

### **Participant Notes**











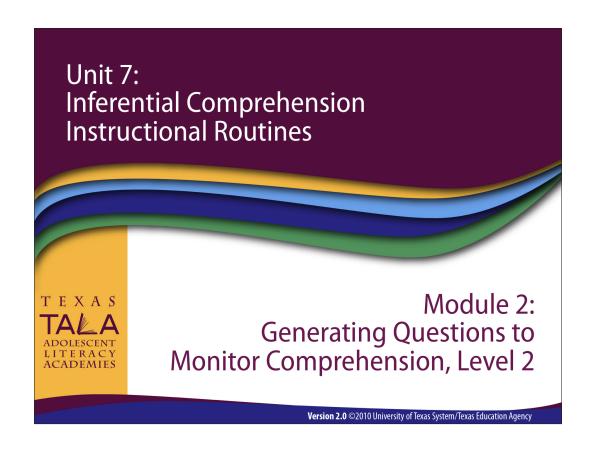


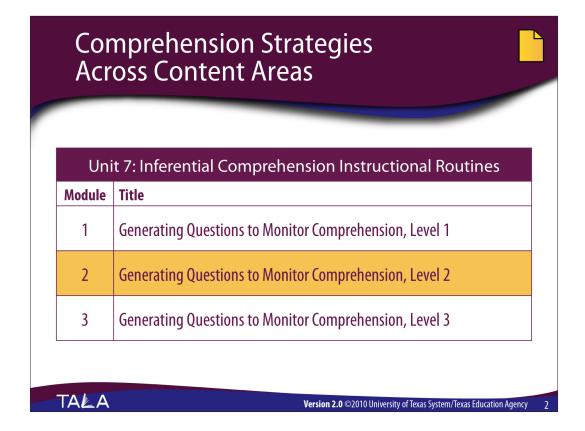
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#### Objectives

- Understand how generating questions improves students' comprehension of text.
- Generate "putting it together" questions.
- Apply the three-step process for explicit instruction to help students generate "putting it together" questions.

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# Supporting the Learning of All Students

 Approaches to reading comprehension that include question generation improve the achievement of students with learning disabilities.

(Klingner & Vaughn, 1996; Palinscar & Brown, 1989)

 English language learners benefit from efforts to improve their ability to generate questions during reading.

(García, 2003; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006)

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# Asking/Answering Different Types of Questions

- Level 1 Questions: Right There
- Level 2 Questions: Putting it Together
  - Can be answered by looking in the text, but require the reader to put information together from different parts of the text
- Level 3 Questions: Making Connections

(Vaughn et al., 2006)

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# Generating "Putting it Together" Questions: Modeling Phase: *I 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. Explain the purpose for generating questions.
- 4. Introduce the Level 2 "putting it together" question type.

(Vaughn et al., 2006)

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## Generating "Putting it Together" Questions: Modeling Phase: I Do (cont.)

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- 5. Use a short passage from your text to model how to create a "putting it together" question:
  - Read the passage aloud and discuss what it is about.
  - Locate related facts from at least two different places in the text.
  - Combine the facts to make a question.
  - Show how to put information together to answer the question.

(Vaughn et al., 2006)

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# Generating "Putting it Together" Questions: Modeling Phase: *I Do* (cont.)



Practice passage "Poisons on our Planet"

- Reread sentences from section two and section four.
  - 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.
  - Indigenous peoples . . . use poison from the poison arrow frog . . .
     on their arrows in order to hunt.
  - Doctors . . . used curare . . . to anesthetize or safely put patients to sleep during operations.

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## Generating "Putting it Together" Questions: Modeling Phase: *I Do* (cont.)

### Practice passage "Poisons on our Planet"

- Combine the information to make a question.
  - How can toxins be helpful to plants, animals, and people?
- Show how to put information together to answer the question.
  - Toxins can prevent a plant or animal from being eaten, or they can be used to put patients to sleep safely during operations.
     They also help animals and people kill other animals for food.

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## Generating "Putting it Together" Questions: Modeling Phase: *I Do* (cont.)

#### **Correct Examples**

- What are the warning signs that an animal or product is toxic?
- Why is it bad to burn some toxins?
- Where are some different places toxins can be found?

#### **Incorrect Examples**

- Where should you take hazardous materials to dispose of them?
- What are some other ways you could warn people about toxins?
- How are toxins similar to viruses?

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## Generating "Putting it Together" 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. Explain the purpose for generating questions.
- 4. Introduce the Level 2 "putting it together" question type.
- Use a short passage from your text to model how to create a "putting it together" question.

(Vaughn et al., 2006)

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# Practice Generating "Putting it Together" Questions

Practice writing two "putting it together" questions that could be used with the "Poisons on our Planet" passage.



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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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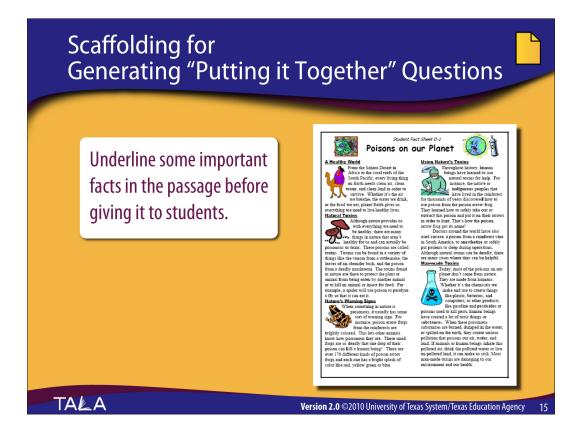
## Generating "Putting it Together" Questions: Independent Practice: YOU Do

- 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. Explain the purpose for generating questions.
- 4. Introduce the Level 2 "putting it together" question type.
- 5. Use a short passage from your text to model how to create a "putting it together" question.

(Vaughn et al., 2006)

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#### Summary

- Understand how generating questions improves students' comprehension of text.
- Generate "putting it together" questions.
- Apply the three-step process for explicit instruction to help students generate "putting it together" questions.

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### **Reflection Log**

#### **Level 2 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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