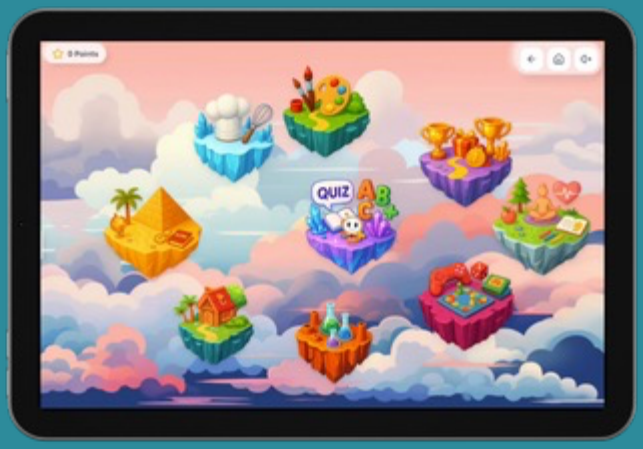

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Comprehension Strategy: Questioning - Year 5

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QUESTIONING JOURNEY

BEFORE READING

- What do I already know?
- What do I predict?
- What do I wonder?

DURING READING

- Does this make sense?
- What evidence can I find?
- How has my thinking changed?

AFTER READING

- What did I learn?
- Which questions were answered?
- What do I still wonder?

ASK • CHECK • CONNECT • REFLECT

PREVIEW

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Question-Answer Relationships

QAR at a Glance

RIGHT THERE

Answer source: one place in the text

Ask: Who...? What...? Where...?

Action: Point to the exact words.

THINK AND SEARCH

Answer source: several parts of the text

Ask: How are...? What two details...?

Action: Gather and connect clues.

AUTHOR AND ME

Answer source: text clues + what I know

Ask: Why might...? What can I infer...?

Action: Explain the clue and your thinking.

ON MY OWN

Answer source: my experience and ideas

Ask: What would you...? Do you agree...?

Action: Give reasons that stay on topic.

LOCATE • CONNECT • INFER • EVALUATE

PREVIEW

Sukindi LEARNING

Name: _____ Text: _____ Date: _____

QUESTION TRACKER

Ask purposeful questions before, during and after reading.

BEFORE READING

Scan the title, headings and visuals.

1. What do I predict?

2. What do I wonder?

DURING READING

Pause when your thinking changes.

3. My question:

4. Evidence or clue:

5. Has my thinking changed? How?

AFTER READING

Revisit and reflect.

6. Which question was answered?

7. What do I still wonder?

8. My strongest new question:

Self-check: ☐ clear ☐ relevant ☐ supported by evidence ☐ deep enough

PREVIEW

Sukindi LEARNING

QAR SORT — THE SEED LIBRARY

Read the text. Write RT, TS, AM or OM beside each question.

At the community centre, volunteers collect donated vegetable seeds. Each packet is labelled with the plant name and best sowing season. Families borrow packets for free, grow plants, then return some fresh seeds after harvest. The library also runs monthly workshops so new gardeners can learn how to save healthy seeds. In winter, demand for broad beans and peas is highest.

PREVIEW

1. ☐ Where is the seed library?

2. ☐ What information appears on each p ket?

3. ☐ How does borrowing help the l ary c tinue?

4. ☐ Which seeds are m t po ular in winter?

5. ☐ Why mig the w rksho help the project?

6. ☐ hat tw actio do families take?

7. ☐ Would you use a seed library? Why?

8. ☐ What can you infer about the project's purpose?

JUSTIFY TWO CHOICES

Question ___ is ___ because _____

Question ___ is ___ because _____

KEY: **RT** Right There • **TS** Think and Search • **AM** Author and Me • **OM** On My Own

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ANSWERS

QAR SORT — THE SEED LIBRARY

Read the text. Write RT, TS, AM or OM beside each question.

At the community centre, volunteers collect donated vegetable seeds. Each packet is labelled with the plant name and best sowing season. Families borrow packets for free, grow plants, then return some fresh seeds after harvest. The library also runs monthly workshops so new gardeners can learn how to save healthy seeds. In winter, demand for broad beans and peas is highest.

1. RT Where is the seed library?

2. RT What information appears on each p ket?

3. TS How does borrowing help the l ary c tinue?

4. RT Which seeds are m st po ular in winter?

5. AM Why mig the w rksho s help the project?

6. TS W at ty actio s do families take?

7. OM Would you use a seed library? Why?

8. AM What can you infer about the project's purpose?

PREVIEW

JUSTIFY TWO CHOICES

Question 3 is TS because it combines borrowing and returning seeds.

Question 5 is AM because text clues combine with what we know about learning skills.

KEY: **RT** Right There • **TS** Think and Search • **AM** Author and Me • **OM** On My Own

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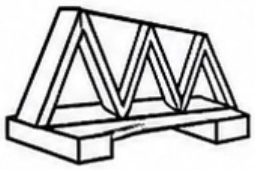

THICK OR THIN?

A thin question has a short factual answer.
A thick question needs evidence, explanation or several ideas.

Year 5 students tested two paper bridge designs. Design A held 12 counters before bending. Design B used folded triangular supports and held 31 counters. The class chose Design B for the final model but planned to reduce the amount of paper used.

	THICK	THIN
1. How many counters did Design A hold?	☐	☐
2. Which design did the class choose?	☐	☐
3. Why did Design B hold more counters	☐	☐
4. What does the result suggest about t ar supports?	☐	☐
5. Did the class choose Desig	☐	☐
6. How could the cla redu per without weakening the bridge?	☐	☐
7. What mate l did he st lents test?	☐	☐
8. Which evidence s ports the class's decision?	☐	☐
9. What useful new test should the class run?	☐	☐
10. Was the class's decision reasonable? Explain.	☐	☐

PREVIEW

IMPROVE ONE THIN QUESTION

Original question number: ___

My thicker version: _____

_____

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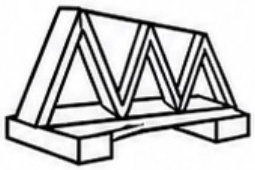

THICK OR THIN?

A thin question has a short factual answer.
A thick question needs evidence, explanation or several ideas.

ANSWERS

Year 5 students tested two paper bridge designs. Design A held 12 counters before bending. Design B used folded triangular supports and held 31 counters. The class chose Design B for the final model but planned to reduce the amount of paper used.

PREVIEW

	THICK	THIN
1. How many counters did Design A hold?	☐	☑
2. Which design did the class choose?	☐	☑
3. Why did Design B hold more cou…s?	☑	☐
4. What does the result sugg…t ab…ut triangular supports?	☑	☐
5. Did the class choo… Des…n B?	☐	☑
6. How could th… …s re…e paper without weakening the bridge?	☑	☐
7. What materia… …d the students test?	☐	☑
8. Which evidence supports the class's decision?	☑	☐
9. What useful new test should the class run?	☑	☐
10. Was the class's decision reasonable? Explain.	☑	☐

IMPROVE ONE THIN QUESTION

Original question number: 2

My thicker version: Why was Design B the stronger choice? Use the test results.

Sukindi LEARNING

EVIDENCE DETECTIVE — WHY WOMBATS DIG

Read closely. Answer each question and record the evidence that helped you.

Wombats use strong claws to dig burrows with multiple chambers. Burrows stay cooler than the surface on hot days and warmer on cold nights. During bushfires, deep burrows can shelter wombats and sometimes other small animals. Digging also turns over soil, mixing leaf litter and nutrients into the ground. However, burrows near roads or fences can create problems, so wildlife carers help landholders protect animals while keeping paths safe.

1. What body part helps a wombat dig? Type: _____

Answer: _____

Evidence: _____

_____

2. How do burrows help wombats in both hot and cold weather? Type: _____

Answer: _____

Evidence: _____

_____

3. Why might another small animal enter a wombat burrow during a bushfire? Type: _____

Answer: _____

Evidence: _____

_____

4. How can digging improve the soil? Type: _____

Answer: _____

Evidence: _____

_____

5. Should burrows near roads simply be filled in? Use evidence to explain your view. Type: _____

Answer: _____

Evidence: _____

_____

_____

PREVIEW

Sukindi LEARNING

EVIDENCE DETECTIVE — WHY WOMBATS DIG

ANSWERS

Read closely. Answer each question and record the evidence that helped you.

Wombats use strong claws to dig burrows with multiple chambers. Burrows stay cooler than the surface on hot days and warmer on cold nights. During bushfires, deep burrows can shelter wombats and sometimes other small animals. Digging also turns over soil, mixing leaf litter and nutrients into the ground. However, burrows near roads or fences can create problems, so wildlife carers help landholders protect animals while keeping paths safe.

1. What body part helps a wombat dig? Type: RT

Answer: Strong claws.

Evidence: "Wombats use strong claws to dig burro"

2. How do burrows help wombats in both hot and cold weather? Type: TS

Answer: Burrows stay cooler on hot days and warmer on cold nights.

Evidence: Burrows stay cooler than the surface on hot days and warmer on cold nights.

3. Why might another small animal enter a wombat burrow during a bushfire? Type: AM

Answer: It could shelter there from the fire and heat.

Evidence: Deep burrows can shelter wombats and sometimes other small animals.

4. How can digging improve the soil? Type: TS

Answer: Digging turns soil and mixes leaf litter and nutrients into it.

Evidence: "Digging also turns over soil, mixing leaf litter and nutrients into the ground."

5. Should burrows near roads simply be filled in? Use evidence to explain your view. Type: AM

Answer: No. Protect the animals and make the path safe instead.

Evidence: Burrows shelter animals, and carers help landholders manage risks.

PREVIEW

Sukindi LEARNING

MYSTERY AT WATTLE CREEK

Read the fiction text. Answer each question and explain the clue that helped you.

Just before lunch, Priya noticed small muddy prints beside the outdoor library box. One print crossed the freshly painted sign. She followed the trail past the herb garden to the shed. Inside, she heard scratching. A magpie hopped out, carrying a shiny silver bookmark in its beak. The bird dropped it near a rain-filled tray, leaving more prints as it flew away. Priya returned the bookmark and covered the tray so the path could dry.

1. What item was the magpie carrying? Type: ____

Answer: _____

Clue: _____

2. Which two clues helped Priya solve the mystery? Type: ____

Answer: _____

Clue: _____

3. Why might the magpie have taken the bookmark? Type: ____

Answer: _____

Clue: _____

4. How did the recent rain affect the mystery? Type: ____

Answer: _____

Clue: _____

5. Was Priya's response sensible? Explain with evidence. Type: ____

Answer: _____

_____

_____

Clue: _____

_____

_____

PREVIEW

Sukindi LEARNING

ANSWERS

MYSTERY AT WATTLE CREEK

Read the fiction text. Answer each question and explain the clue that helped you.

Just before lunch, Priya noticed small muddy prints beside the outdoor library box. One print crossed the freshly painted sign. She followed the trail past the herb garden to the shed. Inside, she heard scratching. A magpie hopped out, carrying a shiny silver bookmark in its beak. The bird dropped it near a rain-filled tray, leaving more prints as it flew away. Priya returned the bookmark and covered the tray so the path could dry.

1. What item was the magpie carrying? Type: RT

Answer: A shiny silver bookmark.

Clue: "carrying a shiny silver bookmark in its beak"

2. Which two clues helped Priya solve the mystery? Type: TS

Answer: The muddy prints and the scratching near the shed led Priya to the magpie.

Clue: The trail past the herb garden, the scratching inside the shed, and the magpie.

3. Why might the magpie have taken the bookmark? Type: AM

Answer: Magpies can be attracted to shiny objects.

Clue: The bookmark is described as shiny.

4. How did the recent rain affect the mystery? Type: TS

Answer: Rain filled the tray and made mud, so the magpie left visible prints.

Clue: The rain-filled tray and the muddy trail.

5. Was Priya's response sensible? Explain with evidence. Type: AM

Answer: Yes. She returned the bookmark and covered the tray so the path could dry.

Clue: The final sentence shows both sensible actions.

PREVIEW

Sukindi LEARNING

Name: _____ Text: _____ Date: _____

BUILD A BETTER QUESTION

Turn vague questions into clear, purposeful questions that invite evidence and explanation.

DIRECTION: Use a text you are reading. Rewrite each weak question so a reader knows exactly what to investigate.

1.	What happened?	My stronger question: _____ _____
2.	Why?	My stronger question: _____ _____
3.	Is it good?	My stronger question: _____ _____
4.	What do you think?	My stronger question: _____ _____
5.	Who did it?	My stronger question: _____ _____
6.	What comes next?	My stronger question: _____ _____

PREVIEW

QUESTION QUALITY CHECK

- ☐ names the exact topic, event or character
- ☐ matches my reading purpose
- ☐ can be answered in the intended way
- ☐ invites evidence, explanation or several ideas

FINAL REFLECTION

Which revision became the thickest question? Why?

_____

_____

_____

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QUESTION TRAIL

HOW TO PLAY

1. Roll a die and move.
2. Read the matching card.
3. Answer and explain.
4. If your partner agrees, stay.

First player to **FINISH** wins.

LEGEND

- **RT** = Right There
- **TS** = Think and Search
- **AM** = Author and Me
- **OM** = On My Own
- **THICK** = Improve a question
- **WILD** = Choose any card

PREVIEW

QUESTION TRAIL CARDS

EVIDENCE

Find one phrase that supports an answer.

EVIDENCE

Name two details that belong together.

EVIDENCE

Which sentence best proves your idea?

INFERENCE

What can you infer from one clue?

INFERENCE

Why might the character act this way?

INFERENCE

What is likely to happen next? Why?

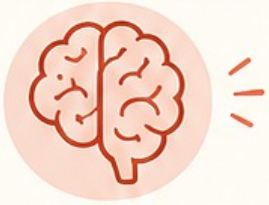
CONNECTION

What does this remind you of?

CONNECTION

How is this idea linked to an earlier detail?

CONNECTION



Which detail connects to what you know?

EVALUATION

Which idea is most important? Why?

EVALUATION

How effective is the author's explanation?

EVALUATION

What worthwhile question remains?

PREVIEW

Sukindi LEARNING

QAR CHALLENGE CARDS

Read each mini-text. Answer the question, then classify it as RT, TS, AM or OM.

1

The bus arrived at 8:15 am.

What time did the bus arrive?

Type: _____

2

Lina packed a hat. The forecast predicted strong sun.

Why did Lina pack a hat?

Type: _____

3

Seedlings near the window leaned towards the light. Shaded seedlings stayed short.

How did light affect the seedlings?

Type: _____

4

A class can choose a beach or forest excursion.

Which would you choose? Why?

Type: _____

5

Arun locked the gate before leaving.

What did Arun ...

Type: _____

The creek rose overnight. Mud covered the low path in the morning.

What probably caused the mud?

Type: _____

7

Mia checked the map, filled her bo... and tightened ... shoelaces.

How did Mia prep... for the walk?

Type: _____

8

Th... author describes the robot as "patient but curious".

What two words describe the robot?

Type: _____

9

A school replaced disposable cups with reusable bottles.

Do you support this decision? Explain.

Type: _____

10

The first test failed because the bridge bent. The team added supports, and the next test succeeded.

Why did the second test succeed?

Type: _____

11

The kookaburra called just before sunrise.

When did the kookaburra call?

Type: _____

12

The final paragraph warns that the track becomes slippery after rain.

What should a careful walker do? Why?

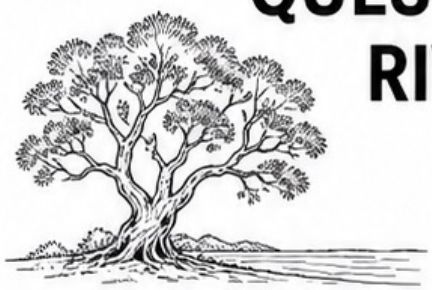
Type: _____

PREVIEW

Sukindi LEARNING

Name: _____ Date: _____

QUESTIONING ASSESSMENT — RIVER RED GUM RESCUE



PAGE 1 OF 3

Direction: Read the field report. For each question, name the QAR type and answer with evidence.

Along the Brolga River, a group of Year 5 students noticed that several young river red gums had yellow leaves. The soil near the trees was dry and hard, although reeds closer to the water were green. Students marked six trees, measured soil moisture at each site and photographed bark colour. They also found rabbit droppings and shallow gnaw marks around two trunks. After checking rainfall records, they learned the area had received less rain than usual for three months.

PREVIEW

1. Where were the reeds green? Type: _____

Answer: _____

_____

_____

Evidence: _____

_____

2. What three kinds of data did the students collect? Type: _____

Answer: _____

_____

_____

Evidence: _____

_____

3. Which two clues suggest that rabbits had visited the trees? Type: _____

Answer: _____

_____

_____

Evidence: _____

_____

Sukindi LEARNING

Name: ANSWERS Date: _____

QUESTIONING ASSESSMENT – RIVER RED GUM RESCUE

Direction: Read the field report. For each question, name the QAR type and answer with evidence.

Along the Brolga River, a group of Year 5 students noticed that several young river red gums had yellow leaves. The soil near the trees was dry and hard, although reeds closer to the water were green. Students marked six trees, measured soil moisture at each site and photographed leaf colour. They also found rabbit droppings and shallow gnaw marks around two trunks. After checking rainfall records, they learned the area had received less rain than usual for three months.

PREVIEW

1. **Where were the reeds green?**

Type: RT

Answer: Closer to the water.

Evidence: "reeds closer to the water were green."

2. **What three kinds of data did the students collect?**

Type: TS

Answer: Soil-moisture measurements, leaf-colour photographs and rainfall records.

Evidence: Students measured soil moisture at each site, photographed leaf colour and checked rainfall records.

3. **Which two clues suggest that rabbits had visited the trees?**

Type: TS

Answer: Rabbit droppings and shallow gnaw marks.

Evidence: Both clues were found around two trunks.

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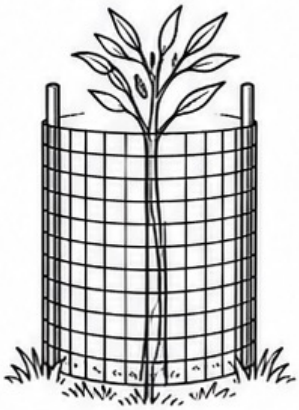
Name: _____ Date: _____

QUESTIONING ASSESSMENT – RIVER RED GUM RESCUE

Read the follow-up report. For each question, name the QAR type and answer with evidence.



Two weeks later, the group watered thre trees and protected three trunks with mesh guards. Mo ure vels rose around watered trees, but leaf colour shan ed slightly. The guarded trees showed no new gn arks. An ecologist explained that yellow le es n be caused by dry soil, damaged bark or bo Sh advis the class to continue monitoring before cidi whi action mattered most.

PREVIEW

4. What happened after the mesh guar were a

Type: _____

Answer: _____

Evidence: _____

5. Why can the dent ot yet decide which action mattered most?

Type: _____

Answer: _____

Evidence: _____

6. How do the first and second reports work together to explain the problem?

Type: _____

Answer: _____

Evidence: _____

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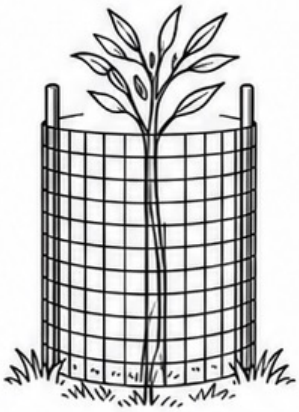
Name: ANSWERS Date: _____

QUESTIONING ASSESSMENT – RIVER RED GUM RESCUE

Read the follow-up report. For each question, name the QAR type and answer with evidence.



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PREVIEW

4. What happened after the mesh guar were a

Type: RT

Answer: The guarded trees show no w gnaw marks.

Evidence: sentence three.

5. Why can the dent ot yet decide which action mattered most?

Type: AM

Answer: Only two ks passed, two actions were tested, and yellow leaves can have more th one cause.

Evidence: leaf colour changed only slightly; dry soil, damaged bark or both may be involved.

6. How do the first and second reports work together to explain the problem?

Type: TS

Answer: The first report identifies dry soil and rabbit damage; the second tests watering and guards and shows that both may matter.

Evidence: combine details from both reports.

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Name: _____ Date: _____

QUESTIONING ASSESSMENT – RIVER RED GUM RESCUE

Direction: Use both field reports from pages 1 and 2. Create, answer and evaluate purposeful questions.

EVIDENCE

7 Write a **RIGHT THERE** question. Then answer it.

8 Write a **THINK AND SEARCH** question. Then answer it using two detai

9 Write an **AUTHOR AND ME** question. Then ans it u a t clue and your reasoning.

10 Write an **ON MY OWN** questi th stays nnected to the topic.
Then answer it with a re

11 Which of your stions is the thickest? Explain why.

12 Evaluate this weak question: "Were the trees sad?"

Tick: ☐ clear ☐ relevant ☐ answerable as intended ☐ invites evidence

Rewrite it as a stronger question: _____

FINAL CHECK

☐ I used four QAR types. ☐ I included evidence. ☐ I explained my thinking.

PREVIEW

Sukindi LEARNING

Name: ANSWERS Date: _____

QUESTIONING ASSESSMENT – RIVER RED GUM RESCUE

Direction: Use both field reports from pages 1 and 2. Create, answer and evaluate purposeful questions.

EVIDENCE

7 Write a **RIGHT THERE** question. Then answer it.

Question: How many trees did the students mark?

Answer: Six.

8 Write a **THINK AND SEARCH** question. Then answer it using two detail

Question: What evidence suggests both dry soil and rabbi m fect the trees?

Answer: Rainfall was low and soil was dry; drop ings d naw marks showed rabbit activity.

9 Write an **AUTHOR AND ME** question. Then answ it usi t clue and your reasoning.

Question: Why did the ecologist advis more nitoring?

Answer: Two causes and two acti we involved, so the evidence was not yet conclusive.

10 Write an **ON MY OWN** on t st connected to the topic.
Then answer it with a ason

Question: What oth tion ould you suggest?

Answer: A d m ch, b ause it can help soil keep moisture.

11 Which of your q tions is the thickest? Explain why.

Question 9 is thickest because it combines several clues with reasoning.

12 Evaluate this weak question: "Were the trees sad?"

Tick: ☐ clear ☑ relevant ☐ answerable as intended ☐ invites evidence

Rewrite it as a stronger question:

What evidence suggests the trees were under stress?

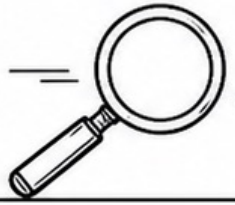
FINAL CHECK

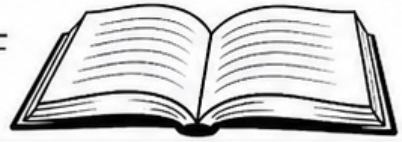
☑ I used four QAR types. ☑ I included evidence. ☑ I explained my thinking.

PREVIEW

Sukindi LEARNING

COMPREHENSION STRATEGY: QUESTIONING RUBRIC





CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
TIMING AND PURPOSE	Asks few relevant questions.	Questions during reading.	Questions before, during and after.	Adapts questions as meaning changes.	Uses strategic questions to deepen analysis.
QAR CLASSIFICATION	Identifies few question types.	Identifies some types with support.	Classifies most types accurately.	Explains classifications using answer sources.	Justifies subtle or borderline classifications.
EVIDENCE	Gives little or unrelated evidence.	Selects a general supporting detail.	Selects relevant text evidence.	Uses precise evidence from several parts.	Synthesises evidence and weighs its strength.
INFERENCE AND EXPLANATION	Gives a guess without a link.	Links one clue to a simple idea.	Combines a clue with prior knowledge.	Explains a logical inference clearly.	Develops nuanced reasoning and alternatives.
QUESTION QUALITY AND REFLECTION	Questions are vague or repeated.	Questions are partly clear and relevant.	Questions are clear and purposeful.	Creates thick questions and improves weak ones.	Refines questions to extend independent inquiry.

PREVIEW

Student: _____ Date: _____ Overall level: _____

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Comprehension Strategy: Questioning

PREVIEW

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Questioning
Comprehension Quiz

PREVIEW

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