Unit 7:
Inferential Comprehension Instructional Routines

TEXAS
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Module 1:
Generating Questions to Monitor Comprehension, Level 1

Participant Notes

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

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Unit 7:
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Module 1:
Generating Questions to Monitor Comprehension, Level 1

Comprehension Strategies Across Content Areas

Unit 7: Inferential Comprehension Instructional Routines	
Module	**Title**
1	Generating Questions to Monitor Comprehension, Level 1
2	Generating Questions to Monitor Comprehension, Level 2
3	Generating Questions to Monitor Comprehension, Level 3

Objectives

- Understand how generating questions improves students' comprehension of text.

- Generate "right there" questions.

- Apply the three-step process for explicit instruction to help students generate "right there" questions.

(Raphael, Highfield, & Au, 2006;
Vaughn, Edmonds, Simmons, & Rupley, 2006)

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Teaching Students to Monitor Their Comprehension

- Generating questions during reading has been effective at improving the comprehension of students of all ability levels in grades 4–9 and in college.

(Rosenshine, Meister, & Chapman, 1996)

- Cuing students with learning disabilities to ask questions about passage information has a positive impact on their inferential comprehension.

(Therrien, Wickstrom, & Jones, 2006)

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Teaching Students to Monitor Their Comprehension (cont.)

- English language learners taught to self-generate questions in their native language were able to transfer the strategy to reading in English and demonstrate improvements on standardized measures of comprehension administered in both languages.

(Muniz-Swicegood, 1994)

Question Types

- Identifying question answer relationships (QAR):
  - Right there
  - Think and search
  - Author and me

(Raphael et al., 2006)

- Student-generated questions at three levels:
  - Right there
  - Putting it together
  - Making connections

(Vaughn et al., 2006)

Asking/Answering Different Types of Questions

- Level 1 Questions: Right There
  – Have answers that are explicitly stated, word for word, in one place in the text

- Level 2 Questions: Putting it Together

- Level 3 Questions: Making Connections

(Vaughn et al., 2006)

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Generating "Right There" Questions: Modeling Phase: *I Do*

1. Use the vocabulary instructional routine to introduce important vocabulary words:

   – Select academic and content-specific words.

   – Pronounce the words.

   – Provide student-friendly definitions.

2. Briefly state the primary focus of the chapter or section and explain how it connects to students' prior learning.

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Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

3. Explain the purpose for generating questions:

  – Help you understand what you read

  – Help you remember important information about what you read

4. Introduce the Level 1 "right there" question type:

  – Questions that can be found in one place, word-for-word, in the text

  – Questions that can be answered in one word or one sentence

(*Vaughn et al., 2006*)

Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

5. Use a short passage from your text to model how to create a "right there" question:

  – Read the passage aloud.

  – Locate a fact that is a "who," "what," "when," "where," "why," or "how."

  – Turn the fact into a question.

  – Check the answer to make sure it is found in one place, word-for-word, in the reading.

(*Vaughn et al., 2006*)

Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

- Reread the sentence from the second paragraph and acknowledge it as a fact.
  - *Toxins can be found in a variety of things like the venom from a rattlesnake, the leaves of an oleander bush, and the poison from a deadly mushroom.*
- Identify the type of fact.
  - *Toxins is a "what."*
- Turn the fact into a question.
  - *What are found in the venom of a rattlesnake?*
- Check your answer.
  - *Toxins*

> Practice passage
> "Poisons on our Planet"

Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

Correct Examples

- What are poisons called?
- How many different kinds of poison arrow frogs are there?
- Who uses curare?

Incorrect Examples

- What are some different places both in nature and at home that toxins can be found?
- What is the single deadliest toxin in the world?
- Who else might have a good use for toxins beside doctors and indigenous people?

Generating "Right There" Questions: Teacher-assisted Phase: *WE Do*

1. Use the vocabulary instructional routine to introduce important vocabulary words.

2. Briefly state the primary focus of the chapter or section and explain how it connects to students' prior learning.

3. Ask students the purpose for generating questions.

4. Review the Level 1 "right there" question type.

(*Vaughn et al., 2006*)

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Generating "Right There" Questions: Teacher-assisted Phase: *WE Do* (cont.)

5. Have students work with partners to create "right there" questions on a passage:

   – Read the passage together and discuss what it is about.

   – Locate facts that are based upon a "who," "what," "when," "where," "why," or "how."

   – Turn the facts into questions.

   – Check the answers to make sure they are found in one place, word-for-word, in the reading.

(*Vaughn et al., 2006*)

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Practice Generating "Right There" Questions

Practice writing three "right there" questions that could be used with the "Poisons on our Planet" passage.

Student Fact Sheet D-1
Poisons on our Planet

A Healthy World
From the Sahara Desert in Africa to the coral reefs of the South Pacific, every living thing on Earth needs clean air, clean water, and clean land in order to survive. Whether it's the air we breathe, the water we drink, or the food we eat, planet Earth gives us everything we need to live healthy lives.

Natural Toxins
Although nature provides us with everything we need to be healthy, there are many things in nature that aren't healthy for us and can actually be poisonous or toxic. These poisons are called toxins. Toxins can be found in a variety of things like the venom from a rattlesnake, the leaves of an oleander bush, and the poison from a deadly mushroom. The toxins found in nature are there to protect the plant or animal from being eaten by another animal or to kill an animal or insect for food. For example, a spider will use poison to paralyze a fly so that it can eat it.

Nature's Warning Signs
When something in nature is poisonous, it usually has some sort of warning sign. For instance, poison arrow frogs from the rainforests are brightly colored. This lets other animals know how poisonous they are. These small frogs are so deadly that one drop of their poison can kill a human being! There are over 170 different kinds of poison arrow frogs and each one has a bright splash of color like red, yellow green or blue.

Using Nature's Toxins
Throughout history, human beings have learned to use natural toxins for help. For instance, the native or indigenous peoples that have lived in the rainforest for thousands of years discovered how to use poison from the poison arrow frog. They learned how to safely take out or extract this poison and put it on their arrows in order to hunt. That's how the poison arrow frog got its name!
Doctors around the world have also used curare, a poison from a rainforest vine in South America, to anesthetize or safely put patients to sleep during operations. Although natural toxins can be deadly, there are many cases where they can be helpful.

Man-made Toxins
Today, most of the poisons on our planet don't come from nature. They are made from humans. Whether it's the chemicals we make and use to create things like plastic, batteries, and computers, or other products like gasoline and pesticides or poisons used to kill pests, human beings have created a lot of toxic things or substances. When these poisonous substances are burned, dumped in the water, or spilled on the earth, they create serious pollution that poisons our air, water, and land. If animals or human beings inhale this polluted air, drink the polluted water or live on polluted land, it can make us sick. Most man-made toxins are damaging to our environment and our health.

Creating Ownership of the Routine

1. Introduce the routine by name.

2. Model with a think-aloud.

3. Provide meaningful practice opportunities.

4. Guide self-evaluation.

5. Expand to other contexts.

Generating "Right There" Questions: Independent Practice: *YOU Do*

1. Use the vocabulary instructional routine to introduce important vocabulary words.

2. Briefly state the primary focus of the chapter or section and explain how it connects to students' prior learning.

3. Remind students to use their question cards to generate "right there" questions as they read.

4. Review the Level 1 "right there" question type.

5. Have students work with partners to create "right there" questions on a passage.

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Scaffolding for Generating Questions

• Break the text into smaller sections at first, but gradually increase the length.

• Provide passages with some facts already underlined.

• Provide a suggested number of questions to generate for each section.

• Regularly share students' questions and provide positive or corrective feedback.

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Scaffolding for Generating Questions (cont.)

- Return to modeling the routine with the whole class, pairs, small groups, or individual students, as needed.

- Remind students to use their question cards and make questions that start with:

  – Who?   – Where?

  – What?   – Why?

  – When?   – How?

Summary

- Understand how generating questions improves students' comprehension of text.

- Generate "right there" questions.

- Apply the three-step process for explicit instruction to help students generate "right there" questions.

Reflection Log

Level 1 Questions

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

– What seemed particularly useful to you?

– What ideas were new and interesting?

– What confirmed or challenged your previous beliefs?

– What questions do you still have?

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