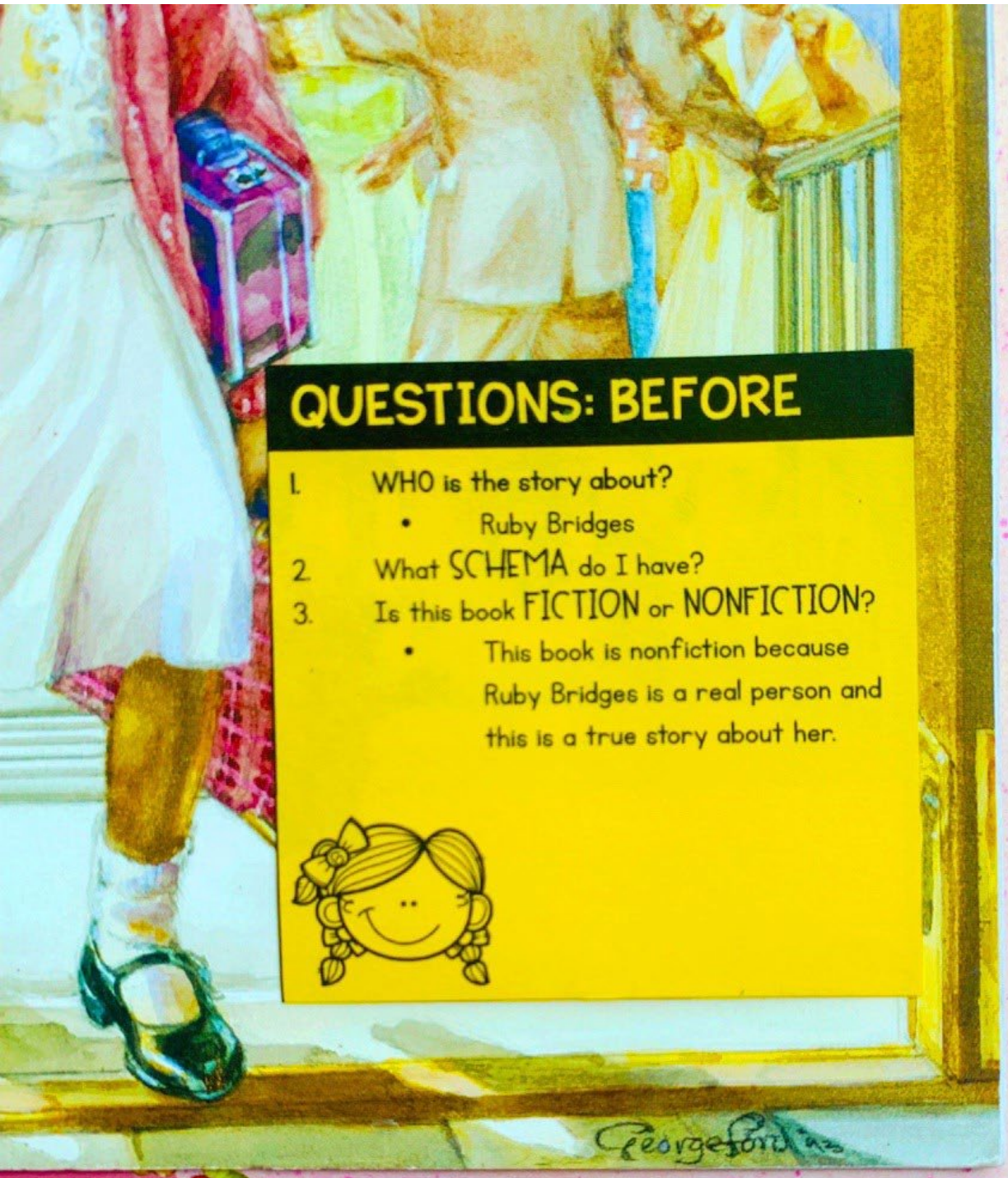



## HOW?

### Asking the manner something is done

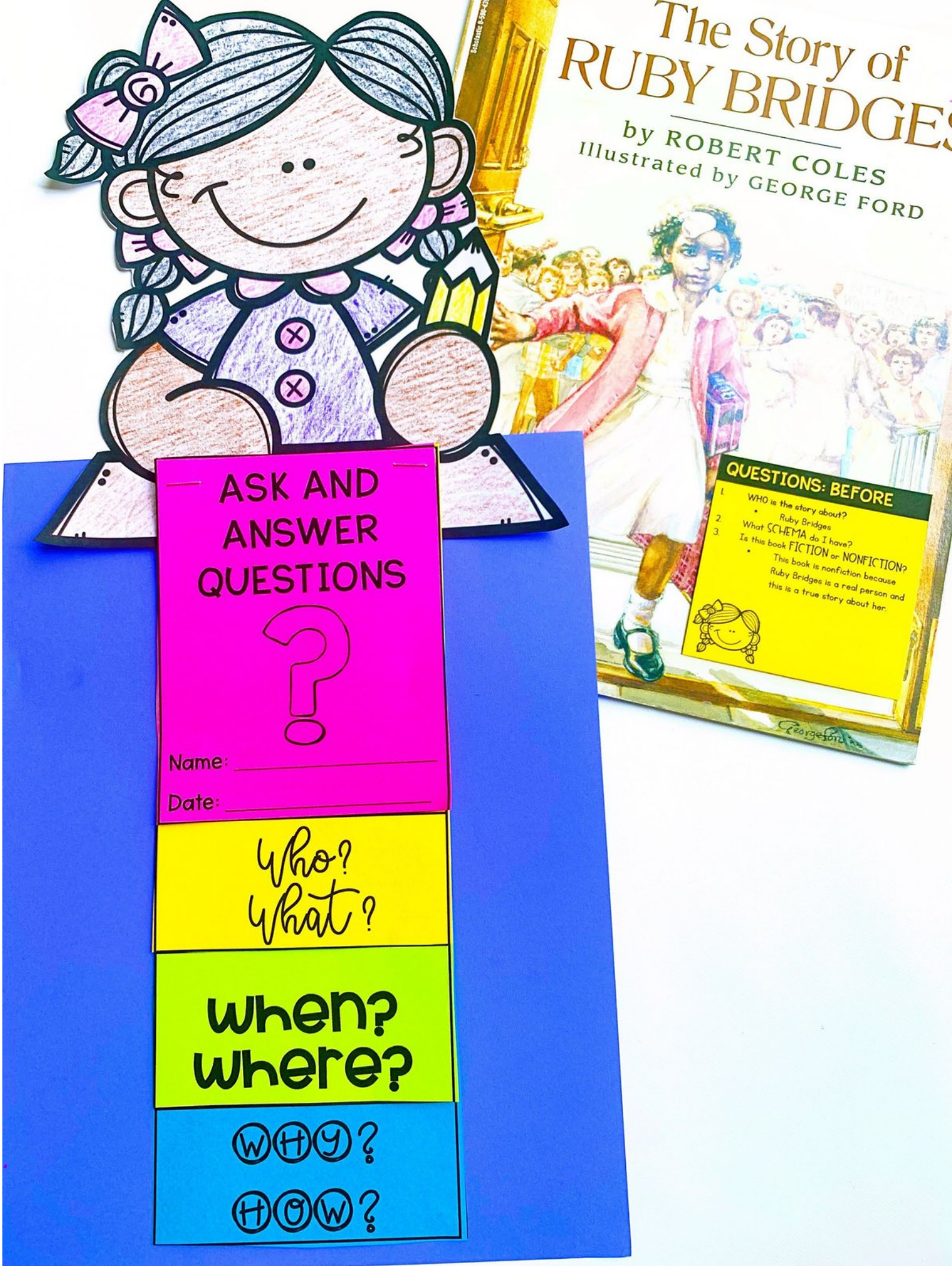
- How do you fold the paper?





## QUESTIONS: BEFORE

1. WHO is the story about?
   - Ruby Bridges
2. What SCHEMA do I have?
3. Is this book FICTION or NONFICTION?
   - This book is nonfiction because Ruby Bridges is a real person and this is a true story about her.


The Story of
RUBY BRIDGES
by ROBERT COLES
Illustrated by GEORGE FORD
QUESTIONS: BEFORE
1. WHO is the story about?
• Ruby Bridges
2. What SCHEMA do I have?
3. Is this book FICTION or NONFICTION?
• This book is nonfiction because Ruby Bridges is a real person and this is a true story about her.
ASK AND ANSWER QUESTIONS
Name:
Date:
Who?
What?
when?
where?
WHY?
HOW?


2
What Is the World Made Of?
All About Solids, Liquids, and Gases
by Kathleen Weidner Zoehfeld
QUESTIONS: BEF
What?
WHEN?
WHERE?
why?
HOW?


What?
WHEN?
Where?
ASK & ANSWER
Questions
HOW?
WHY?

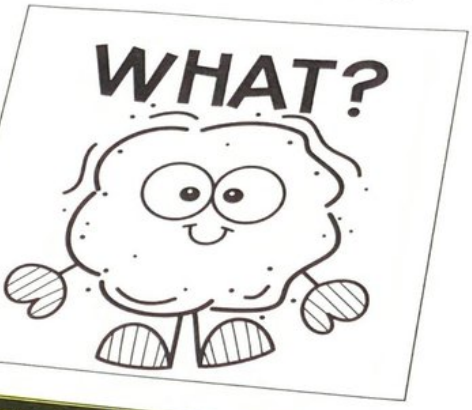



## ASK AND ANSWER QUESTION STEMS

Place your sticky note questions below.

**QUESTIONS**

WHO is the text about?







**QUESTIONS**

WHERE does this text take place?

**QUESTIONS**

WHY?




© Julie Bichan

ASK AND ANSWER QUESTION STEMS
Place your sticky note questions below.

WHO?



QUESTIONS

WHAT is an important word in the text?

WHERE?




QUESTIONS

WHEN?

QUESTIONS

HOW?

WHY?



# LESSON PLANS Nonfiction Questions

## FOCUS:

asking and answering nonfiction questions before reading

## Standard:

RL.2.1: Ask and answer questions, such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.

## Day 1

## I DO:

**Opening:** Show students the "Ask and Answer Questions" anchor chart. Explain that good readers ask and answer questions before, during, and after reading. They ask a variety of questions to ensure that they comprehend what they are reading. Review the question words of who, what, when, where, why, and how, and discuss what each word means. Be sure to tell students that not all of these questions will always be asked and answered in one book. For example, if you are reading a book about a science topic, there isn't always a person, so you would not ask a "who" question.

**Model:** Show students the cover of *The Story of Ruby Bridges.* Tell students that you are going to model how good readers ask and answer questions while reading this book.

Model asking and answering questions on the sticky notes. Chart your questions and responses on the "Ask and Answer Questions" anchor chart.

**Closing:** At the end of the lesson or at the end of your reading block, ask students:

- Why do readers ask and answer questions while they read nonfiction? Asking and answering questions helps readers monitor their comprehension.
- What types of questions can you ask yourself and answer? Question stems include who, what, when, where, why, and how.
- Will you always ask and answer each question stem for every book? No, it will depend on the book.

## Day 2

## Guided Practice:

**Opening:** Review the "Ask and Answer Questions" anchor chart. Ask students, "Why do readers ask and answer questions?" (to monitor comprehension)

**Guided Practice:** Show students the cover of *What Is the World Made Of?* Tell students that they will practice asking and answering questions together today. Read the book, stopping at points to pose the questions on the sticky notes. After posing each question, allow students time to turn and talk to discuss the answer. Students can record their questions and answers on the sticky note template and journal pages. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text. Have students select one question for each question stem to record on their flipbook activities.

**Closing:** At the end of the lesson or at the end of your reading block, ask students:

- Why do readers ask and answer questions while they read nonfiction? Asking and answering questions helps readers monitor their comprehension.
- What types of questions can you ask yourself and answer? Question stems include who, what, when, where, why, and how.
- Select two students to share the questions and answers on their flipbook activities.

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