Ministry Expectations Reading	General Questions (where we were…)	Critical Literacy/Equity Questions (Where we want to be… where we are going..)
1.4 – Demonstrating Understanding	**Knowledge and Comprehension** What is the text about? Tell me about the _____(story, character, etc) What is a _____? Who did_____? When. . . (did the story take place)… Where. . . (did the story take place, etc) What happened when…. Define the word_____. Label the following…. Identify the _____ in this_____. Inventory the parts of_____ (make a list of…) What is the order of steps taken in_____? What is the sequence of events that led up to _____?	What is the main idea/point/moral purpose of the text? What problem or issue is the author addressing? Is the problem/issue clearly identified? Explain. How might you verify the information presented in this text? How do you know it is accurate? How might the message in the text change if one/more of the elements changed (e.g., characters, setting, plot, conflict, resolution, tone, etc)? What do you know about the author (e.g., their background)? What is the background of the author/illustrator (social identities, etc.)?
1.5 – Making Inferences/ Interpreting Texts		How is the author trying to position the main character/_____(hero/heroine)? How is the author trying to position me as a reader? What light is the author trying to paint the character in? What does the author want us to believe? What is the author's purpose in writing this text? What messages is the author trying to convey? What message was the author trying to share with the readers? Based on this text, how might the author see the world? What values might be important to the author? What values might not be important to the author? Why are we reading this text? What unwritten messages are being conveyed through the pictures/words?
1.6 – Extending Understanding/ Making Connections		How do you relate to the character's life and experience? How might your experiences help you connect to _____'s (choose a character) experience? Which character do you relate to and why? How does the text make you feel and why? How might your understanding of the text be influenced by your experiences and social identities? What experiences have you had that made you feel excluded/different like _____? What experiences have you had that made you feel included/wanted like _____? Are there any parts of the story that made you feel uncomfortable? Do you see yourself represented in this text? Why or why not? What assumptions does the text make about your values and beliefs? How is this text changing the way I think? How might the author's values and ways of understanding the world be different from yours? What might you need to know ahead of time in order to really understand this text? Where else do you see the concepts in this text being addressed and explored (e.g., consider other texts, the world, your life, etc.)? How does this text relate to other texts you have read/media you have seen?
1.7 – Analysing Texts	**Application and Analysis** What does this remind you of?	What do the pictures say that the text does not express? What does the text say that the pictures do not capture? What does the text say that the words do not capture?

	What character/story/movie does this make you think of? Compare the before and after. Contrast the _____ to the _____. How is this different from_____? Differentiate between _____ and _____. Categorize the _____ of _____. Sort the _____. Have you ever seen, felt, experienced something like this? How does this make you feel? Analyze the _____. Classify _____. Compare _____.	What are the characters saying that the dialogue does not capture? What strategies did the author use to paint _____(character) as _____ (adjective)? How would the message in the text change if the main character was _____ (change the gender, race, sexual identity, faith, age, ability, class, etc.)? Why might the author have chosen to use _____'s perspective tell this text? What might the author be missing in this text? How does the setting (time and place) contribute to the message in the text? How does the main character change over the course of the text? *What evidence does the author provide that the main character is _____ (choose gender, race, age, class, etc.)? Has the author accurately captured the characters voice? (e.g., male author writing female lead character, indigenous, etc.)? Does this text address the root causes of the problem or provide a surface- level solution? How do you know? How might tone, word choice and text format support the author's message? How might the author's experiences/history affect your interpretation of this text? How does the language in a text position you as reader, e.g., does the use of passive or active voice position you in a particular way? Who is the target audience? How do you know? What was happening in the world and in the setting described in the text (social, political, economic) when it was created? What is real in the text? What is not real? How is reality constructed? Can you detect bias in the author's argument? How is the argument laid out? Is it structured in a logical way? Explain. Who is validated (not validated) in the text? Does the language reflect prejudices and biases? Explain the processes you used to recognize bias used in text? What does the book cover/text title imply about the text?	
1.8 – Responding to/Evaluating Texts	**Synthesis and Evaluation** What do you think will happen next? What do you suppose_____? What do you imagine will happen to _____? Create _____. Design _____. Why is it valid? What are the alternatives? What would you do if __ happened? Why? Judge what would be the best way to sole the problem of_____? Why did you select that solution? Evaluate whether you would __ or _____ in this situation. Why? Think about what you would do. What if . . .?	Did the main character make the correct choice(s)? How might the main character's choice(s) be influenced by his/her social identities? Who benefits from the message in this text? Who is disadvantaged? What action do I need to take, after reading this text? Does this text disrupt the status quo or promote it? What were the strengths or weaknesses of the text? Was the book difficult to read and understand? Explain why/why not. How does the author make their argument (e.g., by appealing to emotion, objectively)? What parts of the text seem relevant/irrelevant to the author's message? Explain. What moral or message is the author trying to convey? Does the text or do the illustrations reinforce stereotypes? Formulate an action plan to deal with the bias, racism, stereotyping, etc. in the text.	
1.9 – Point of View		Who is telling this story? How do you know? Whose perspectives/voices are represented? Whose perspectives/voices are missing? Whose perspectives/voices are silenced? How does the text explore multiple perspectives at the same time? What is the counter-narrative to this text? How would this story change if written from the perspective of …? Whose perspective is dominant and how do you know? How are _____ (social identity) represented in this text?	

		Does the author have a right to represent this particular group in this way (i.e., is the author telling someone else's story without their permission and input)? How might this representation be unfair or biased? Does this representation describe a single story about this group? How might a more complex representation of this group be explored in this text? Which stories connected to this topic/concept never get told? How might someone else interpret this text differently from you? Why? Who holds a position of greater power in this text? Who holds a position of lesser power? Why might this be? How might this influence your understanding of the author's message? Do you agree with the author's perspective? Why or why not? What is the author's perspective not taking into consideration? How does the author approach the topic and could the topic have been addressed more effectively from another perspective? What perspectives are missing and why? From whose point of view is the text told? Whose point of view is silenced or absent? Has the author written from a point of view that the author does not agree with? Why is this important? Is the point of view limited by historical perspective, author's purpose? Do the images represent the wider perspectives of the world at large?