Evidence-Based Questions:

Ask questions where students must make explicit reference to the text. These can be literal, inferential, opinion-based, or synthesizing questions, but they must require students to back up their response with evidence from the text.

- *What **clues** show you…*
- *Point to the **evidence**…*
- *Point to the **place in the book** that…*
- *Can you **paraphrase**…*
- *What **reasons** does the book give for X? Where are they?*
- *__Share a sentence__ that (tells you what the text is about/ describes X/ gives a different point of view)*
- *__Where in the text__ do you find…*
- *Can anyone **prove** what (another student) just said…?*
- *Does anyone have any **other evidence** that suggests a different interpretation?*

"Don't Wait": Ask questions frequently, and throughout the selection rather than waiting until the end of a selection. *Don't Wait* questions are quick to maximize time actually spent reading.

Clarifying Questions:

Remember to ask questions about a text at all of the following levels of meaning:

- Word and phrase level

- Sentence level

- Passage level

Pay particular attention to word, phrase and sentence level questions. These are often the root of larger misunderstandings.

Variables in Evidence-Based Questioning		
Citation vs. Paraphrase	**Direct Citation** "Who can read me the line from the second paragraph that shows that fewer 16-year olds are getting drivers' licenses?"	**Paraphrase** "What does paragraph two say?"
Evidence vs. Conclusions	**Give Evidence; Draw Conclusion** The essay states that getting a license can take much longer and be more expensive now than in the past. How do these trends impact the license application rate?	**Give Conclusion; Find Evidence** Expense is one of the factors driving down the licensing rate for 16- year olds. What evidence does the article give for this?
Number of Answers	**Support One Best Answer** Many possible reasons are given in the article for the decline in 16 year olds getting their license. Of cost, time, and culture, which has the most factors cited? Quote the article directly.	**Support Multiple Viable Answers** Many possible reasons are given for the drop in licensing rates for 16 year olds. List all the reasons, and group them into two or three categories of your own.
Conclusions	**Evidence for Your Own Conclusion** Why do *you* think fewer 16-year olds are getting their license? What evidence from the article supports your assertion?	**Evidence for Someone Else's Conclusion** Tabitha said she thinks most 16-year olds today don't have their own car, and that's why they don't bother getting a license. Is there any evidence in the article to support this assertion?

Assessing Questions for Being Explicitly Evidence-Based

Question	Explicitly EBQ or Not?	If it is not evidence-based, can it be re-written to make it an EBQ?
What two pieces of evidence from this article tell us that holding ponds can be toxic to their surrounding eco-system?		
How do holding ponds affect their environment?		
Should huge slaughterhouses be allowed to exist?		
In paragraph three, what sentence shows the effect a single lagoon can have in one day?		
Which paragraph tells you how large the holding ponds can be? How large is that?		
What about the holding ponds is dangerous to workers?		

Assessing Questions for Being Explicitly Evidence-Based

Question	Explicitly EBQ or Not?	If it is not evidence-based, can it be re-written to make it an EBQ?
What two examples does the article give for cultural reasons behind the drop in driving rate?		
Why do fewer 16 year olds want their drivers' licenses now?		
Should high schools offer drivers ed?		
What does Tom Pecoraro cite as a reason for the change in 16 year olds' driving practices?		
Which paragraph gives you information about the impact of cost, and what does it say?		
Do you think the rate of 16 year olds getting their drivers' licenses will continue to drop, or will it go back up?		
What reasons does the article give for the family car no longer being seen as "the end-all of social life"?		
Make a bar graph showing the information listed in the second paragraph.		