

Participant Notes











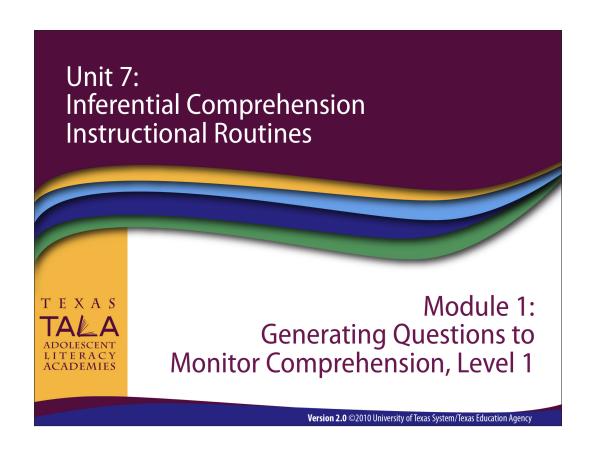


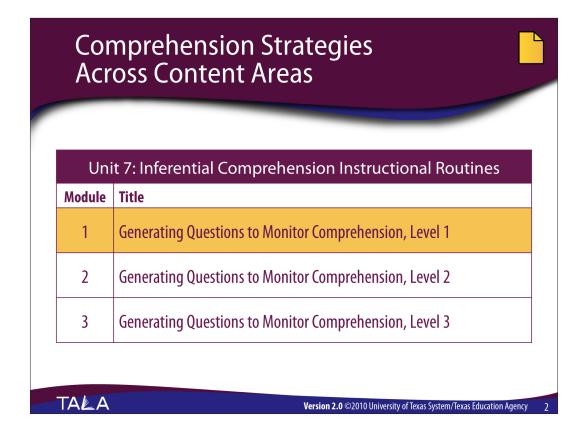
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Objectives

- 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)

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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)

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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)

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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-forword, in the reading.

(Vaughn et al., 2006)

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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."

Practice passage "Poisons on our Planet"

- Turn the fact into a question.
 - What are found in the venom of a rattlesnake?
- · Check your answer.
 - Toxins

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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?

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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.)

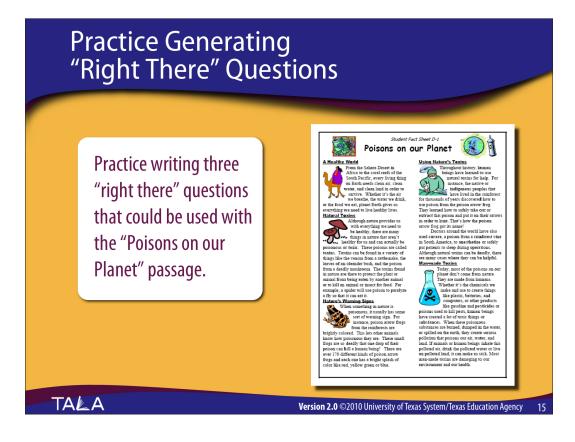


- 5. Have students work with partners to create "right there" questions on a passage:
 - Read the passage together and discuss what it is about.
 - Locate facts that are based upon a "who," "what," "when,"
 "where," "why," or "how."
 - Turn the facts into questions.
 - Check the answers to make sure they are found in one place, word-for-word, in the reading.

(Vaughn et al., 2006)

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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.

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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?

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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.

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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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