

Unit 7: Inferential Comprehension Instructional Routines

Module 2: Generating Questions to Monitor Comprehension, Level 2

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 “putting it together” questions.
- Apply the three-step process for explicit instruction to help students generate “putting it together” questions.

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)

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)

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)

Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)



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)



Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)



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 - Read the passage aloud and discuss what it is about.
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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.*

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.

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?

Generating “Putting it Together” Questions

Teacher-assisted Phase: *WE Do*




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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)


Practice Generating “Putting it Together” Questions

Practice writing two
“putting it together”
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 “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)




Scaffolding for Generating “Putting it Together” Questions



Underline some important facts in the passage before giving it to students.


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Summary

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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?