Question A

Why insert question?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

Insert sentence stem...
QUESTION A:

Why insert question?

Rephrase question if clarification/simplification is needed:
*Insert rephrased question?*

CONNECTION:

- **Bold** = necessary/sufficient part of text; **Plain text** = enabling/relevant part of text but not sufficient; **Italics** = inference to be made
- **Insert relevant text.**

*(Insert inference if appropriate.)*

MODELING:

- First, let me THINK *(point to THINK prompt)* about what this question is asking. The question is asking *insert important part of question*.
- Now, let me THINK about important parts of the text that connect to *insert important part of question*. I remember the text saying that
  - **Insert relevant text.**
  - **Insert relevant text.**
- Let’s LOOK BACK and check the text *(point to LOOK BACK prompt)*. Who can find the part of the text where it says… *(Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.)*
- Now, it’s your turn to CONNECT IT. *(Call on original student to connect it.)*
  - If student’s connection makes sense: **Now your connection makes sense!**
  - If student still cannot answer, state your connection.
Question B

Why **insert question**?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

**Insert sentence stem...**
QUESTION B:

Why **insert question**?

Rephrase question if clarification/simplification is needed:  
*Insert rephrased question?*

**CONNECTION:**

Bold = necessary/sufficient part of text; Plain text = enabling/relevant part of text but not sufficient; *Italics = inference to be made*

- **Insert relevant text.**

*(Insert inference if appropriate.)*

**MODELING:**

- First, let me **THINK** (point to THINK prompt) about what this question is asking. The question is asking **insert important part of question**.
- Now, let me **THINK** about important parts of the text that connect to **insert important part of question**. I remember the text saying that
  - **Insert relevant text.**
  - **Insert relevant text.**
- Let’s **LOOK BACK** and check the text (point to LOOK BACK prompt). **Who can find the part of the text where it says...** (Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.
- **Now, it’s your turn to CONNECT IT.** (Call on original student to connect it.)
  - **If student’s connection makes sense:** **Now your connection makes sense!**
  - **If student still cannot answer, state your connection.**
Question C

Why *insert question*?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

*Insert sentence stem...*
QUESTION C:

Why **insert question**?

Rephrase question if clarification/simplification is needed:

*Insert rephrased question?*

CONNECTION:

**Bold** = necessary/sufficient part of text; **Plain text** = enabling/relevant part of text but not sufficient; **Italics** = inference to be made

- **Insert relevant text.**

(Insert inference if appropriate.)

MODELING:

- First, let me **THINK** (point to **THINK prompt**) about what this question is asking. The question is asking **insert important part of question**.
- Now, let me **THINK** about important **parts of the text that connect** to **insert important part of question**. I remember the text saying that
  - **Insert relevant text.**
  - **Insert relevant text.**
- Let’s **LOOK BACK** and check the **text** (point to **LOOK BACK prompt**). **Who can find the part of the text where it says...** (Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.
- **Now, it’s your turn to CONNECT IT.** (Call on original student to connect it.)
  - **If student’s connection makes sense:** **Now your connection makes sense!**
  - if student still cannot answer, state your connection.
Question D

Why \textbf{insert question}?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

\textbf{Insert sentence stem}...
QUESTION D:
Why insert question?

Rephrase question if clarification/simplification is needed:
Insert rephrased question?

CONNECTION:
Bold = necessary/sufficient part of text; Plain text = enabling/relevant part of text but not sufficient; Italics = inference to be made

- Insert relevant text.

(Insert inference if appropriate.)

MODELING:

- First, let me THINK (point to THINK prompt) about what this question is asking. The question is asking insert important part of question.
- Now, let me THINK about important parts of the text that connect to insert important part of question. I remember the text saying that
  - Insert relevant text.
  - Insert relevant text.
- Let’s LOOK BACK and check the text (point to LOOK BACK prompt). Who can find the part of the text where it says... (Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.
- Now, it’s your turn to CONNECT IT. (Call on original student to connect it.)
  - If student’s connection makes sense: Now your connection makes sense!
  - if student still cannot answer, state your connection.
Why *insert question*?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

*Insert sentence stem...*
QUESTION E:

Why insert question?

Rephrase question if clarification/simplification is needed:
*Insert rephrased question?*

CONNECTION:

Bold = necessary/sufficient part of text; Plain text = enabling/relevant part of text but not sufficient; *Italics = inference to be made*

- Insert relevant text.

(*Insert inference if appropriate.*)

MODELING:

- First, let me THINK (point to THINK prompt) about what this question is asking. The question is asking *insert important part of question*.
- Now, let me THINK about important parts of the text that connect to *insert important part of question*. I remember the text saying that
  - Insert relevant text.
  - Insert relevant text.
- Let's LOOK BACK and check the text (point to LOOK BACK prompt). Who can find the part of the text where it says... (Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.)
- Now, it's your turn to CONNECT IT. (Call on original student to connect it.)
  - If student’s connection makes sense: Now your connection makes sense!
  - if student still cannot answer, state your connection.
Question F

Why *insert question*?

THINK of a connection... LOOK BACK at the text... CONNECT IT!

*Insert sentence stem*...
QUESTION F:
Why insert question?

Rephrase question if clarification/simplification is needed:
Insert rephrased question?

CONNECTION:
Bold = necessary/sufficient part of text; Plain text = enabling/relevant part of text but not sufficient; Italics = inference to be made
- Insert relevant text.

(Insert inference if appropriate.)

MODELING:
- First, let me THINK (point to THINK prompt) about what this question is asking. The question is asking insert important part of question.
- Now, let me THINK about important parts of the text that connect to insert important part of question. I remember the text saying that
  - Insert relevant text.
  - Insert relevant text.
- Let’s LOOK BACK and check the text (point to LOOK BACK prompt). Who can find the part of the text where it says... (Have students find the first part of the text listed above. Call on a student to read the important part aloud. If needed, point it out on the student’s copy. Repeat with the second part of the text listed above.
- Now, it’s your turn to CONNECT IT. (Call on original student to connect it.)
  - If student’s connection makes sense: Now your connection makes sense!
  - if student still cannot answer, state your connection.