**From Questions to Answers – Grade 1**

**POSSIBLE QUESTIONS FOR ANALYZING STUDENT WORK**

The questions in the chart below reflect the overall goals of the lesson. They develop from the simplest level to more complex. First we note whether children are able to ask their own questions, possibly from general interest or from using the headings on the text pages. Then we note whether some of their questions arise from probing further into the reading. For example, the child who asks, “Why do they hunt by themselves?” is responding to information learned in the text and exploring it further. We also recommend analyzing students’ answers at two levels: first did they accurately find information when it was available in the text; and then whether they were able to infer answers, especially to their “why” questions, when the information is not specifically spelled out, or synthesize information from more than one page or line of text to put together a more comprehensive answer.

|  |  |
| --- | --- |
| **Question: Did the child…** | **Student** |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Generate authentic questions about the topic? |  |  |  |  |  |  |  |  |
| Generate questions from what was read or information in the pictures (as opposed to general questions before reading or questions from headings)? |  |  |  |  |  |  |  |  |
| Generate accurate answers to questions by finding information in the text? |  |  |  |  |  |  |  |  |
| Generate plausible answers to questions by inferring (combining background knowledge with text clues) or synthesizing (putting together information from different parts of the text)?  |  |  |  |  |  |  |  |  |

\*? where not clear from student work sample