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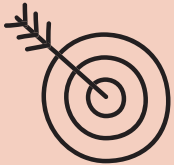
Please enjoy this complimentary excerpt from The Big Book of Tasks for English Language Development, Grades K-8.

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WHEN TO OFFER IT

When students can say short sentences or phrases during academic lessons where they listen to information presented, they are ready to work on saying more during read-alouds of complex text.



TARGET

Students can ask and answer questions during and after a read-aloud of complex text.

This task continues the experience of students asking and answering questions during reading, but instead of reading with you in a shared reading, or reading independently, students are listening to you read, or a recording, and then asking and answering questions of the text. This task is a listening comprehension task using complex text. As in Task 35, oral language experiences provide students the opportunity to delve into topics, formulate their own ideas, and then share their thoughts in English. In this task, students will be reading the complex text on their own. They will be working independently to ask and answer questions to monitor their own comprehension.

Your Instructional Playbook

Materials: Complex text assigned to class as part of regular curriculum instruction.

Name It: You have been working with me to ask and answer questions during reading so that you can comprehend what you are reading. Now, I want to make sure you can ask and answer questions while you are reading on your own.

What You Might Say Next: “If you remember, when we have read together, we have lots of questions and ideas that pop up. Some of the answers to the questions we can find in the text, so we reread it. Some of the answers we could not find in the text, so we had to connect ideas from the text together to answer those questions. Now, you are going to work on this same kind of thinking, but you will do it while reading on your own. It can help to write your questions and thoughts in your reading notebook.”

Model/Do Together: As in Task 45, it will help to front load the text for the students. This is extremely important as students will be reading the text independently and need context to make sure that they have some connections to connect to as they work to comprehend what they are reading. After providing some context, model through a think-aloud and how you ask and answer questions after reading a chunk, or snippet, of the text independently. So, you could read a snippet of text silently, then talk to students about what questions you have, what you will seek to find out, and any other ideas that pop up. Model how to take notes on the ideas you have. You can annotate in the margins or write thoughts out on paper. Show students both of these approaches.

Release: Help students organize their materials. You may find students are more successful if you assign just a chunk of the text for them to read independently, and then continue the remainder of the text with a shared reading. The balance between shared and independent reading will be determined by the complexity of the text students are to read and

their academic language abilities in English. Provide support as necessary depending on student need.

Watch Fors and Work-Arounds

Students may take on reading more than they can comprehend at one time. Encourage students to break the text into smaller chunks, stopping more often to reflect on what they have read and think about questions they have, and questions they can answer.

Students read along and can verbally ask and answer questions, but their notebooks are empty. Model for students how to take notes about their thinking. They don't need to record the question, as this may be too much writing. They can record their thinking and notes as they answer the questions.

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