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| **Reading Instructional Strategy for Understanding Meaning from a Text** | |
| **Title** | **RE-Quest Chart** |
| **Description** | A student-centered activity where students are actively engaged in reading by creating their own questions for understanding and discussion. |
| **Attached Worksheet/Sources cited** | See attached  “English Language Art Crosswalk—Grades 9-10”, American Library Association, June 12, 2012. <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/ccelaninth> |
| **Skill** | Create higher-level and critical thinking questions for inquiry and understanding; apply knowledge to understanding and discussion of independent reading selection. |
| **Benchmark; including grade level** | All grade levels; specifically 10th grade |
| **Disposition** | **AASL 1.1.2** Use prior and background knowledge as a context for new learning by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  **AASL 1.1.7** Make sense of information gathered for new learning  **AASL 1.2.2** Demonstrates confidence and self direction by making independent choices in the selection of resources and information  **AASL 1.2.7** Display persistence by continuing to pursue information to gain and broaden perspective |
| **Responsibility** | **AASL 1.3.4** Contribute to the exchange of ideas within learning community.  **AASL 1.1.9** Collaborate with others to broaden and deepen understanding |
| **Self-Assessment** | Students use the question checklist to assess their own questions and compare to the example question given by the teacher and/or library media specialist |
| **Connection to Common Core Standards** | **CC.9-10.R.I.1** Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.9-10.R.I.2** Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **CC.9-10.R.I.3** Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **CC.9-10.R.I.10** Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  **CC.9-10.SL.1** Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| **Explanation** | This activity encourages students to create their own questions while they read and attempt to find the answers on their own. Students are also encouraged to share their questions with other students, which will encourage an open discussion about the passages the students have read independently. Also this activity teaches and reinforces students the active reading model needed to be active readers and lifelong learners. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Iliad Re-Quest Questioning Strategy H. Eng. II

Directions: As you read The Iliad independently, construct three questions as they relate to each night’s reading assignment on the left side. Remember the qualities of Re-Quest; these are more than basic-level questions. These should be thought-provoking and stimulate class discussion. Possible responses can be listed on the right side. They can relate to characters, themes, the Warrior Code, the culture, gods, goddesses, Homer, etc. These will be check with your warm ups each morning.

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| Book(s) Assigned | Re-Quest Questions | Possible, Responses, Ideas, and Thoughts |
| 1, 3 |  |  |
| 6-7 |  |  |
| 9 |  |  |
| 11, 14 |  |  |
| 16 |  |  |
| 18 |  |  |
| 19, 22 |  |  |
| 23 |  |  |
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