

In the Classroom

In this section, you will see an overview of the Great Books student learning objectives and identify goals for your Great Books program. You will consider the stances a teacher uses and when to use them. Then you will take a closer look at the Shared Inquiry sequence of activities.

Shared Inquiry Sequence of Activities

- ◆ Prereading
- ★ First reading (core)
- ★ Sharing questions (core)
- ◆ Vocabulary
- ★ Second reading (core)
- ★ Shared Inquiry discussion (core)
- ◆ Written and creative response
- ◆ Curriculum connections or extension activities
- ◆ Assessment and reflection



Great Books Student Learning Objectives: K–12

	READING	CRITICAL THINKING	
SERIES K–1	◆ Share questions about a story or poem ◆ Join in choral reading of phrases in a story or poem ◆ Recall main events and key details in a story or poem ◆ Depict characters and events through drawing and dramatization ◆ Learn target words important to a text's meaning	◆ Share questions about a story ◆ Understand that some questions have more than one reasonable answer ◆ Respond to questions about a story or poem with simple answers ◆ Include details from a story or poem when offering ideas ◆ Listen to answers to an interpretive question and choose one that makes sense	
SERIES 2	◆ Ask questions to express curiosity or confusion ◆ Read aloud with increasing fluency ◆ Identify words and phrases important to a story's meaning ◆ Make inferences and offer ideas about character motivation ◆ Determine the important ideas and details in a story ◆ Locate relevant passages to use as evidence for ideas ◆ Sustain interest in a story and reread for different purposes	◆ Ask a variety of questions about stories ◆ Understand the concept of open-ended questions ◆ Generate and explore ideas in response to interpretive questions ◆ Support ideas with evidence from a story ◆ Consider more than one answer to a question ◆ Compare and contrast stories that explore similar themes	
SERIES 3–5	◆ Ask questions to express curiosity or confusion and to improve comprehension ◆ Read aloud with increasing fluency and expression ◆ Determine the meaning of words and phrases in context ◆ Make inferences and offer ideas about story meaning ◆ Identify important concepts, themes, or ideas in a story ◆ Provide relevant evidence to support ideas and inferences ◆ Sustain interest in a story and reread for different purposes	◆ Ask questions to express curiosity or confusion about a story ◆ Understand the differences between various types of questions ◆ Generate, clarify, and explore ideas in response to interpretive questions ◆ Provide and explain how evidence supports ideas about a story ◆ Modify an interpretation to incorporate classmates' responses ◆ Compare and contrast stories that explore similar themes	
SERIES 6–8 AND HIGH SCHOOL	◆ Ask questions to improve comprehension and explore meaning ◆ Read aloud fluently and expressively ◆ Derive word meaning from contextual clues, including figurative and connotative meanings ◆ Make interpretive inferences supported with strong textual evidence ◆ Offer explanations of character motivation ◆ Recognize tone and point of view ◆ Read closely for patterns, and character and thematic development ◆ Determine purposes for rereading a text	◆ Distinguish among various types of questions and know their purposes ◆ Generate and test interpretive questions ◆ Develop and synthesize ideas about issues in a text ◆ Support ideas with relevant, logically ordered evidence from a text ◆ Weigh evidence and revise interpretations based on classmates' responses ◆ Make connections across texts	

Visit greatbooks.org/sor to see how Junior Great Books programs link to science of reading tenets.

	WRITING	SPEAKING AND LISTENING
	♦ Dictate or write questions ♦ Dictate or write in response to activity page prompts ♦ Use a combination of drawing, dictating, and writing to express ideas about a selection ♦ Contribute relevant ideas to group or individual writing	♦ Listen to models of fluent, expressive reading ♦ Listen to classmates' ideas and questions ♦ Share comments and questions when prompted ♦ Dramatize characters and scenes ♦ Interact respectfully with classmates
	♦ Write questions about a story ♦ Write a response to a question about a story, with evidence to support the answer ♦ Plan paragraphs and short responses using graphic organizers ♦ Write short opinion pieces supported by reasons and evidence ♦ Explore ideas related to a story using various forms of creative writing	♦ Listen to models of fluent, expressive reading ♦ Listen to classmates' ideas and questions ♦ Share opinions and questions audibly and clearly ♦ Recount key ideas and details from a story read aloud ♦ Agree or respectfully disagree with classmates' ideas ♦ Add to classmates' ideas
	♦ Annotate a text to indicate curiosity or confusion or to follow specific ideas throughout the text ♦ Write questions based on a story ♦ Record evidence from the story to support inferences and ideas ♦ Plan and write opinion pieces on stories or topics, supporting ideas with evidence ♦ Explore ideas related to a story using a variety of creative writing forms ♦ Write informative texts to share information gained from short research projects	♦ Listen to complex stories read aloud with expression ♦ Share opinions and questions clearly and audibly ♦ Offer and explain ideas in response to interpretive questions ♦ Listen and respond directly to classmates, agreeing and disagreeing respectfully ♦ Refer to and build on classmates' ideas
	♦ Respond to prereading questions by writing about personal experiences and opinions ♦ Annotate a text to record ideas about patterns, connections, and distinctive language; to note evidence; and to mark places for further reflection and questioning ♦ Write interpretive questions about a text ♦ Plan, write, and revise interpretive or evaluative essays	♦ Listen to complex texts read aloud with expression ♦ Express ideas with increasing confidence and sophistication ♦ Explain ideas, inferences, and conclusions with awareness of audience ♦ Respectfully listen to, respond to, and elaborate on classmates' ideas ♦ Ask questions about classmates' ideas

Goals for Your Great Books Program

“Junior Great Books incorporates the three major components of meaningful instruction that should be included in every lesson plan: maintaining high expectations, providing effective instructions for success, and promoting self-confidence among learners.”

SHANTI KUDVA
LITERACY SPECIALIST
DANA ELEMENTARY SCHOOL
DANA, NC

Put a check mark beside the three goals you would most like your Great Books program to help you meet. Keep these goals in mind as you participate in the Shared Inquiry sequence of activities and learn about the objectives they address.

- ☐ Expose students to complex texts
- ☐ Develop students' critical thinking skills
- ☐ Develop students' reading comprehension skills
- ☐ Develop students' writing proficiency
- ☐ Develop students' speaking and listening skills
- ☐ Improve students' test scores
- ☐ Develop students' ability to work collaboratively
- ☐ Make learning enjoyable for students
- ☐ Build classroom community
- ☐ Other: _____

Instructional Stances

The chart below shows different instructional stances and the behaviors they usually involve. Each stance plays a part in Great Books programs, but the coaching and the Shared Inquiry stances are used most often. Think about when you would use each stance in Shared Inquiry, and complete the chart.

"I love learning with my students. They have such a high level of curiosity and they want to know why, and I am right beside them wondering and learning too."

J. GAYE DURHAM
TEACHER
ROCKY RIVER
ELEMENTARY SCHOOL
CONCORD, NC

	DIDACTIC STANCE: THE TEACHER . . .	COACHING STANCE: THE TEACHER . . .	SHARED INQUIRY STANCE: THE TEACHER . . .
Focus of Study	Decides the focus	Talks about the importance of the focus and personal or academic connections to it	Lets students influence the focus according to their interest and curiosity
Learning Process	Provides information and demonstrations	Structures multistep opportunities for students to learn and practice	Engages in learning along with students
Source of Answers	Has the correct answers and imparts them to students	Structures opportunities for students to discover answers or good practices	Partners with students to generate and weigh multiple good answers
Evaluation of Answers	Determines a student's understanding as right or wrong	Observes and gives feedback about students' understanding	Encourages well-grounded defense of understanding by asking probing questions
You might use this stance when:			

Shared Inquiry Sequence of Activities

The tables below show the full sequence of Shared Inquiry activities included in most Great Books programs, divided by recommended class sessions. Your own Great Books schedule will depend on your available time, goals, and students' needs (see suggested implementation options on pp. 88–89). Plan to use the assessment and reflection tools to measure student progress on a regular basis.

Shared Inquiry Activity Sequence

★ Designates core (essential) activities

JUNIOR GREAT BOOKS SERIES K–1					
Session 1 ♦ Prereading ★ First reading ★ Sharing questions	Flexible-Use Activities† ♦ Working with Words ♦ Interpretive drawing ♦ Dramatic play	Session 2 ★ Second reading with close-reading activities	Session 3 ★ Shared Inquiry discussion	Session 4 ♦ Written or creative response	Additional Sessions ♦ Family engagement ♦ Cross-curricular projects

JUNIOR GREAT BOOKS SERIES 2–5					
Session 1 ♦ Theme introduction† ♦ Prereading ★ First reading ★ Sharing questions	Flexible-Use Activities† ♦ Working with Words ♦ Interpretive drawing (Series 2 only) ♦ Head in the Clouds	Session 2 ★ Second reading with close-reading activities	Session 3 ★ Shared Inquiry discussion	Session 4 ♦ Written or creative response	Additional Sessions ♦ Theme connections† ♦ Related projects ♦ Related reading

JUNIOR GREAT BOOKS SERIES 6–8 AND HIGH SCHOOL					
Session 1 ♦ Prereading ★ First reading ★ Sharing questions	Flexible-Use Activities† ♦ Vocabulary activities ♦ Exploring Poetry (for poetry units)	Session 2 ★ Second reading with note-taking activities	Session 3 ★ Shared Inquiry discussion	Session 4 ♦ Essay writing	Additional Sessions ♦ Poetic response (for poetry units) ♦ Cross-curricular projects ♦ Related reading

† Thematic activities introduce and conclude each set of three stories.

‡ Flexible-use activities can be done anytime after the first reading depending on classroom schedule and goals.

Prereading (Optional)

ACTIVITY SUMMARY

- ▶ Students briefly explore a concept relevant to the text they will be reading.

STUDENT LEARNING OBJECTIVE

- ▶ To activate and build background knowledge related to a text

KEY SHARED INQUIRY CONCEPT

- ▶ Thinking about what we already know helps us prepare to read.

BACKGROUND INFORMATION

While some of the prereading activities offer you the chance to share basic background information so that students' comprehension is not hindered, it is not necessary to present a great deal of in-depth information right away. Students will have a chance to share and explore their own background questions after the first reading.

The prereading activity is designed to help students build common knowledge that will improve their ability to access a complex text. You lead a 5–10 minute activity or conversation about a concept relevant to the text, asking follow-up questions to encourage students to share their ideas.

Prereading in Great Books Programs

Junior Great Books Series K–I	Students discuss an open-ended question related to the text or hear about the world of the text.
Junior Great Books Series 2–5	Students engage in a preview of the story's pictures or features, hear about the world of the story, or discuss an open-ended question related to the story.
Junior Great Books Series 6–8 and High School Programs	Students discuss an open-ended question about a key issue in the text (headnotes for each text are included in the student book).

Notes

★First Reading (Core)

ACTIVITY SUMMARY

- ▶ Students listen or read along as the text is read aloud.
- ▶ Students mark places where they have questions (grades K–2 excepted).

STUDENT LEARNING OBJECTIVE

- ▶ To gain a general familiarity with and a preliminary understanding of a text

KEY SHARED INQUIRY CONCEPT

- ▶ Reading a text once is just the first step in understanding it.

The purpose of the first reading is for students to get a general sense of a text's characters, plot, and main ideas. You read the text aloud or play the recorded version so that students can fully attend to the text.

First Reading: Student Learning Spectrum

LOOK FOR STUDENTS TO:

Listen but lose interest occasionally

Listen or follow along as the text is read aloud

Listen or follow along as the text is read aloud, marking the text minimally or at random

Listen or follow along as the text is read aloud, marking places where they are confused or curious

Listen or follow along as the text is read aloud, marking the text with a variety of notes

First Reading in Great Books Programs

Junior Great Books Series K–1 Junior Great Books Series 2	Students listen as the text is read aloud, thinking about questions they have about the text.
Junior Great Books Series 3–5	Students follow along as the story is read aloud, marking places where they have questions.
Junior Great Books Series 6–8 and High School Programs	Students follow along as the text is read aloud, marking places where they have questions. After reading, students record their questions.

Notes

[illegible]

★Sharing Questions (Core)

ACTIVITY SUMMARY

- ▶ Students share their questions about the text.

STUDENT LEARNING OBJECTIVE

- ▶ To ask questions about a text

KEY SHARED INQUIRY CONCEPT

- ▶ Asking and addressing questions are strategies that help us understand a text better.

The sharing questions activity provides an opportunity for students to react to the first reading of a text with questions and comments. Students share questions, you record them, and then you help students answer factual, vocabulary, and other questions that affect comprehension. Other questions are saved for subsequent activities and provide a focus for rereading and discussion.

Sharing Questions: Student Learning Spectrum

LOOK FOR STUDENTS TO:

Comment on the text (something liked, disliked, etc.) rather than ask a question

Ask questions about the text, some of them relevant to the text's meaning

Ask questions relevant to the text's meaning; begin to determine question types

Ask questions relevant to the text's meaning; determine question types and know how to address them

Sharing Questions in Great Books Programs

Junior Great Books Series K–I	Students ask questions and, with the teacher's help, clear up issues that hinder comprehension.
Junior Great Books Series 2	Students ask questions and help each other answer questions that hinder comprehension.
Junior Great Books Series 3–5	Students ask questions and help each other address vocabulary and factual questions, trying to identify possible interpretive questions for discussion as they progress.
Junior Great Books Series 6–8 and High School Programs	Students ask questions and help each other address vocabulary, factual, and background questions, testing possible interpretive questions for discussion as they progress.

Notes

[illegible]

★Second Reading (Core)

ACTIVITY SUMMARY

- ▶ Students read or listen to the text again, engaging in activities that help them explore the text more deeply.

STUDENT LEARNING OBJECTIVES

- ▶ To participate in second reading activities in order to explore a text more deeply
- ▶ To take notes on the text while reading and explain them (grades K–2 excepted)

KEY SHARED INQUIRY CONCEPTS

- ▶ Rereading is essential to understanding challenging texts.
- ▶ Sharing responses about specific parts of a text helps readers consider issues in greater depth.

The second reading of a text, done as a group or individually, is an opportunity for students to examine a text more closely and to look for answers to questions they raised earlier. The close-reading activity options prompt students to consider the meaning of specific passages or trace an idea throughout the entire text.

Second Reading: Student Learning Spectrum

LOOK FOR STUDENTS TO:

Show minimal engagement in rereading or close-reading activities

Reread and engage in close-reading activities, offering simple observations and insights about the text

Reread and participate in close-reading activities, pursuing a deeper understanding of the text and offering insights

Second Reading in Great Books Programs

Junior Great Books Series K–I	Students listen to the text again, pausing to engage in brief close-reading activities that help them explore specific passages more deeply.
Junior Great Books Series 2	
Junior Great Books Series 3–5	Students follow along as the story is read again, engaging in close-reading activities, including note-taking, that help them explore the story more deeply.
Junior Great Books Series 6–8	Students read the text again and mark passages with contrasting notes, literary element notes, or recurring concept notes.
High School Programs	Students read the text again and mark passages with contrasting notes or customized notes.

Notes

[illegible]

Vocabulary (Optional)

ACTIVITY SUMMARY

- ▶ Students determine word meaning using context and other sources.

STUDENT LEARNING OBJECTIVES

- ▶ To use context clues and reference sources to determine the meaning of unknown words
- ▶ To understand and use new vocabulary in context

KEY SHARED INQUIRY CONCEPTS

- ▶ Word meaning can often be determined by examining context.
- ▶ Not all unknown words are equally important to understanding the text.

In all Great Books programs, students are encouraged to identify words they have questions about. In programs designed for grades K–8, units include a list of target vocabulary words. The teacher’s materials suggest a variety of activities for working with these words in context.

Vocabulary in Great Books Programs	
Junior Great Books Series K–I	Through teacher-led vocabulary activities, students explore suggested target words they identified while reading.
Junior Great Books Series 2–5	Through teacher-led vocabulary activities, students explore suggested target words and other unfamiliar words they identified while reading.
Junior Great Books Series 6–8 and High School Programs	Students choose their own words to explore in addition to suggested target words and select from a menu of vocabulary activities to help them determine and internalize word meaning.

Notes

★Shared Inquiry Discussion (Core)

ACTIVITY SUMMARY

- ▶ Students collaboratively explore a central problem of meaning in a text.

STUDENT LEARNING OBJECTIVE

- ▶ To come to a personally satisfying interpretation of a text by generating ideas, supporting those ideas with evidence, and responding to others

KEY SHARED INQUIRY CONCEPT

- ▶ Discussing a text with others enables us to come to a richer understanding of it.

At all grade levels, Shared Inquiry discussion takes place after students have read a text closely and become aware of the issues and questions it presents. Guided by your follow-up questions, students work together to develop answers to interpretive questions about a text and support their answers with evidence from the text. At the close of discussion, students reflect on how their answers have changed or expanded as a result of their collaboration.

A critical thinking rubric (see example on [page 77](#)) serves as the student learning spectrum for Shared Inquiry discussion.

“My favorite classroom moment this year was when my ‘non-reader’ was fully involved in the Shared Inquiry discussion and had a million-dollar smile on his face when he could validate his opinions after listening to the story several times.”

SUSAN ASHMANN
TEACHER
GLADSTONE ELEMENTARY
SCHOOL
CHICAGO, IL

Shared Inquiry Discussion in Great Books Programs

Junior Great Books Series K–I	Students discuss three to five interpretive questions about the text.
Junior Great Books Series 2–5	Students discuss a central interpretive question about the story, guided by the teacher’s questioning.
Junior Great Books Series 6–8 and High School Programs	Students discuss a central interpretive question about the text, taking greater responsibility for asking questions of each other.

Written and Creative Response (Optional)

ACTIVITY SUMMARY

- ▶ Students continue their engagement with the text through writing and other forms of expression.

STUDENT LEARNING OBJECTIVE

- ▶ To further develop insights into the meaning of a text through a written or creative response

KEY SHARED INQUIRY CONCEPT

- ▶ Extending ideas after discussion helps synthesize and deepen understanding.

Great Books programs at all grade levels provide opportunities for students to use writing to express and develop ideas raised throughout the Shared Inquiry process and to creatively explore concepts related to each text. Programs include a range of post-discussion writing options, many of which can easily be integrated into an existing writing program. Writing tools, including graphic organizers, help students state a claim and develop textual evidence to support it (see samples on [pp. 69–70](#)).

Written and Creative Response in Great Books Programs

Junior Great Books Series K–I	Writing: Students engage in shared or independent writing projects. Creative response: Students draw or write in response to an imaginative question.
Junior Great Books Series 2–5	Writing: Students plan and write expository responses to open-ended (interpretive or evaluative) questions about the story. Creative response: Students use various media to creatively explore concepts related to the story.
Junior Great Books Series 6–8 and High School Programs	Writing: Students plan, write, and revise essays that respond to open-ended (interpretive or evaluative) questions about the text.

Essay Organizer (Junior Great Books Series 3–5)

THANK YOU, M'AM

Essay Organizer Write your answer to the assigned essay question, and write three pieces of evidence from the story that support your answer.

Your answer to the assigned essay question:

Evidence #1 from page _____:

How this evidence supports your answer:

8 Series 4 • Book One

THANK YOU, M'AM

Your evidence can be a quote from the

Evidence #2 from page _____:

How this evidence supports your answer:

Evidence #3 from page _____:

How this evidence supports your answer:

Use these notes to write an essay. Each main paragraph of your essay should give a piece of evidence and an explanation of how it supports your answer.

Reader's Journal 9

Evidence Organizer and Drafting Guide (Junior Great Books Series 6–8)

Evidence Organizer

INSTRUCTIONS

1. In the top box of this Evidence Organizer, write the **question** your essay will answer and your **thesis statement**. Your thesis statement should be a complete sentence that clearly states your answer to the question.
2. On a separate piece of paper, write some **points** that support your thesis. To come up with points, review your Reader's Journal or other prewriting work, look back at the text(s), or brainstorm a list of possible points.
3. Choose your **three strongest points**, and record them in the Point boxes (you will put these points in numerical order in step 5).
4. In the Evidence boxes, record **pieces of evidence** that support each point and an **explanation** of how they do so. Your evidence can consist of quotations, summaries, or notes. If your evidence is from a text, cite the **page(s) or line(s)** where it appears.
5. When your evidence and explanations are complete, number each point in the **order** you want to use it in your essay. Placing your strongest point first is usually most effective.

QUESTION:

THESIS STATEMENT:

POINT

EVIDENCE

Evidence (cite source and/or page or line #):

Evidence (cite source and/or page or line #):

Explanation:

Explanation:

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Essay Writing Materials

Drafting Guide

PART 1 INSTRUCTIONS

1. In the top box of this Drafting Guide, write the question your essay will answer and your thesis statement. Then review your Evidence Organizer. Each point, along with the evidence and explanations that support it, will become a **body paragraph**.
2. Turn each point into a **topic sentence** for a body paragraph. The topic sentence should clearly state the idea you will focus on in that paragraph.
3. Develop the rest of each body paragraph with the **evidence** you gathered and your **explanation** of how it supports the topic sentence. As you work, try turning some of your notes into full sentences and recording ideas for **transitions** between and within paragraphs.
4. Write down some ideas about the **concluding sentence** of each paragraph. Concluding sentences should remind readers of the main idea of the paragraph.

QUESTION:

THESIS STATEMENT:

BODY PARAGRAPH 1

Topic sentence:

Work on your body paragraphs first. This will naturally lead you to ideas for the introduction and conclusion (see Part 2 of the Drafting Guide).

Evidence and explanation (cite source and/or page or line #):

Concluding sentence:

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Essay Writing Materials

Series 7

Curriculum Connections or Extension Activities (Optional)

ACTIVITY SUMMARY

- ▶ Students engage in projects or readings related to substantive concepts in the text.

STUDENT LEARNING OBJECTIVE

- ▶ To extend thinking about concepts or ideas in the text by reading related texts or carrying out projects

KEY SHARED INQUIRY CONCEPT

- ▶ Making connections between the text, the world, and ourselves increases our understanding of all three.

Great Books programs at every grade level include ideas for extending students' learning after discussion:

- ◆ Suggested **related projects**, which include many hands-on activities, help students explore meaningful connections between the selection and other subject areas.
- ◆ Recommendations for **related readings** enable you to link Great Books texts to outstanding literature with related themes, issues, authors, and settings.

Curriculum Connections in Great Books Programs

Junior Great Books Series K–I	Each unit includes a cross-curricular project, family engagement activity, and related book suggestions.
Junior Great Books Series 2–5	Each unit includes related projects and a list of related books sharing themes, settings, or other important features with the story.
Junior Great Books Series 6–8 and High School Programs	Each unit provides suggestions for cross-curricular projects related to a concept in the text, as well as a list of related readings.

Release of Responsibility

Shared Inquiry is a way for students to collaborate with each other to gain a deeper understanding of a complex text. As your students gain proficiency in Shared Inquiry and assume greater responsibility for their learning, your role as facilitator will shift yet remain crucial. The rate at which students develop skills and gain independence will vary, depending on their age and abilities, their experience with Shared Inquiry, and the time between units. Students may be ready to move to the next stage in one core activity before another.

CORE ACTIVITY	TEACHER MODELING Use when students demonstrate the "Approaching Objectives" behaviors in the student learning spectrums.	SHARED RESPONSIBILITY Use when students demonstrate the "Meeting Objectives" behaviors in the student learning spectrums.	GREATER STUDENT RESPONSIBILITY Use when students demonstrate the "Exceeding Objectives" behaviors in the student learning spectrums.	TIPS FOR STUDENT SUPPORT In all stages, model best practices and provide support as needed. Have students reflect on their progress periodically.
First Reading	◆ Pause at regular intervals while reading aloud to model curiosity and allow students to mark questions. ◆ Regularly prompt students to mark questions as they follow along.	◆ Remind students to mark questions as they follow along. ◆ Pause after reading one page and ask volunteers to share what they marked. Monitor students' note-taking as you continue, modeling as needed.	◆ Students mark questions on their own as they follow along. ◆ Students may make other notes, such as marking parts they think are interesting, important, or surprising.	◆ Display story pages so students can see teacher's notes. ◆ Monitor to make sure students are not marking too frequently or infrequently.
Sharing Questions	◆ Model turning comments into questions. ◆ Guide students to rich passages to generate questions. ◆ Identify questions to resolve right away (to aid comprehension) and questions to save for subsequent activities. ◆ Facilitate resolving factual and comprehension questions.	◆ Students volunteer questions from notes. You suggest passages to look at if needed. ◆ Help students identify question types, distinguishing between questions to resolve right away and questions of meaning to explore later.	◆ Students share questions in small groups, generating a list they then share with the class. ◆ Students identify and divide up questions that need resolving right away, answer in small groups, and report to class. ◆ Students identify questions for discussion (interpretive) and try grouping questions that explore similar issues.	◆ Encourage questions by asking what students wondered about or what didn't make sense. ◆ Help students distinguish between comprehension questions and questions about the story's meaning. ◆ Teach only one or two question types at a time. Model or use examples from students.

This chart applies to grades 3–5.

CORE ACTIVITY	TEACHER MODELING Use when students demonstrate the “Approaching Objectives” behaviors in the student learning spectrums.	SHARED RESPONSIBILITY Use when students demonstrate the “Meeting Objectives” behaviors in the student learning spectrums.	GREATER STUDENT RESPONSIBILITY Use when students demonstrate the “Exceeding Objectives” behaviors in the student learning spectrums.	TIPS FOR STUDENT SUPPORT In all stages, model best practices and provide support as needed. Have students reflect on their progress periodically.
Second Reading	For all activity options: ♦ Model the activity. ♦ Ask volunteers to answer the follow-up question after completing the activity.	For all activity options: ♦ Students do some work on their own, then reconvene as a class to answer the follow-up question.	For all activity options: ♦ Students collaborate with minimal teacher guidance. ♦ Students ask each other the follow-up question, then reconvene as a class to share answers.	♦ If different ideas are not emerging, ask questions about details in the text to encourage diverse interpretations. ♦ Ask students to reflect on how and why the teacher asks follow-up questions.
Shared Inquiry Discussion	♦ Choose or develop focus and cluster questions for the discussion based on areas of student interest. ♦ Lead the discussion, and model listening and responding with related follow-up questions throughout. Focus on encouraging students to talk to one another.	♦ Guide students in reviewing their list of shared questions as well as their Reader’s Journals to identify issues they would like to explore in discussion. Select or write discussion questions related to those issues. ♦ Lead the discussion and encourage students to ask one type of follow-up question (idea, evidence, or response) in each discussion.	♦ In small groups, students review the question list and their Reader’s Journals to identify questions to explore in discussion. ♦ Students conduct short preliminary discussions in small groups, asking each other follow-up questions. ♦ Students reconvene for a whole-class discussion in which you give them more responsibility for sustaining discussion. Ask follow-up questions as needed.	♦ Share with students how you decide on the questions to use during discussion. ♦ Solicit and post examples of follow-up questions that address idea, evidence, and response. ♦ Distribute a deck of follow-up question cards; have students ask the questions in discussion. ♦ Regularly have students reflect on discussion with the “Our Collaboration” handout.