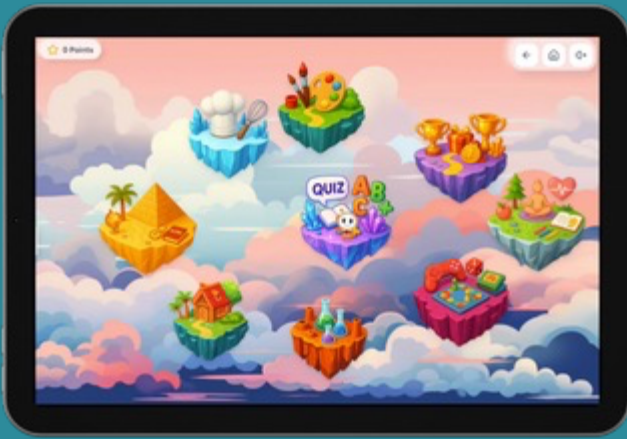


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Year 4 English Unit Questioning

Table of Contents	
Presentation: Year 4 English Unit Questioning	
Classroom Display: Questioning While Reading	
Activity: Question Starter Toolkit Cards	
Game: Picture-to-Paragraph Questions	
Game: Stronger Question Debate Cards	
Game: Roll and Deepen Question Board	
Worksheet: Picture Question Builder	
Worksheet: Before, During and After Questions	
Worksheet: Literal and Inferential Questions	
Worksheet: Character Question Detective	
Worksheet: Non-Fiction Questioning	
Worksheet: Text Evidence Questions	
Worksheet: Sort and Strengthen Questions	
Quiz: Year 4 English Unit Questioning	
Assessment: Questioning In Action	
Rubric: Year 4 English Unit Questioning Rubric	



Questioning While Reading



Good readers ask questions to build meaning, check ideas and think deeper.

1 Before Reading

- What might this text be about?
- What do I already know?
- What clues do the title and images give me?



Question Words

who

what

where

when

why

how

2 During Reading

- What is happening now?
- Why did the character act this way?
- What evidence helps me answer?



3 After Reading

- What did I learn?
- Which questions are still unanswered?
- How did questioning help my understanding?



★ Ask. Check. Use evidence. Think deeper. ★

Question Starter Toolkit Cards

Choose a card before, during or after reading. Ask the question, then answer with evidence.

Before Reading

What might this text be about?



Before Reading

What clues do the title or images give me?



Before Reading

What do I already know about this topic?



During Reading

What is happening right now?



During Reading

Why might the character have done that?



During Reading

What evidence helps me answer?



After Reading

What did I learn?



After Reading

Which question is still unanswered?



After Reading

How did my thinking change?



Challenge

Is this question literal or inferential?



Challenge

How can I make this question stronger?



Challenge

What evidence supports my answer?



Picture-to-Paragraph Questions

How to Play

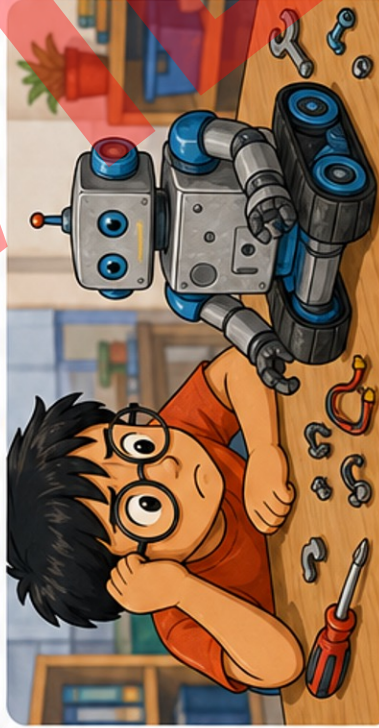
1. Choose one picture prompt.
2. Write a short paragraph about what is happening.
3. Ask two literal questions and two inferential questions.
4. Swap with a partner and answer using clues.



1. A hidden note in the **library book**



2. A class garden **discovery**



3. A robot model that will not move



4. A storm warning before camp

Question Check

☒ Literal question

☒ Inferential question

☐ Partner feedback

☒ Evidence answer

☒ Partner feedback



Stronger Question Debate Cards



Read both questions. Choose the stronger question and justify your choice with evidence.

1. **A:** What colour is the backpack?

B: Why might the character be hiding the backpack?

Which is stronger? Why?

2. **A:** Where did the storm begin?

B: How did the storm change the characters' plans?

Which is stronger? Why?

3. **A:** Is the robot blue?

B: What clues show the inventor is worried?

Which is stronger? Why?

4. **A:** When did the class arrive?

B: Why was the garden discovery important?

Which is stronger? Why?

5. **A:** What is on the sign?

B: How does the sign warn the campers?

Which is stronger? Why?

6. **A:** Who opened the box?

B: What might happen after the box opens?

Which is stronger? Why?

7. **A:** Does the story have a teacher?

B: How do we know the teacher is proud?

Which is stronger? Why?

8. **A:** What day is it?

B: Why did the author include the final clue?

Which is stronger? Why?

Roll and Deepen Question Board



Roll a die after reading a text.
Ask the matching question, answer it,
then explain your evidence.

1



1 - Ask a
literal
question.



2



2 - Ask an
inferential
question.



3



3 - Ask about
a character's
feelings.



4



4 - Ask about
the author's
purpose.



5



5 - Ask a
question using
text evidence.



6



6 - Improve
a weak
question.



My Best Questions

Roll	Question	Evidence
Round 1		
Round 2		
Round 3		

Deep questions help readers explain their thinking.

Picture Question Builder

Name: _____

Date: _____

Look closely at the picture. Use clues to ask and answer thoughtful questions.



1 What do you notice?

Write three details from the picture.

1. _____
2. _____
3. _____

2 Literal Questions

Write two questions that can be answered from the picture.

1. _____
2. _____

3 Inferential Questions

Write two questions that need clues and your thinking.

1. _____
2. _____

4 Answer With Evidence

Choose one inferential question. Answer it using clues from the picture.

Picture Question Builder

Name: **ANSWERS**

Date: _____

Look closely at the picture. Use clues to ask and answer thoughtful questions.



- 1 What do you notice?** Write three details from the picture.
1. **Three students are looking at a garden bed.**
 2. **The marker says Do not water.**
 3. **One student has a watering can nearby.**

- 2 Literal Questions** Write two questions that can be answered from the picture.
1. **What does the plant marker say?**
 2. **How many students are looking at the garden?**

- 3 Inferential Questions** Write two questions that need clues and your thinking.
1. **Why might the students look surprised?**
 2. **What might happen if they water the plant?**

- 4 Answer With Evidence** Choose one inferential question. Answer it using clues from the picture.
- The students may be surprised because the marker says not to water the plant, but a watering can is nearby.**

Before, During and After Questions

Name: _____

Date: _____

Ask questions before, during and after reading to build understanding.

The Library Note

Maya slid an old library book from the shelf. A folded note dropped onto the floor. It read, *Meet me near the mural at lunch*. Maya looked around. Nobody seemed to notice.



1 Before Reading

Use the title. Write two questions you might ask before reading.

1. _____
2. _____

2 During Reading

Write two questions you have while reading the extract.

1. _____
2. _____

3 After Reading

Write one literal question and one inferential question.

Literal: _____

Inferential: _____

4 Answer With Evidence

Answer one of your questions using evidence from the extract.

Before, During and After Questions

Name: ANSWERS

Date: _____

Ask questions before, during and after reading to build understanding.

The Library Note

Maya slid an old library book from the shelf. A folded note dropped onto the floor. It read, *Meet me near the mural at lunch*. Maya looked around. Nobody seemed to notice.



1 Before Reading

Use the title. Write two questions you might ask before reading.

1. What might the note be about?
2. Who might Maya meet near the mural?

2 During Reading

Write two questions you have while reading the extract.

1. Why did someone hide the note in the book?
2. What might Maya do next?

3 After Reading

Write one literal question and one inferential question.

Literal: What fell from the library book?

Inferential: Why might Maya look around after reading the note?

4 Answer With Evidence

Answer one of your questions using evidence from the extract.

A folded note fell from the book. Maya may look around
because she wonders who left it and whether anyone saw it.

Literal and Inferential Questions

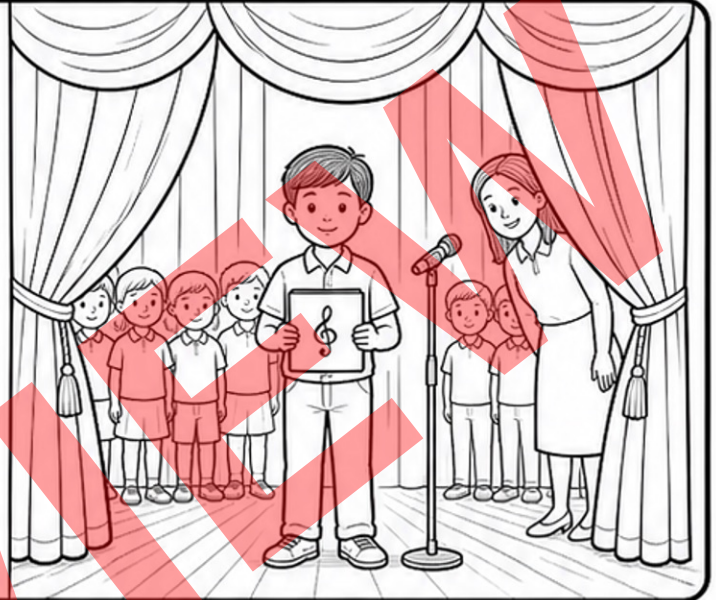
Name: _____

Date: _____

Literal questions are answered in the text. Inferential questions need clues plus your thinking.

The Curtain Waits

The class stood quietly behind the curtains.
Noah held the music folder with both hands.
When the principal tapped the microphone,
Noah took a slow breath.
His teacher smiled and whispered, *You are ready.*



Sort the Questions

Question	Literal	Inferential
Who held the music folder?	☐	☐
Where was the class standing?	☐	☐
Why might Noah take a slow breath?	☐	☐
What did the teacher whisper?	☐	☐
How do we know the teacher believed in Noah?	☐	☐
What might happen when the curtains open?	☐	☐

Write Your Own

One literal question: _____

One inferential question: _____

Literal and Inferential Questions

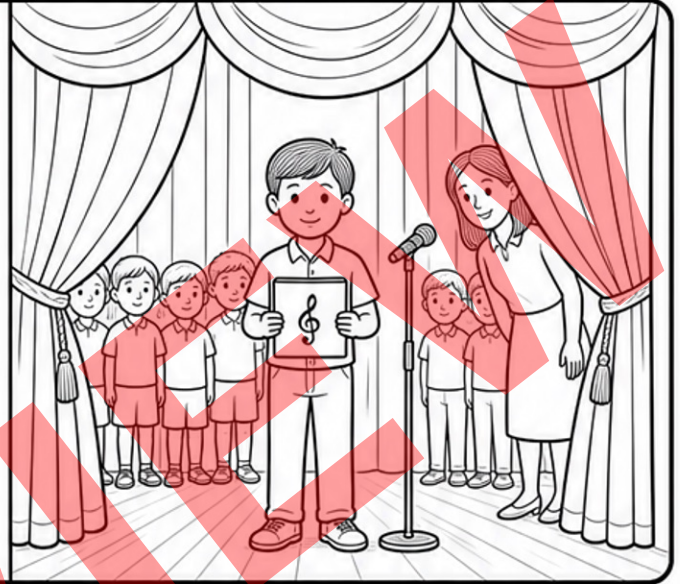
Name: ANSWERS

Date: _____

Literal questions are answered in the text. Inferential questions need clues plus your thinking.

The Curtain Waits

The class stood quietly behind the curtains.
Noah held the music folder with both hands.
When the principal tapped the microphone,
Noah took a slow breath.
His teacher smiled and whispered, *You are ready.*



Sort the Questions

Question	Literal	Inferential
Who held the music folder?	☒	☐
Where was the class standing?	☒	☐
Why might Noah take a slow breath?	☐	☒
What did the teacher whisper?	☒	☐
How do we know the teacher believed in Noah?	☐	☒
What might happen when the curtains open?	☐	☒

Write Your Own

One literal question: What did Noah hold?

One inferential question: Why did the teacher smile at Noah?

Character Question Detective

Name: _____

Date: _____

Ask questions that help you understand what a character does, feels and decides.

The Broken Bridge

Sam froze when the cardboard bridge snapped in the middle.

The group had worked on it all week.

Mia looked at the clock and whispered,
We still have ten minutes.

Sam picked up the tape, took a deep breath and said, *Let's fix the middle first.*



1 Questions About Actions

Write two questions about what the character does.

1. _____
2. _____

2 Questions About Feelings

Write two questions about what the character may be feeling.

1. _____
2. _____

3 Answer With Evidence

Answer one question using words or clues from the text.

- _____
- _____

4 Make It Stronger

Weak question: Was Sam in class? Rewrite it as a stronger character question.

- _____
- _____

Character Question Detective

Name: ANSWERS

Date: _____

Ask questions that help you understand what a character does, feels and decides.

The Broken Bridge

Sam froze when the cardboard bridge snapped in the middle.

The group had worked on it all week.

Mia looked at the clock and whispered, *We still have ten minutes.*

Sam picked up the tape, took a deep breath and said, *Let's fix the middle first.*



1 Questions About Actions

Write two questions about what the character does.

1. Why does Sam pick up the tape?
2. What does Mia do after the bridge breaks?

2 Questions About Feelings

Write two questions about what the character may be feeling.

1. How might Sam feel when the bridge snaps?
2. How do we know the group feels pressure?

3 Answer With Evidence

Answer one question using words or clues from the text.

Sam probably feels worried because he freezes and takes a deep breath after the bridge snaps.

4 Make It Stronger

Weak question: Was Sam in class? Rewrite it as a stronger character question.

Why does Sam decide to fix the middle first?

Non-Fiction Questioning

Name: _____

Date: _____

Ask questions that help you understand information, causes and text features.

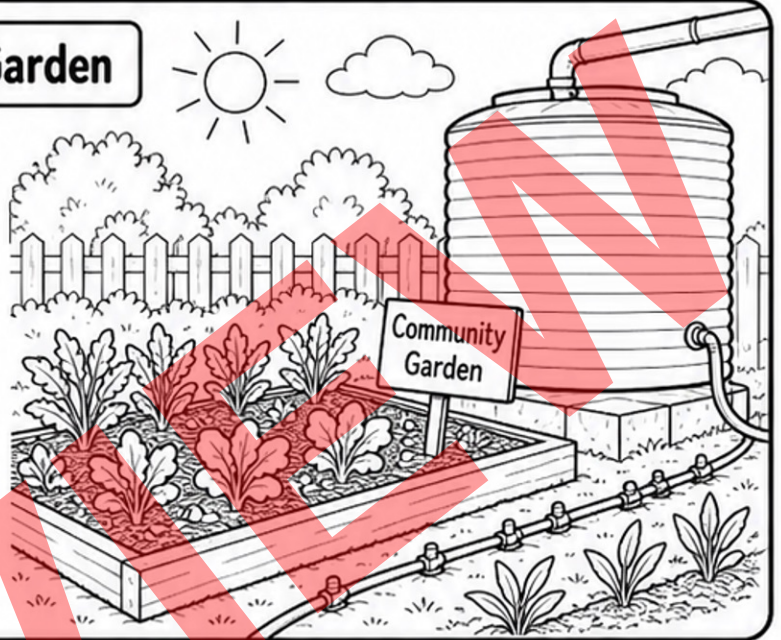
Saving Water In A Community Garden

A community garden can lose water quickly on hot days.

Gardeners place mulch around plants to slow evaporation.

They also collect rainwater in a tank and use drip hoses so water reaches the roots.

These choices help plants survive dry weeks.



1 Fact Questions

Write two literal questions about facts in the text.

1. _____
2. _____

2 Why and How Questions

Write two questions that ask about causes or reasons.

1. _____
2. _____

3 Text Feature Question

Write one question a labelled diagram could help answer.

4 Answer With Evidence

Answer one question using evidence from the text.

Non-Fiction Questioning

Name: ANSWERS

Date: _____

Ask questions that help you understand information, causes and text features.

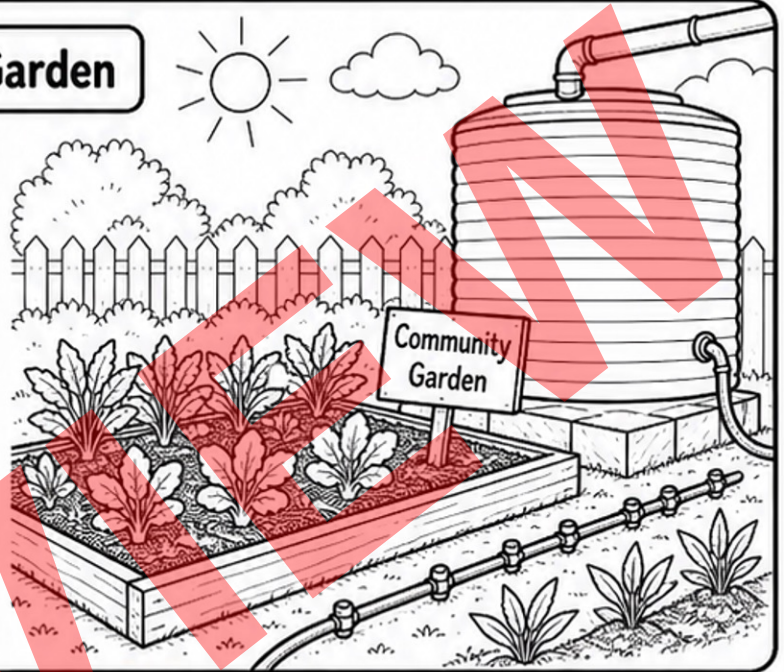
Saving Water In A Community Garden

A community garden can lose water quickly on hot days.

Gardeners place mulch around plants to slow evaporation.

They also collect rainwater in a tank and use drip hoses so water reaches the roots.

These choices help plants survive dry weeks.



1 Fact Questions

Write two literal questions about facts in the text.

1. What do gardeners place around plants?
2. Where do they collect rainwater?

2 Why and How Questions

Write two questions that ask about causes or reasons.

1. Why does mulch help on hot days?
2. How do drip hoses help plants?

3 Text Feature Question

Write one question a labelled diagram could help answer.

Which part of the garden does each water-saving tool help?

4 Answer With Evidence

Answer one question using evidence from the text.

Mulch helps because the text says it slows evaporation around plants.

Text Evidence Questions

Name: _____

Date: _____

Strong readers answer questions by pointing to evidence in the text.

The Old Lighthouse Signal

For many years, the old lighthouse lamp sat silent.

During history week, students cleaned the glass and studied the keeper's notes.

They discovered that the lamp flashed twice to warn ships about rocks near the bay.

The class created a model signal for visitors to try.



Ask, Answer, Prove

Question	Answer	Text Evidence
Literal question: _____ _____	_____ _____ _____	_____ _____ _____
Inferential question: _____ _____	_____ _____ _____	_____ _____ _____
Author's purpose question: _____ _____	_____ _____ _____	_____ _____ _____

Evidence Reflection

Which piece of evidence was most useful? Explain why.

Text Evidence Questions

Name: **ANSWERS**

Date: _____

Strong readers answer questions by pointing to evidence in the text.

The Old Lighthouse Signal

For many years, the old lighthouse lamp sat silent.

During history week, students cleaned the glass and studied the keeper's notes.

They discovered that the lamp flashed twice to warn ships about rocks near the bay.

The class created a model signal for visitors to try.



Ask, Answer, Prove

Question	Answer	Text Evidence
Literal question: What did students clean? _____	They cleaned the glass. _____ _____	students cleaned the glass _____ _____
Inferential question: Why was the lamp important? _____	It helped warn ships about danger. _____ _____	flashed twice to warn ships about rocks _____ _____
Author's purpose question: Why did the author include the model signal? _____	To show how students shared their learning. _____ _____	for visitors to try _____ _____

Evidence Reflection

Which piece of evidence was most useful? Explain why.

The flashing signal evidence is most useful because it explains what the lamp was used for.

Sort and Strengthen Questions - Page 1

Name: _____

Date: _____

Read the prompt. Sort each question by the kind of thinking it needs.

Prompt

A student finds a locked wooden box under the art-room sink. A tiny label says, *Open after the mural is complete.*



Question Sort

Question	Weak	Literal	Inferential	Evidence
What colour is the box?	☐	☐	☐	☐
Where is the box found?	☐	☐	☐	☐
Why might someone hide the box?	☐	☐	☐	☐
What does the label say?	☐	☐	☐	☐
How do we know the box is meant for later?	☐	☐	☐	☐
Is there a sink?	☐	☐	☐	☐
What might happen when the mural is complete?	☐	☐	☐	☐
Which words prove the box should not be opened yet?	☐	☐	☐	☐

What makes a strong question?

Write two features of a strong comprehension question.

1. _____

2. _____

Sort and Strengthen Questions - Page 2

Name: _____

Date: _____

Turn weak questions into stronger questions that help a reader understand the text.



Strong Questions

A strong question is clear, connected to the text and helps readers explain their thinking.



Rewrite the Weak Questions

1 Weak question: Is the box brown?

Stronger question: _____

Why is it stronger? _____

2 Weak question: Was the sink in the room?

Stronger question: _____

Why is it stronger? _____

3 Weak question: Did someone write a label?

Stronger question: _____

Why is it stronger? _____

Challenge

Write one new inferential question and one answer that uses evidence.

Question: _____

Answer with evidence: _____



Sort and Strengthen Questions - Page 1

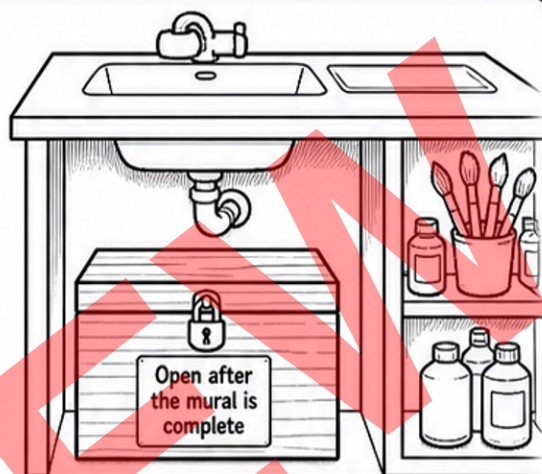
Name: **ANSWERS**

Date: _____

Read the prompt. Sort each question by the kind of thinking it needs.

Prompt

A student finds a locked wooden box under the art-room sink. A tiny label says, *Open after the mural is complete.*



Question Sort

Question	Weak	Literal	Inferential	Evidence
What colour is the box?	✓			
Where is the box found?		✓		
Why might someone hide the box?			✓	
What does the label say?		✓		
How do we know the box is meant for later?				✓
Is there a sink?	✓			
What might happen when the mural is complete?			✓	
Which words prove the box should not be opened yet?				✓

What makes a strong question?

Write two features of a strong comprehension question.

1. **It connects to an important idea in the text.**
2. **It can be answered or explained with evidence.**

Sort and Strengthen Questions - Page 2

Name: ANSWERS

Date: _____

Turn weak questions into stronger questions that help a reader understand the text.



Strong Questions

A strong question is clear, connected to the text and helps readers explain their thinking.



Rewrite the Weak Questions

1 Weak question: Is the box brown?

Stronger question: Why might the box need to stay closed until the mural is complete?

Why is it stronger? It asks about meaning, not just colour.

2 Weak question: Was the sink in the room?

Stronger question: Why is the box hidden under the sink?

Why is it stronger? It uses a clue and asks for an inference.

3 Weak question: Did someone write a label?

Stronger question: How does the label change what we think about the box?

Why is it stronger? It helps explain the importance of the label.

Challenge

Write one new inferential question and one answer that uses evidence.

Question: What might be inside the box?

Answer with evidence: It may be something for the finished mural because the label says to open it after the mural is complete.

Questioning In Action - Page 1

Name: _____

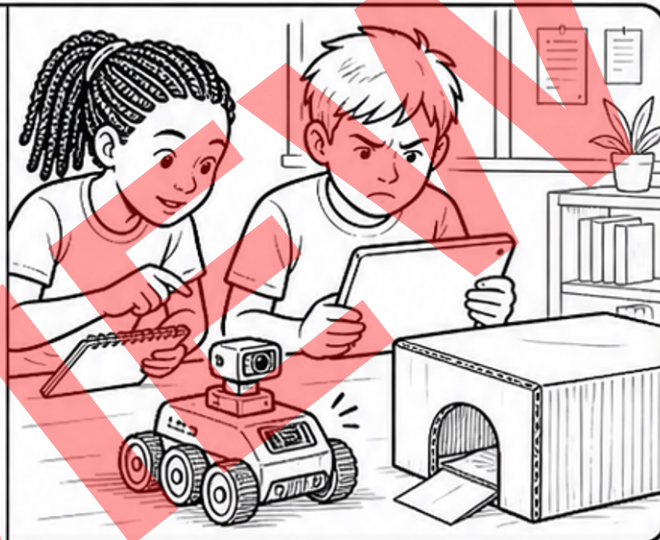
Date: _____



Instruction: Read both extracts. Ask purposeful questions that help you understand and explain your thinking.

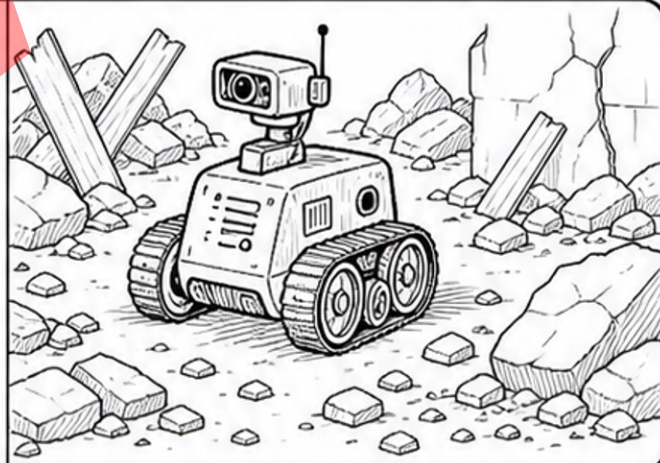
Extract 1: Fiction Extract: The Demonstration

Imani watched the rescue robot roll towards the cardboard tunnel. The wheels slowed near the entrance. Her partner, Jai, frowned at the control tablet. Imani checked the notes and whispered, *Try the sensor setting.* The robot beeped, turned slightly and entered the tunnel.



Extract 2: Non-Fiction Extract: Rescue Robots

Rescue robots can help people search places that are unsafe for humans. Some robots use cameras, wheels and sensors to move through narrow spaces. Operators study the images and decide where the robot should go next.



Assessment Task 1: Ask Questions

When	Your Question	Type
Before reading		
During reading		
After reading		

Type = literal, inferential, evidence or text feature

Questioning In Action - Page 2

Name: _____

Date: _____

Use your questions from page 1 to answer, explain and reflect.

1 Choose Your Strongest Question

Copy your strongest question from page 1.



2 Answer With Evidence

Answer the question. Include words or clues from one extract.



3 Explain Your Thinking

Why does your evidence help answer the question?



4 Improve A Question

Rewrite one weak question so it helps a reader understand more deeply.



Assessment Checklist

☐

I asked before, during and after reading.

☐

I labelled question types.

☐

I used evidence.

☐

I explained my thinking.

Questioning In Action - Page 1

Name: ANSWERS

Date: _____



Instruction: Read both extracts. Ask purposeful questions that help you understand and explain your thinking.

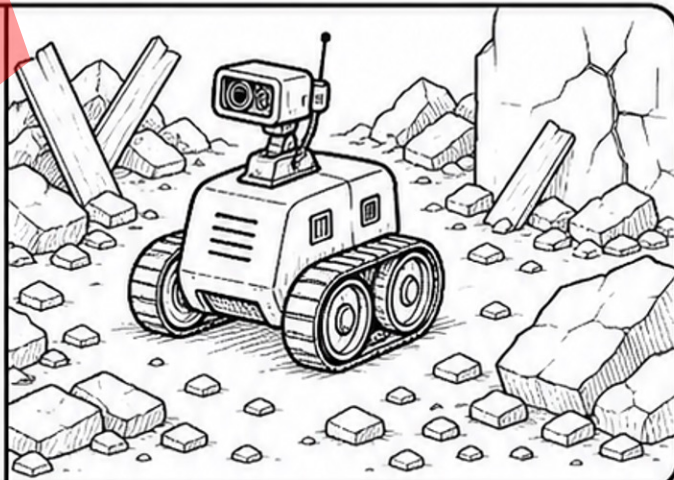
Extract 1: Fiction Extract: The Demonstration

Imani watched the rescue robot roll towards the cardboard tunnel. The wheels slowed near the entrance. Her partner, Jai, frowned at the control tablet. Imani checked the notes and whispered, *Try the sensor setting.* The robot beeped, turned slightly and entered the tunnel.



Extract 2: Non-Fiction Extract: Rescue Robots

Rescue robots can help people search places that are unsafe for humans. Some robots use cameras, wheels and sensors to move through narrow spaces. Operators study the images and decide where the robot should go next.



Assessment Task 1: Ask Questions

When	Your Question	Type
Before reading	What might a rescue robot need to do?	Inferential
During reading	Why does Imani suggest the sensor setting?	Inferential
After reading	What tools help rescue robots move through narrow spaces?	Literal

Type = literal, inferential, evidence or text feature

Other purposeful questions may also be correct.

Questioning In Action - Page 2

Name: ANSWERS

Date: _____

Use your questions from page 1 to answer, explain and reflect.

1 Choose Your Strongest Question

Copy your strongest question from page 1.



Why does Imani suggest the sensor setting?

2 Answer With Evidence

Answer the question. Include words or clues from one extract.



Imani suggests the sensor setting because the robot slows near the tunnel and Jai frowns at the control tablet.

3 Explain Your Thinking

Why does your evidence help answer the question?



The evidence shows there is a problem with the robot, so Imani uses the notes to choose a better setting.

4 Improve A Question

Rewrite one weak question so it helps a reader understand more deeply.



Weak: Is the robot grey?

Stronger: How do the robot's sensors help it enter the tunnel?

Assessment Checklist



I asked before, during and after reading.



I labelled question types.



I used evidence.



I explained my thinking.

Sample response only; accept other evidence-based answers.

Year 4_English Unit_Questioning Rubric

Comprehension Strategy: Questioning

	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Asks purposeful questions	Needs support to ask relevant questions.	Asks simple relevant questions.	Asks clear questions before, during and after reading.	Asks thoughtful questions that deepen comprehension.	Creates insightful questions across texts and features.
Uses literal and inferential thinking	Often confuses literal and inferential questions.	Identifies some literal and inferential questions.	Sorts literal and inferential questions accurately.	Uses question type labels confidently.	Connects literal, inferential and evidence questions flexibly.
Answers with text evidence	Answers with little or no evidence.	Uses some evidence with prompting.	Answers using relevant text clues.	Selects precise evidence and explains it.	Integrates strong evidence into detailed answers.
Improves weak questions	Needs support to improve weak questions.	Improves some weak questions.	Rewrites weak questions to improve meaning.	Improves questions with clear purpose.	Transforms weak questions into rich discussion prompts.
Explains questioning choices	Gives limited explanation.	Explains with simple reasons.	Explains how questions help understanding.	Explains choices using text details.	Reflects deeply on how questioning changed thinking.

Use with the Questioning In Action assessment task.

Year 4 English Unit Questioning



Year 4 English Unit Questioning Quiz

