TEXAS TALA ADOLESCENT LITERACY ACADEMIES

Presenter's Preparation Outline

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

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 8
- Equipment
  - Projector
  - Sound system (speakers)
  - Laptop or other computer
  - Laser pointer
- Question cards (one set to use as an example)

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: Generating "Right There" Questions
- Handout 3: "Poisons on Our Planet"
- Handout 4: "Right There" Question Cards
- Handout 5: Scaffolding Level 1 Questions
- Handout 6: Student Log for Self-generated Questions
- Handout 7: Reflection Log
- Handout 8: References

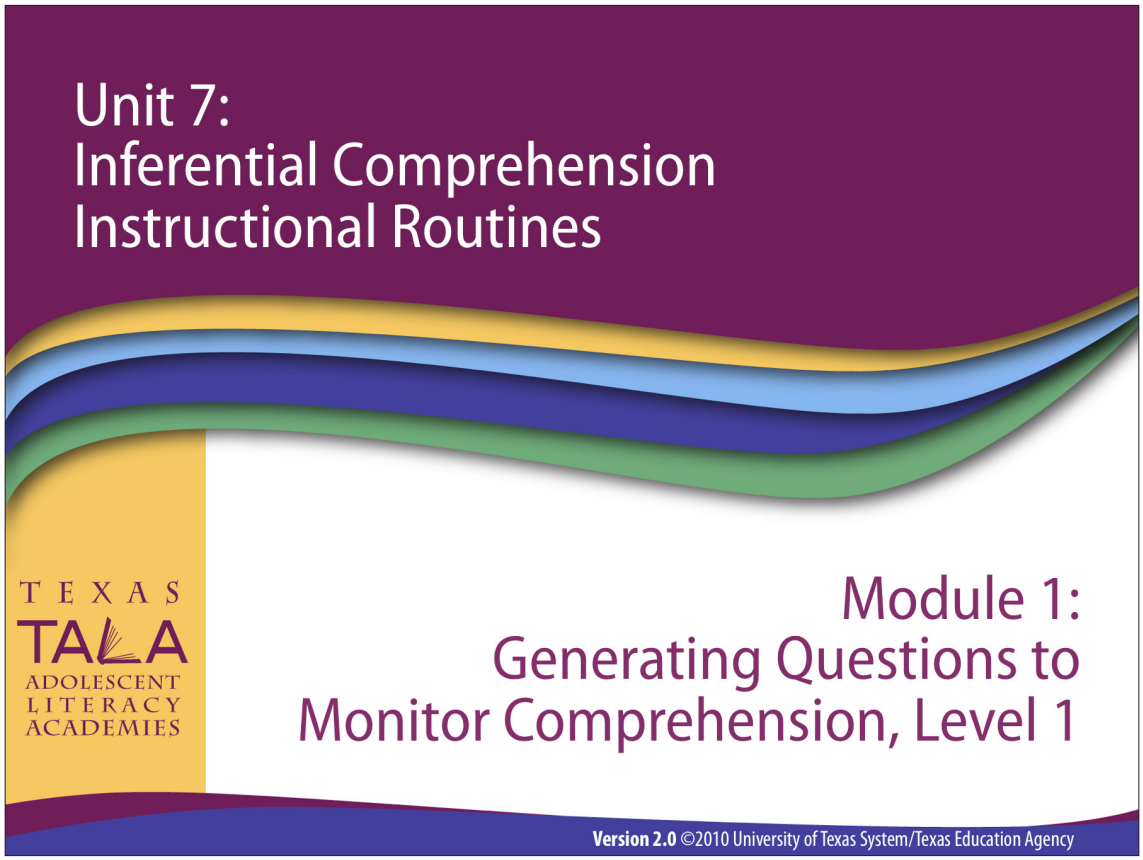
Outline continues on the next page.

Videos Embedded

- Slide 9: Preparing to Generate Level 1 Questions
  (3:15)
- Slide 14: Generating Level 1 Questions: Teacher-assisted Practice
  (2:33)

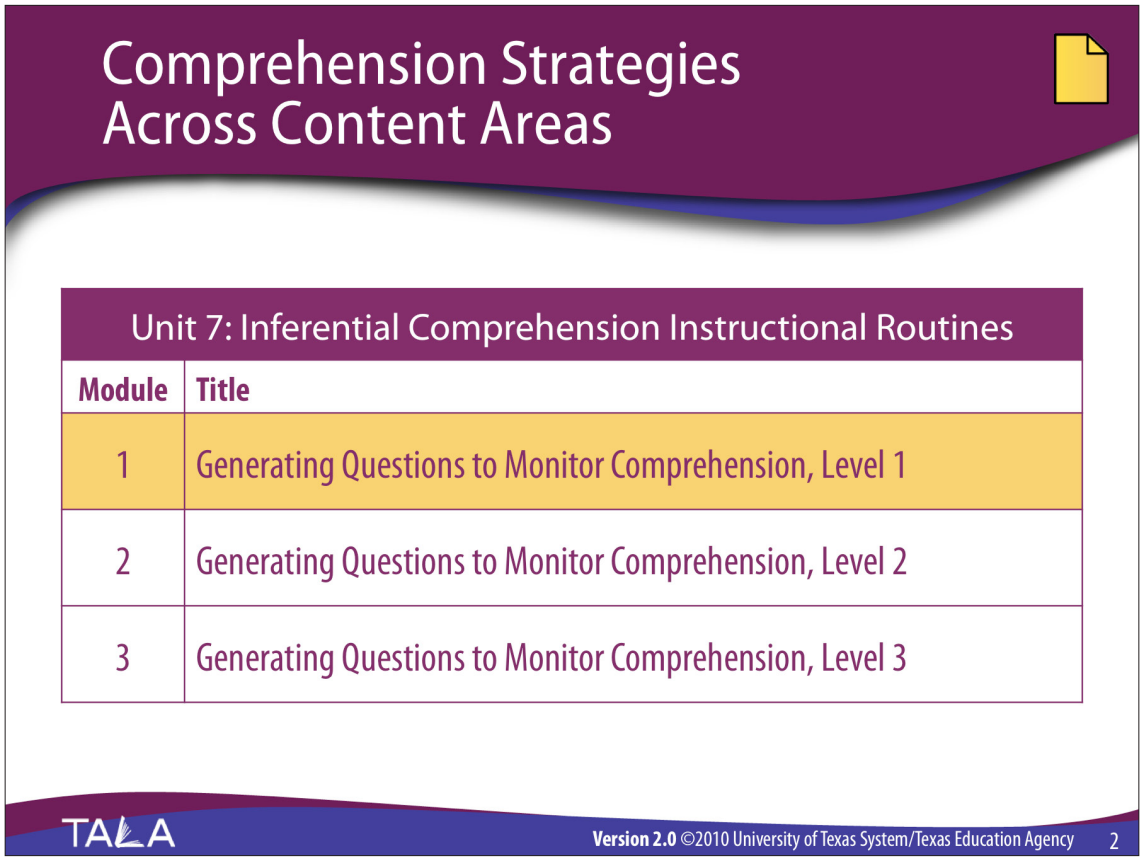
Time

This module will take approximately 30 minutes.



Slide 1—Title Slide

This is the first module in the **Inferential Comprehension Instructional Routines** unit, **Generating Questions to Monitor Comprehension, Level 1**.



Slide 2—Comprehension Strategies Across Content Areas

This module begins the unit on **inferential comprehension instructional routines**. The first part of **generating questions** will address literal comprehension, but will be used as the basis for moving into inferential comprehension. We will learn how to help students generate questions about the information that is stated in a passage (literal). The next modules will concentrate on generating questions that make connections among information in different parts in the passage and that make connections between the information in the text and what students already know (inferential).

Find **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Take a moment to review and discuss this handout with a partner at your table.

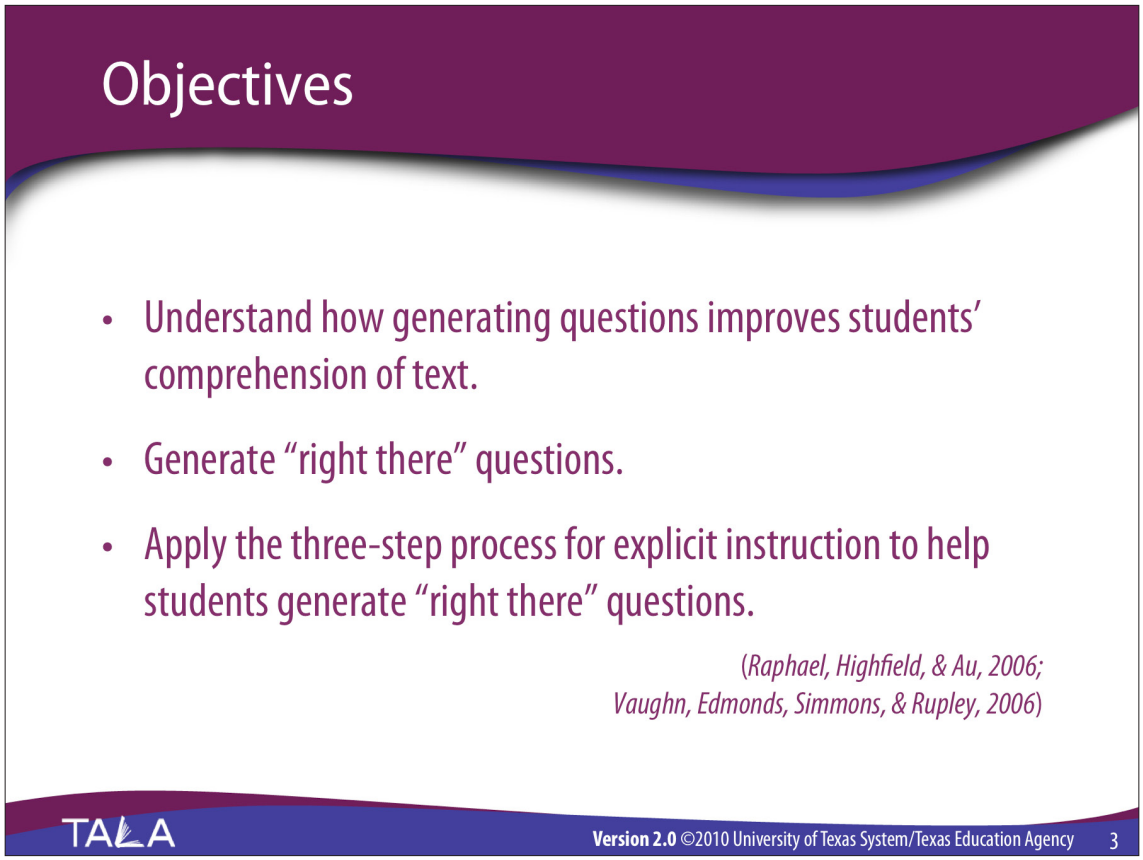
Allow 2 minutes. Monitor and address any questions or concerns.

Notes continue on the next page.

You may have noticed that the TEKS connections are from the reading comprehension skills found in Figure 19 of the English Language Arts and Reading TEKS and the elective reading course for middle school.

Now that you have had an opportunity to review the relevance of this module to the state standards, let's examine our objectives for the session.

QUESTIONING STRATEGIES adapted from Vaughn, Edmonds, Simmons, & Rupley, n.d.
QUESTION TYPES based on Raphael, Highfield, & Au, 2006.



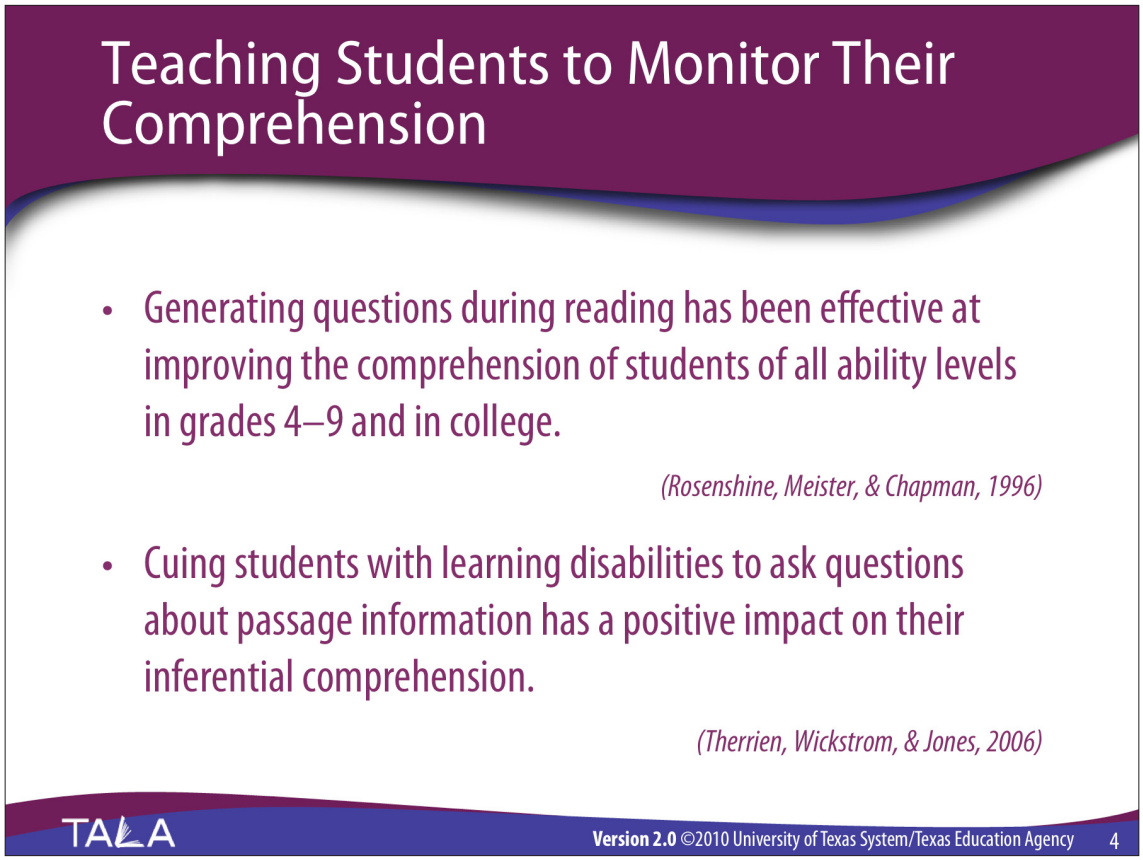
Slide 3—Objectives

Set expectations for this session.

Throughout this module, it is important to keep in mind that the goal is to have students create the questions, not simply identify the level of existing questions. Identifying question types can be critical to building students' skills, but research supports moving students to the more complex and beneficial activity of generating their own questions.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.

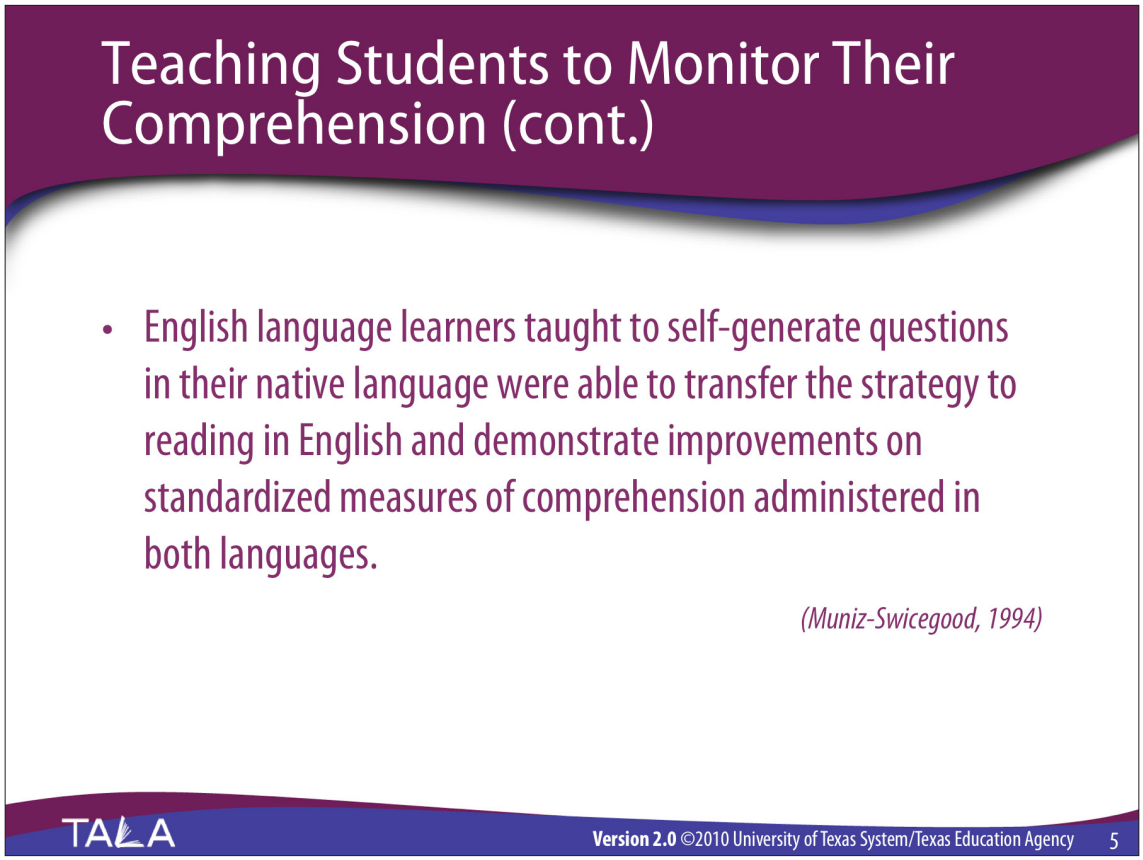


Slide 4—Teaching Students to Monitor Their Comprehension

Review the research statements on the slide.

> Question generation was one of the strategies the National Reading Panel (NICHD, 2000) recommended in its synthesis of the research on reading comprehension.

REFERENCES: National Institute of Child Health and Human Development, 2000; Rosenshine, Meister, & Chapman, 1996; Therrien, Wickstrom, & Jones, 2006.



Slide 5—Teaching Students to Monitor Their Comprehension (cont.)

Review the research statement on the slide.

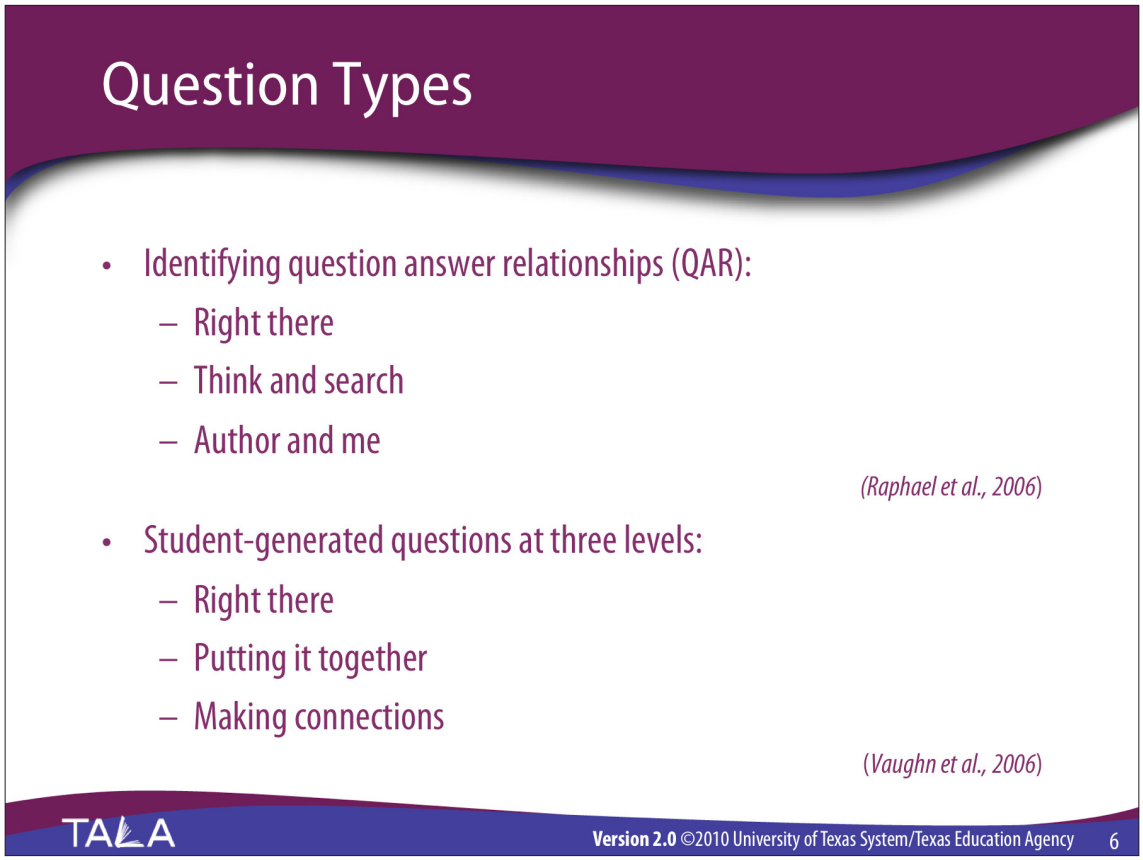
Once students understand how to use question generation to monitor their comprehension during reading, they are able to apply the strategy in other situations and across languages.

The power of question generation is in teaching students to use it as an independent learning strategy, not as a teacher-directed activity.

Additional Information for the Presenter

The students in the study referenced on this slide were Spanish-English bilingual.

REFERENCE: Muniz-Swicegood, 1994.



Slide 6—Question Types

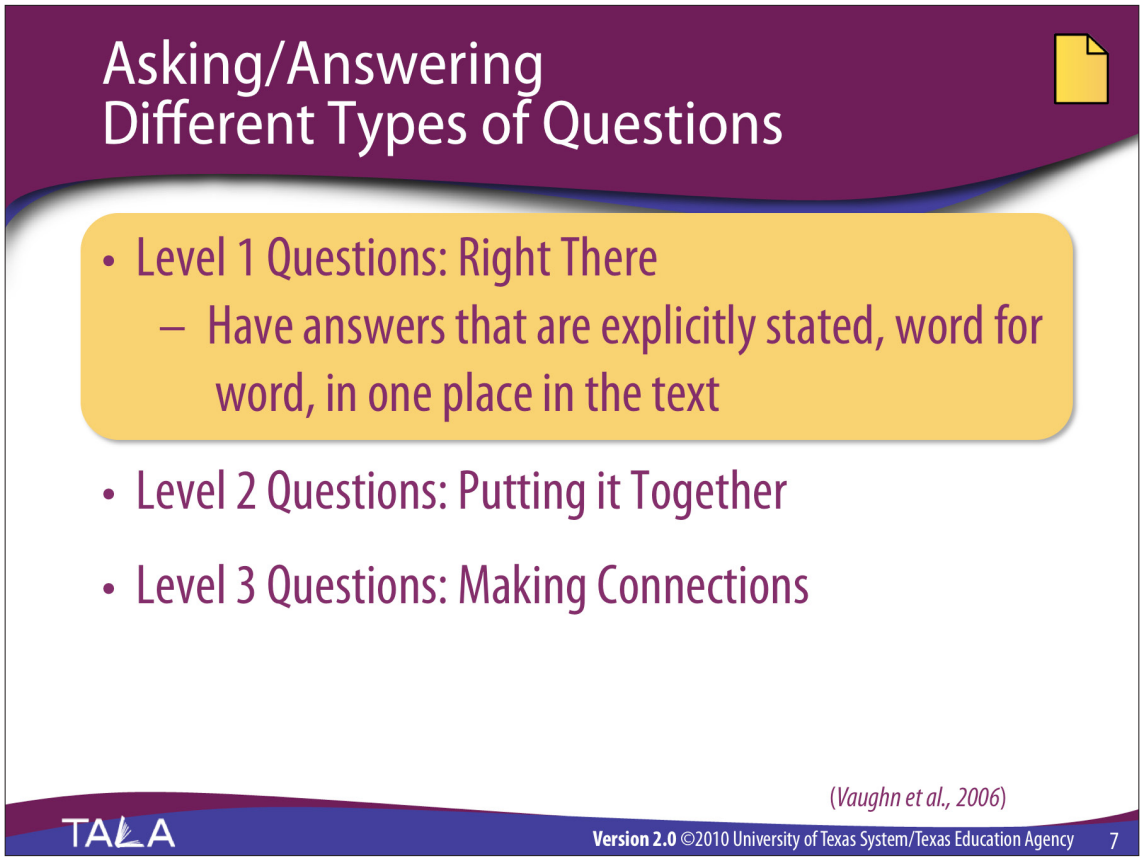
Review the information on the slide.

Early research on categories of questions focused on whether they were literal or inferential (Pearson & Johnson, 1978).

Taffy Raphael is widely recognized for her work in creating a question-categorization system with instructional applications for improving students' comprehension. It is often recommended that teachers use such a framework to first introduce question types and to assist students in identifying those types in the questions that appear in their texts and instructional materials, as well as on their tests (Raphael et al., 2006).

In a recent study of expository text comprehension, Sharon Vaughn and colleagues extended the work on question types to foster students' ability to self-generate questions at different levels of complexity. Because we will focus on generating questions, as opposed to identifying existing questions, we will use the language and procedures for "right there," "putting it together," and "making connections" questions (Vaughn et al., 2006).

REFERENCES: Pearson & Johnson, 1978; Raphael et al., 2006; Vaughn et al., 2006.



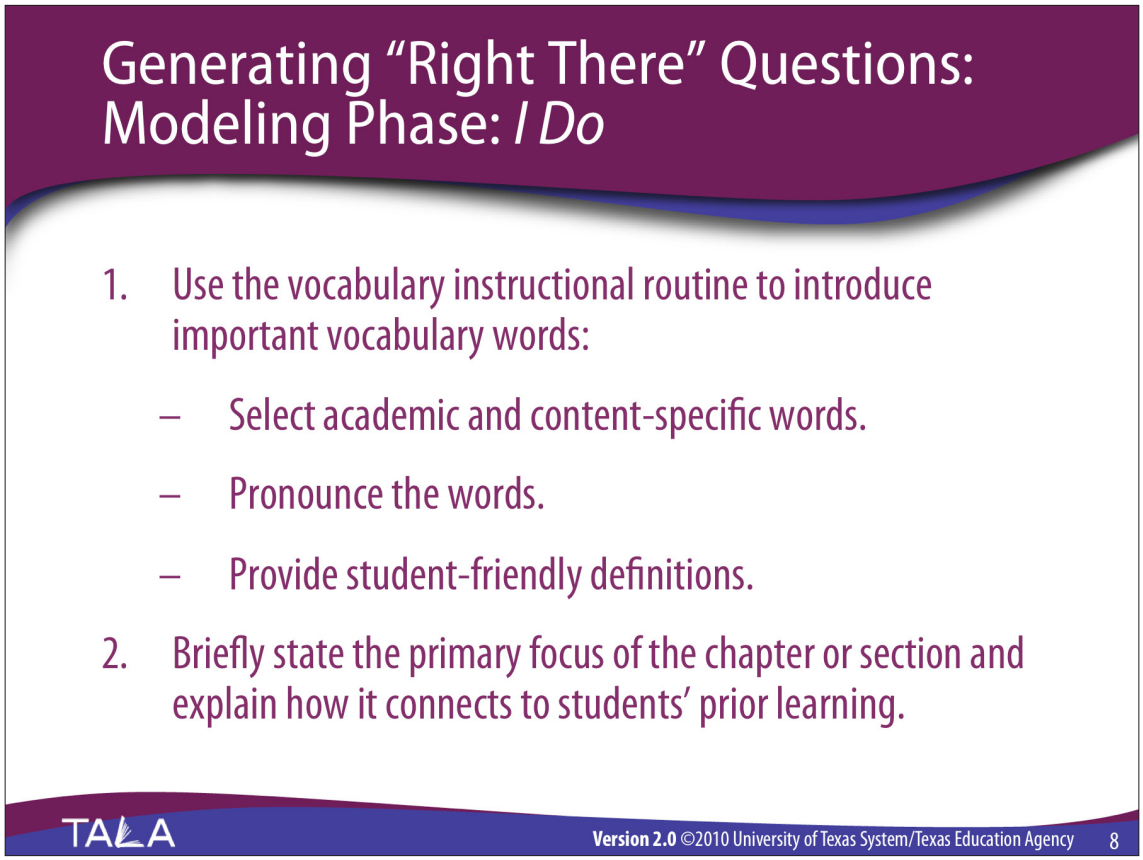
Slide 7—Asking/Answering Different Types of Questions

Review the information on the slide.

In this module, we will address **Level 1 questions**. The next modules will address **Levels 2 and 3 questions**. It is important that you introduce only one question type at a time to students. Once students have demonstrated a clear understanding of one type of question and are able to self-generate questions of that type, you can move on to another type of question.

Handout 2 outlines the steps for generating "right there" questions. Turn to Handout 2 now.

QUESTION TYPES based on Raphael et al., 2006.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 8—Generating "Right There" Questions: Modeling Phase: *I Do*

Review the information on the slide.

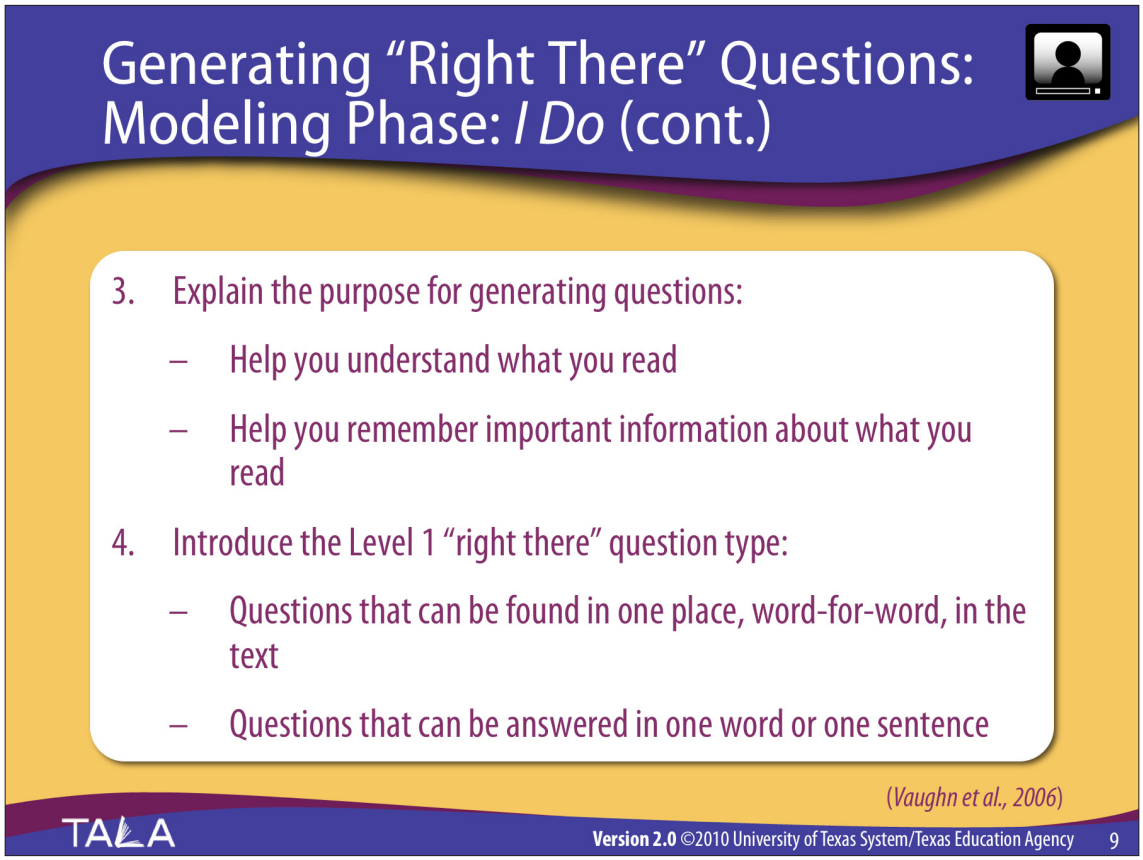
Prior to beginning the generating questions activity, it is necessary to do a shortened version of the vocabulary instructional routine.

Students will need to know the important academic and content-specific vocabulary words that will be a basis for many of the questions, including proper nouns that appear in the text. It is particularly essential that English language learners have explicit instruction in the vocabulary used in the lesson, including instructional words you will use to teach the routine (e.g., *word-for-word*, *fact*).

Clearly state the most important thing you want students to understand and remember from the reading. The "primary focus" refers to what students should know and be able to do after the lesson. This focus guides students in generating a significant question that will support their comprehension.

For a detailed discussion of the vocabulary instructional routine, see Unit 2.

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 9—Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

Review the next steps on the slide.

Explaining the purpose for generating questions will help students understand how applying this routine will help them monitor their comprehension and support their learning.

Eventually, you want students to be able to ask and answer increasingly sophisticated types of questions, but you should introduce only one question type at a time. Students need time to learn each type and how to apply it to support their understanding of a text.

You will need to provide explicit modeling, even though "right there" questions seem simplistic. Students who are not accustomed to monitoring their comprehension in this way find it difficult, at first, to write a question, even when the information is explicitly stated.

Notes continue on the next page.

Video: Preparing to Generate Level 1 Questions (3:15)

Activity: Generate-Share

This video shows a teacher working with a Tier II intervention class of students in grades 6 through 8. Here she is preparing the students to work on generating questions for a passage they are reading. As you watch the video, GENERATE a list of the ways in which the teacher prepares her students to write Level 1 questions. How does she make sure they understand what they are supposed to do and why?

Click the icon to play the video.

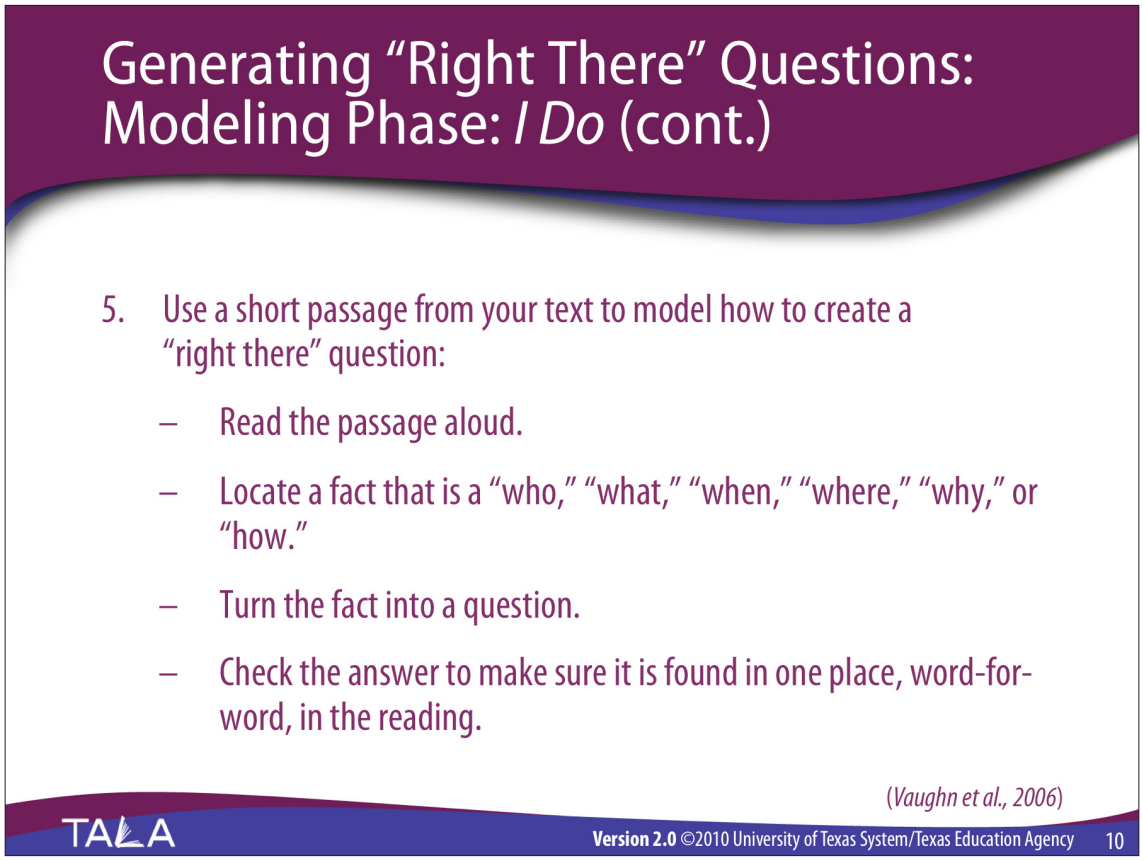
Let's SHARE some of the ideas you recorded. What does the teacher do to prepare her students for generating Level 1 questions? How does she make sure they understand what they are supposed to do and why?

Call on participants.

Suggested responses:

- *Has students discuss the purpose for generating questions*
- *Discusses with what kinds of text the strategy can be used*
- *Emphasizes using the strategy to help themselves*
- *Reviews what a Level 1 question is*
- *Reviews the stems for Level 1 questions*
- *Reviews the steps for writing a Level 1 question*

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.
I/WE/YOU DO adapted with permission from Archer et al., 1988.



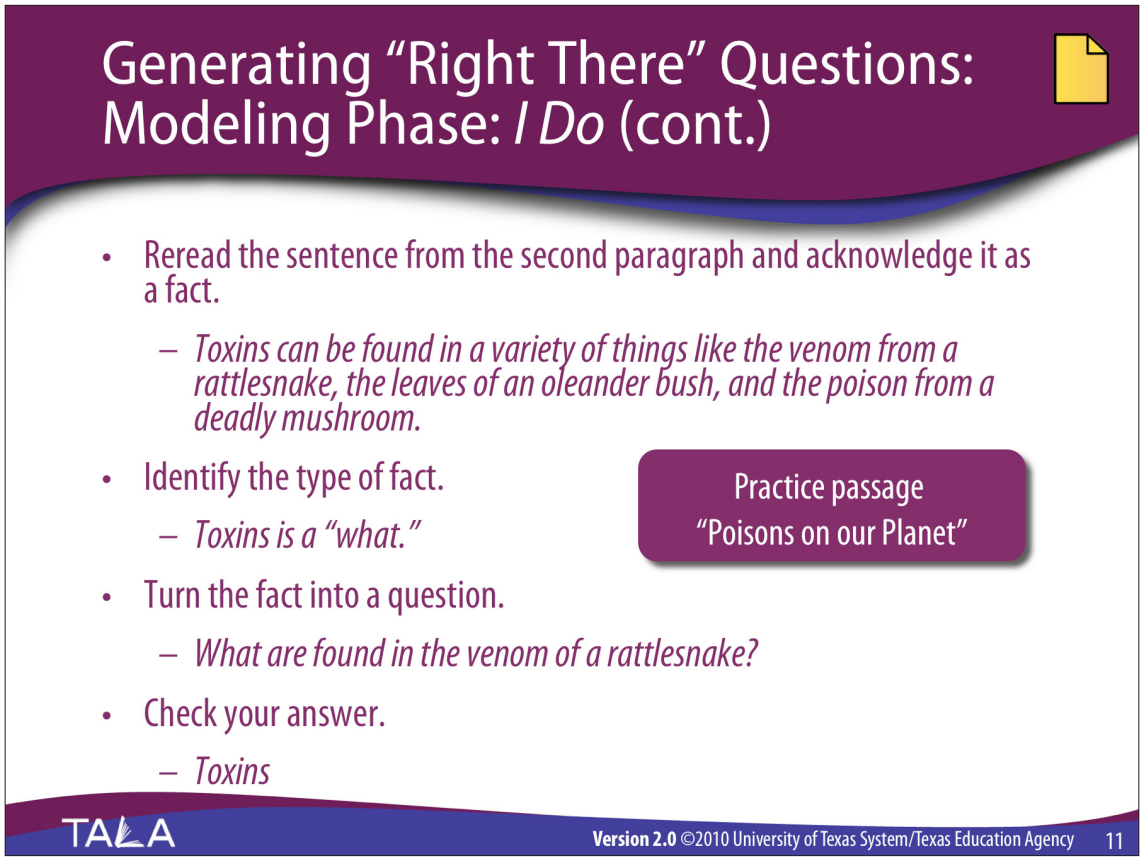
Slide 10—Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

Review step 5 on the slide.

The last part of step 5 is related to showing text support. Students should always be able to refer back to the passage to show the basis for their questions and the answers.

This routine should be explicitly stated so students will be able to apply it independently. In addition, it is often helpful to post the steps in your classroom until students have made them a habit and to model locating facts by using a transparency of the passage.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 11—Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

To model this routine, we will use the sample passage "Poisons on our Planet" from the San Francisco Department of the Environment. Turn to **Handout 3**.

Read the first two paragraphs aloud. Then model the process of forming a "right there" question, using the sample passage and the steps on the slide.

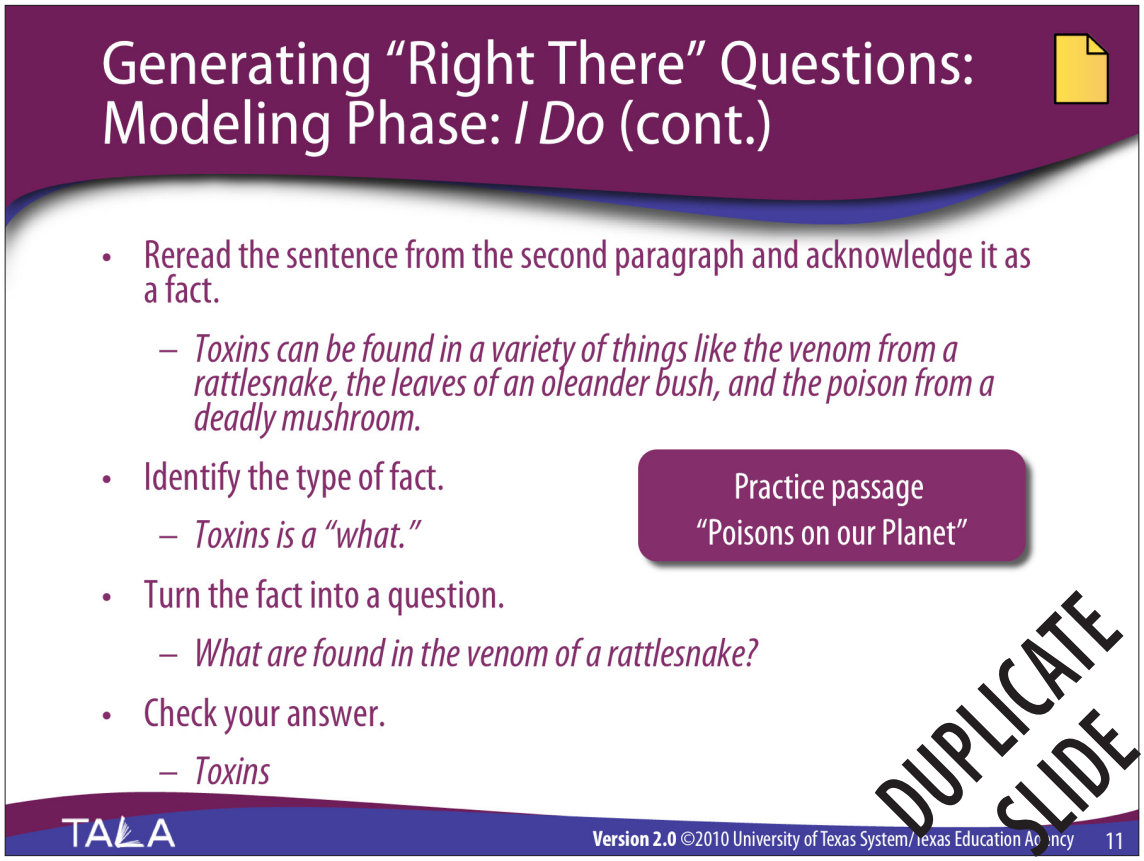
Modeling only once will not be enough for students to understand the process. You will want to continue making more "right there" questions and having students check your answers.

Additional Information for the Presenter

The word "toxins" is a content-specific word that would be pretaught to students.

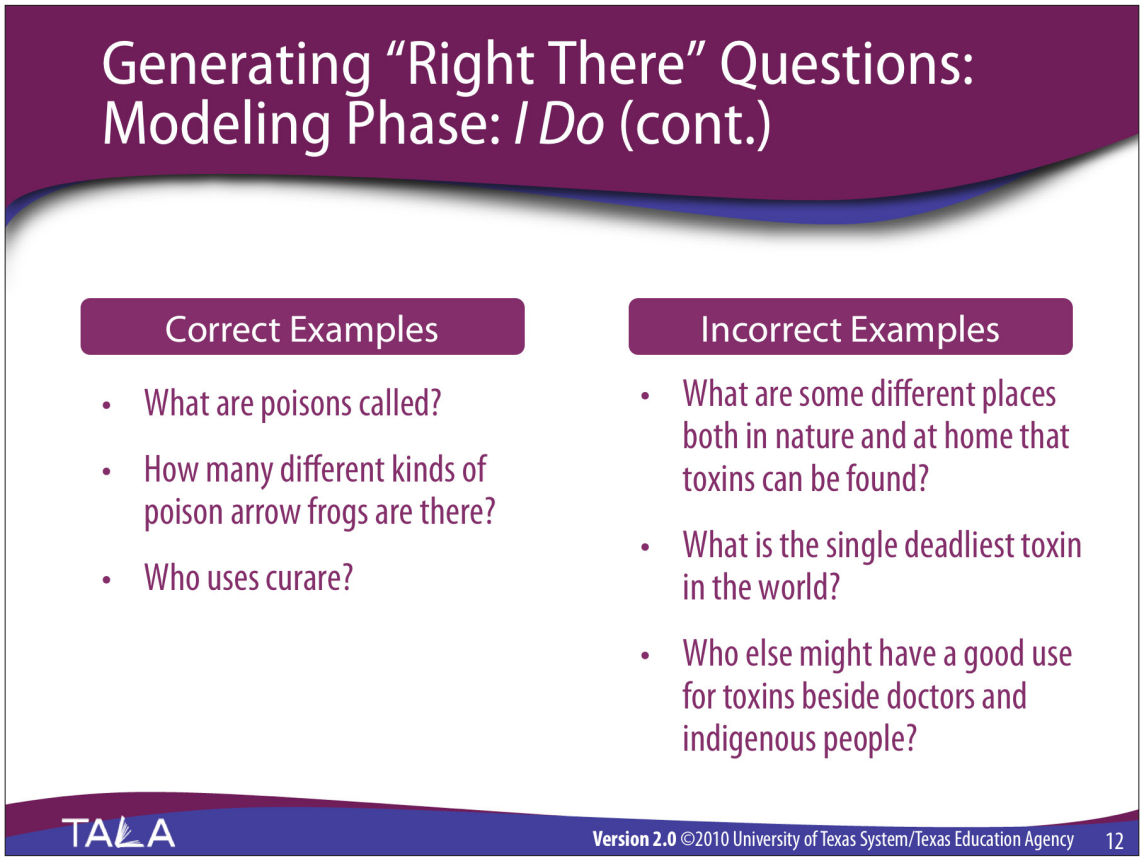
As with all samples and activities, this passage is provided to give teachers practice modeling and generating the question types as they might do for their own classroom. It is not intended as an actual lesson to be used with students, since all teachers must

Notes continue on the next page.



exercise professional discretion in determining the appropriateness of the specific content for their courses, as well as the alignment of the material to the TEKS.

SOURCE: San Francisco Department of the Environment, n.d.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



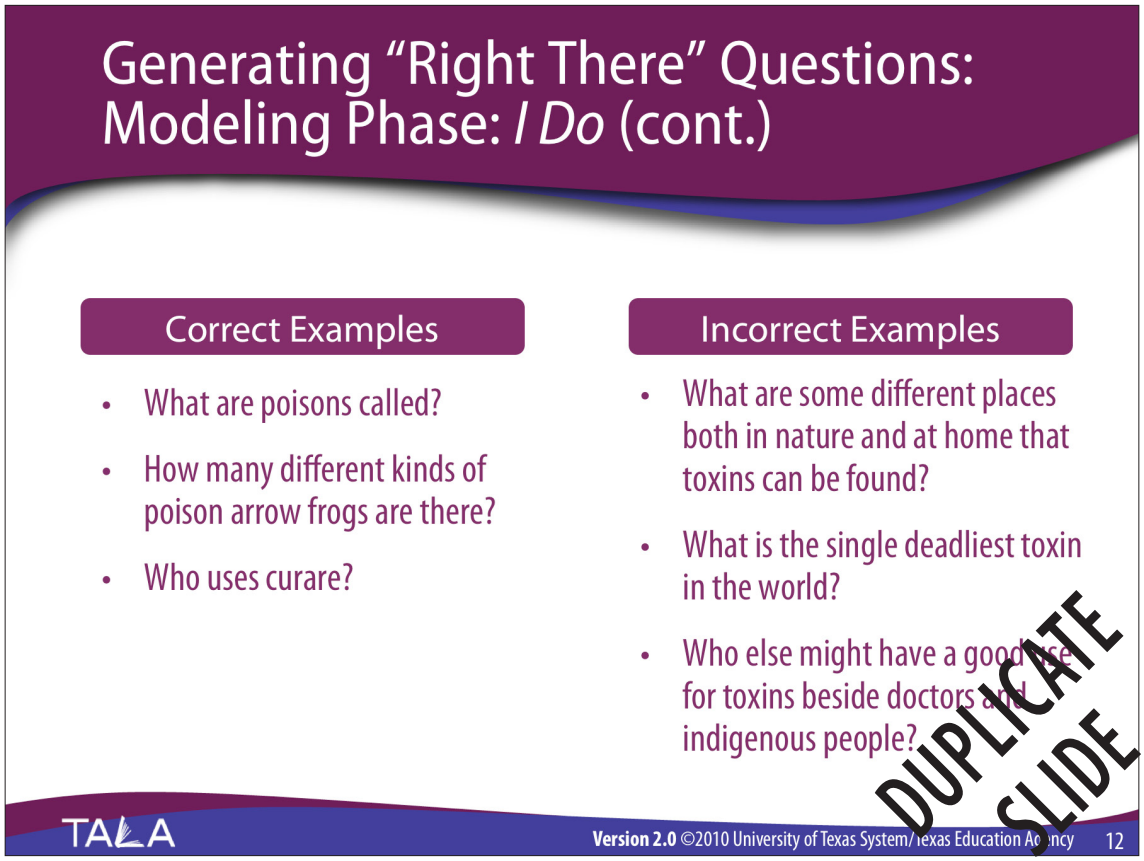
Slide 12—Generating "Right There" Questions: Modeling Phase: *I Do* (cont.)

This slide shows additional "right there" questions generated from the practice passage "Poisons on Our Planet."

The **correct examples** can all be answered in one word or one sentence by looking in only one place in the text. When modeling how to write "right there" questions, use a transparency of the passage to show students exactly where you found the information in the text and how you used the question word stems to compose your question.

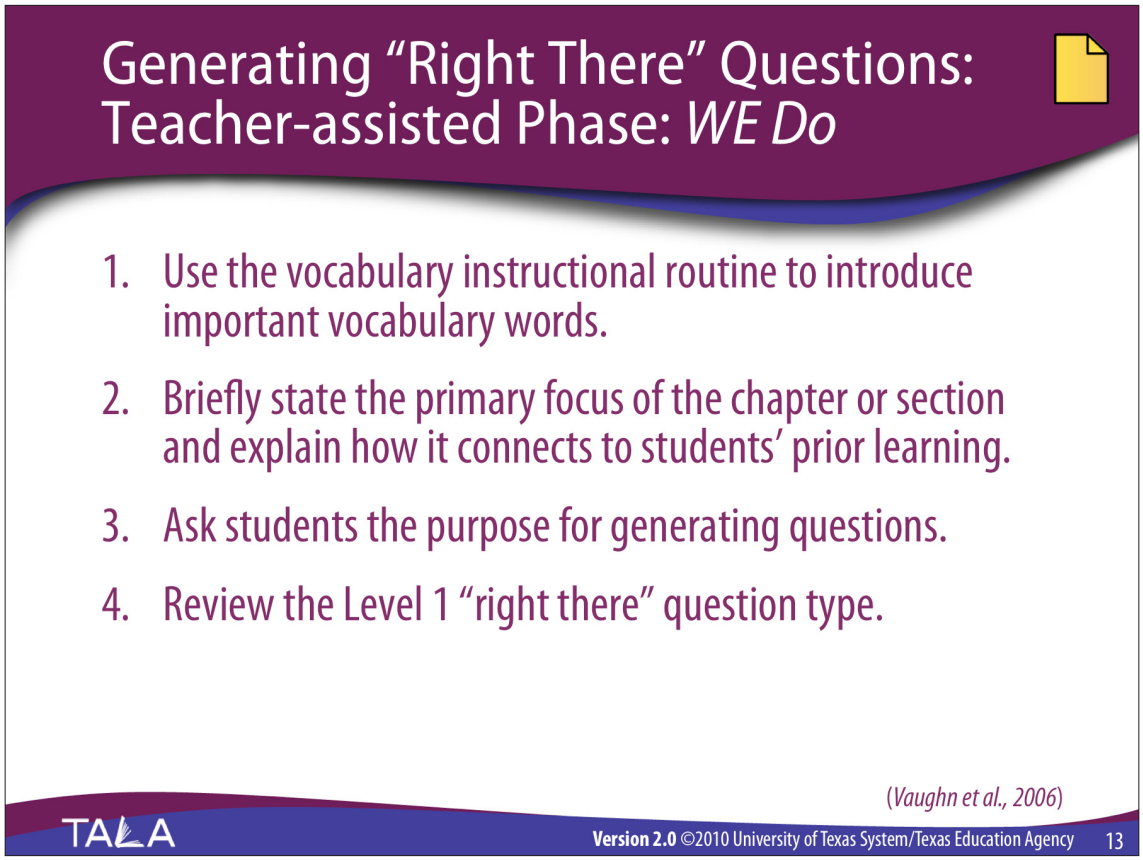
The **incorrect examples** of "right there" questions can be answered in one word or one sentence, but cannot be found by looking in one place in the text. The first question requires information from several places in the text. It is a "putting it together" question. The second question is not answered in the text at all. The last question requires the student to use background knowledge. It is a "making connections" question.

Notes continue on the next page.



These other question types are the Level 2 and Level 3 questions that will be addressed in the next modules.

SOURCE: San Francisco Department of the Environment, n.d.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 13—Generating "Right There" Questions: Teacher-assisted Phase: *WE Do*

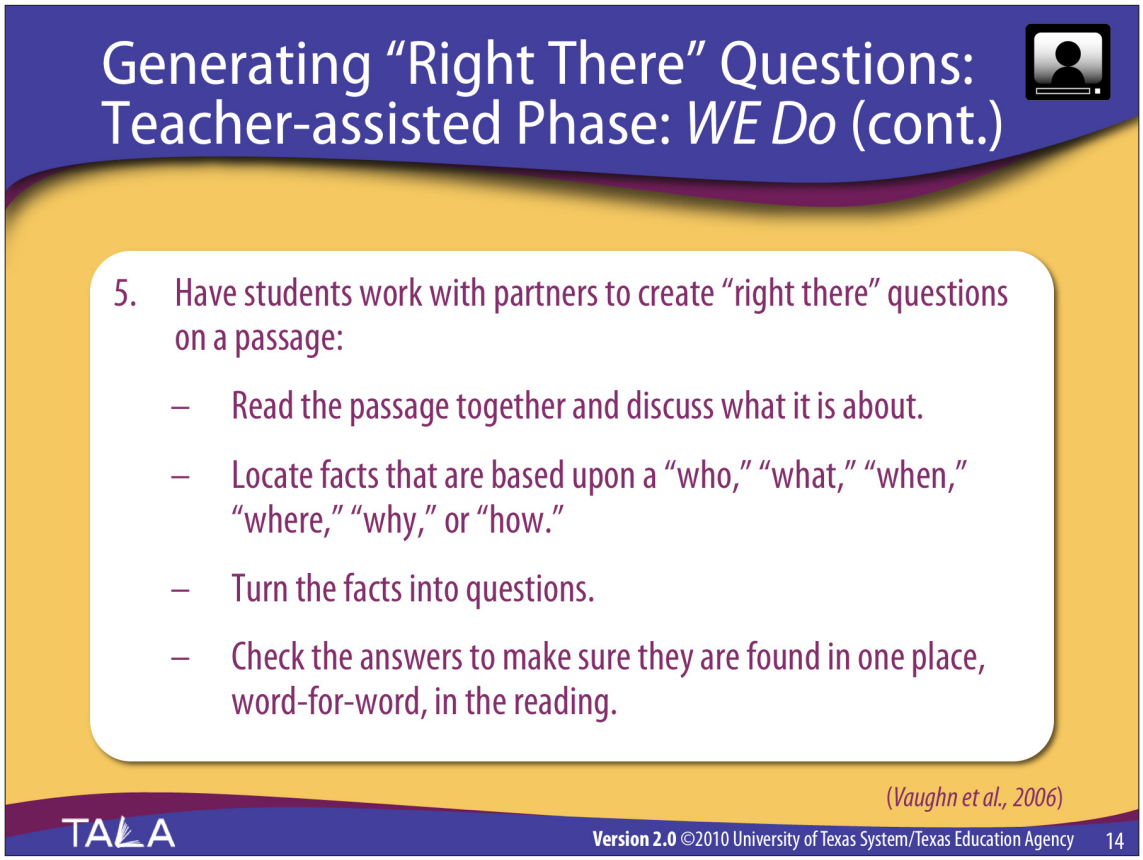
In the next step, *WE Do*, students receive guided practice in generating "right there" questions.

Review the steps on the slide.

*Refer participants to **Handout 4: "Right There" Question Cards**. Tell teachers that the card is for the students to use while generating questions.*

One side of the card provides the same information as is stated in step 4 on this slide. In addition, it prompts students with question words: *who*, *what*, *when*, *where*, *why*, and *how*. On the other side of the card, you will find sample questions appropriate for an English language arts, science, or social studies passage. After all three modules on question generation are presented, the students will have a set of cards they can use to help generate questions while reading.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 14—Generating "Right There" Questions: Teacher-assisted Phase: *WE Do* (cont.)

This step should be practiced orally, at first, before having students record their questions in writing.

Review the step on the slide.

It may be necessary to assist students with the appropriate language or structure of "right there" questions.

Ask students to share their questions so they can see other models and help each other refine their skill. Provide corrective feedback or additional modeling as necessary.

Remind students that the goal is to generate questions independently to monitor their comprehension.

Video: Generating Level 1 Questions: Teacher-assisted Practice (2:33)

Notes continue on the next page.

Activity: Think-Pair-Share

This video returns to our Tier II intervention class and shows the teacher working with her students to generate a Level 1 question. THINK about how the teacher is reinforcing the use of the text as they follow the steps in generating their question.

Click the icon to play the video.

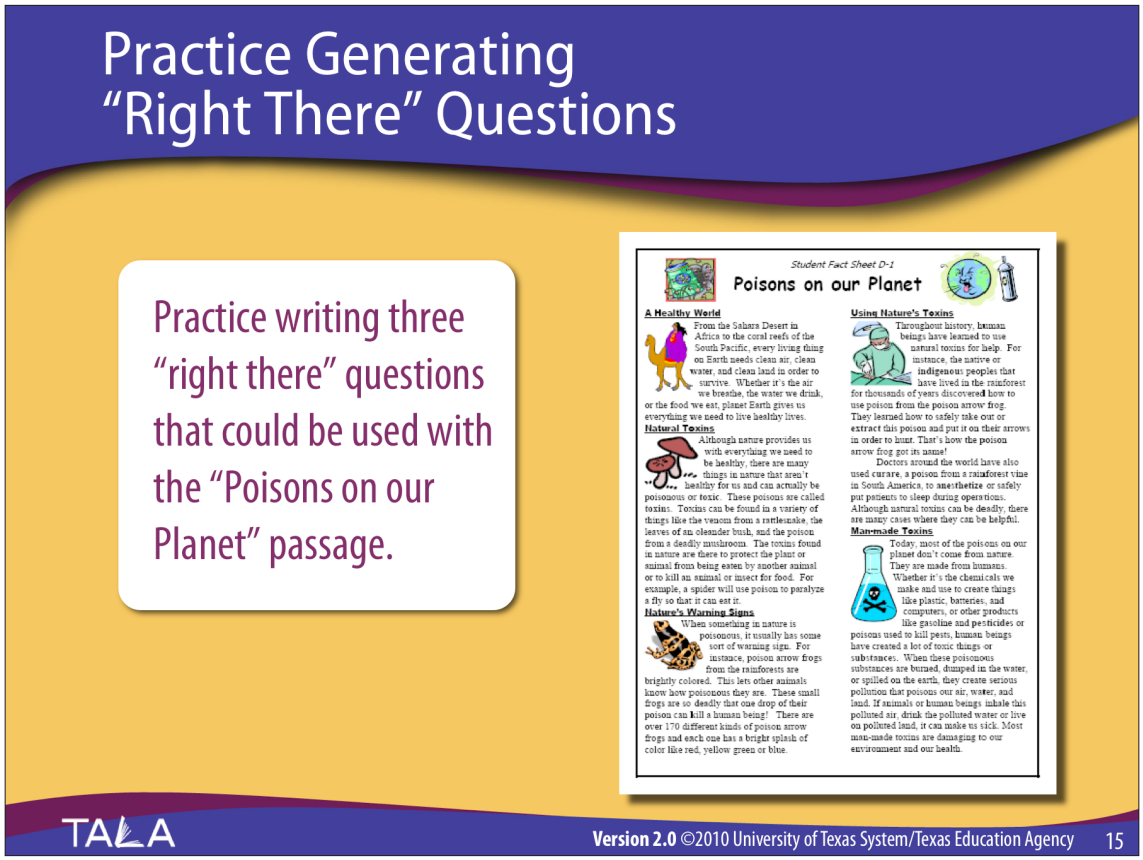
Take a moment to PAIR with your partner and SHARE what you saw the teacher doing to reinforce the use of the text in generating a Level 1 question.

Monitor participants, collecting some of their responses to share with the larger group. Allow 1 minute. Reconvene group and repeat some of the comments you recorded while monitoring.

Suggested responses:

- *Starts by having students give a fact from the text*
- *Makes sure students can answer the question using the text*
- *Asks student to read directly from the text to verify it's "right there"*

THINK-PAIR-SHARE adapted with permission from Lyman, 1981.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 15—Practice Generating "Right There" Questions

Activity: Practice Generating "Right There" Questions

To help you become an expert at using the routine, we will practice applying it with the sample passage "Poisons on our Planet," Handout 3. Refer to Handout 2 to review the five steps in generating "right there" questions.

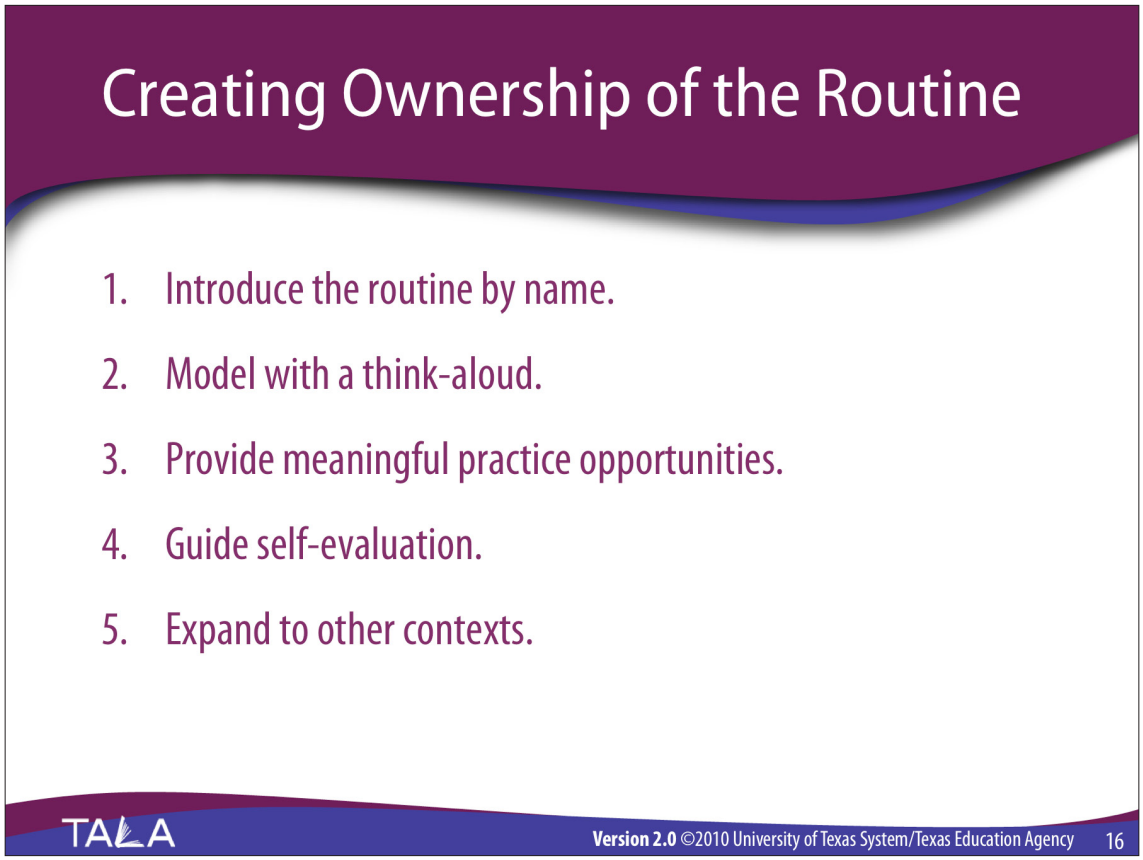
Have participants work in pairs or small groups to generate the questions.

Allow 3 minutes.

Critique participants' questions to model providing instructional feedback. Make sure they can be answered with one word or sentence that is found word-for-word in the passage.

One way to determine whether students have generated a significant question is to check how it relates to the primary focus of the lesson.

SOURCE: San Francisco Department of the Environment, n.d.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.

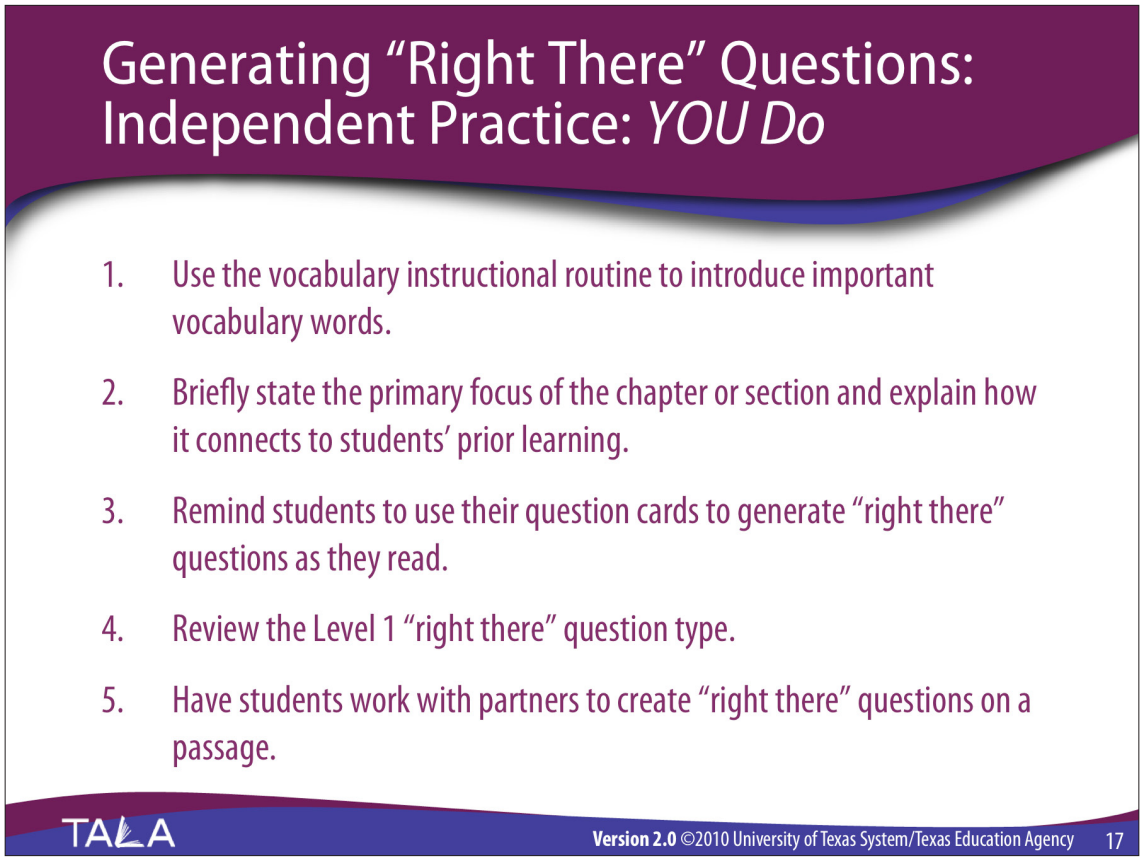


Slide 16—Creating Ownership of the Routine

The goal of generating questions is to empower students to monitor their own comprehension during reading. These are the steps we discussed in Unit 1, Module 2 for helping to convert instructional routines into learning strategies that students can apply independently as needed.

We have already discussed steps 1 and 2. For step 3, have students share their questions at the conclusion of the lesson; this sharing helps students to process the content and information repeatedly and more deeply. Students can work with partners or as a larger group to discuss the questions and how they can be answered with text evidence. With practice, students can use their new knowledge and share in the control over what they are learning and how they are being held accountable for it. In addition, sharing empowers students to provide corrective feedback to each other—with appropriate teacher guidance.

As you revisit this routine and students gain proficiency in applying it, guide students in evaluating how well they are using questioning to monitor their comprehension. Invite students to brainstorm ways that they have or could use this routine to monitor comprehension in other classes and outside of school.



Slide 17—Generating "Right There" Questions: Independent Practice: *YOU Do*

Students may need to practice the strategy with partners for several lessons and with different types of text before they are ready to go on to the *YOU Do* phase. It is important that students also practice the skill independently, without support from a partner. However, you should be sure to monitor their work carefully and provide prompt feedback and/or scaffolding as needed.

Review the information on the slide.

It is suggested that students be taught to note their questions in the margins of the text. They can use sticky notes to do so if the text is not consumable. If this practice becomes a habit for students, they are more likely to apply the routine in other contexts. Noting questions may also help students in assessment situations.

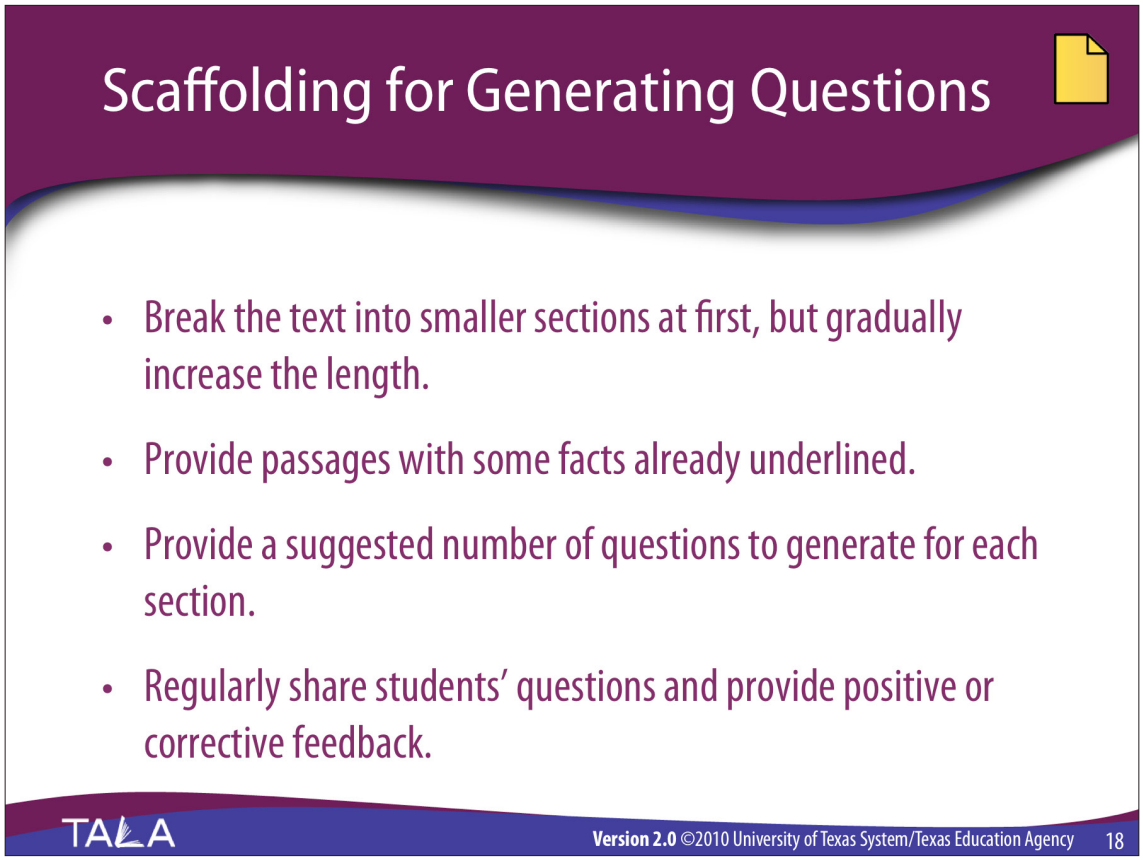
When students achieve independent use of question generation, they will not be writing down or sharing their questions. It will simply be a strategy they use to monitor their comprehension. While they are still learning to generate questions,

Notes continue on the next page.

however, they should be provided multiple opportunities to practice and receive immediate feedback.

Note: Previewing occurs only once for a passage or reading.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 18—Scaffolding for Generating Questions

*Refer participants to **Handout 5: Scaffolding Level 1 Questions**, which lists the scaffolding steps presented on this and the following slide. Also refer participants to **Handout 6: Student Log for Self-generated Questions**.*

The difficulty of the text may determine how much scaffolding is necessary.

Review the first three bullet points with participants.

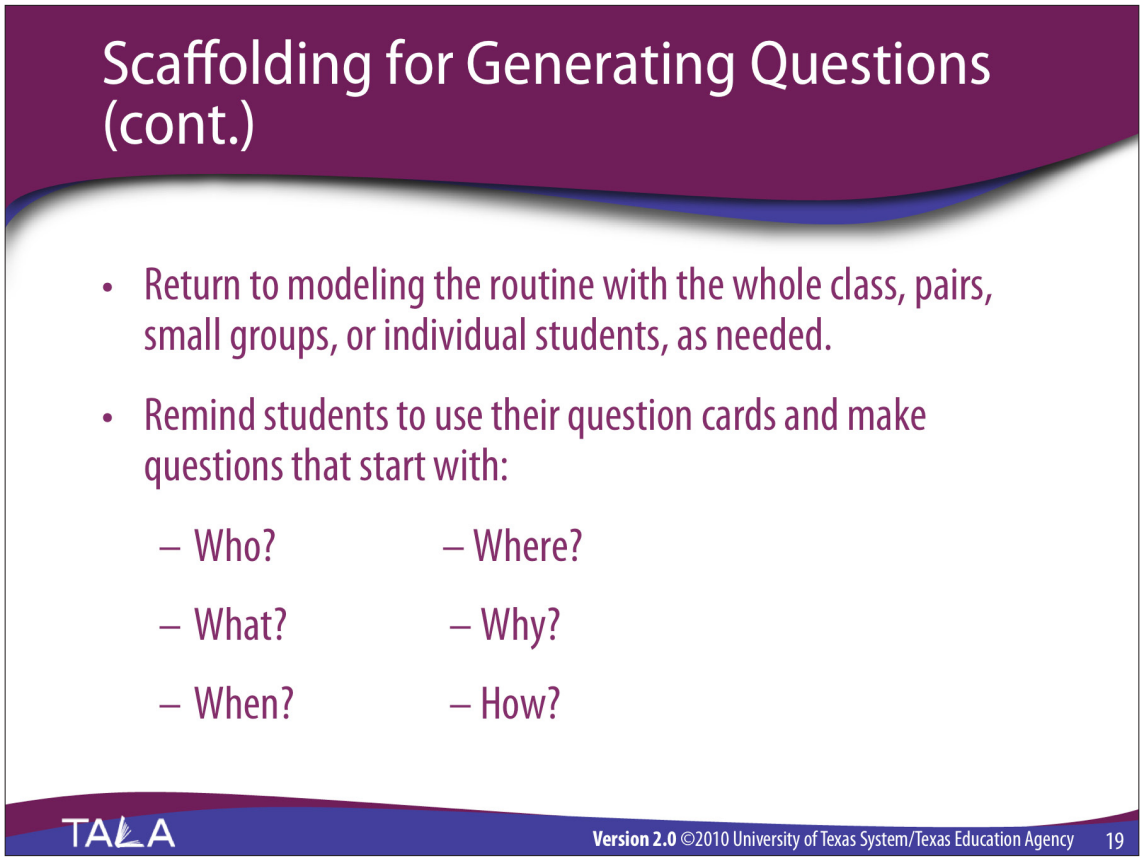
- **Regularly share students' questions and provide positive or corrective feedback.** Having good models helps students refine their question generation skills. Helping improve peers' questions can also structure opportunities to discuss what constitutes a quality question.

If students continue to have difficulty with generating "right there" questions, it may be necessary to have them practice *recognizing* these types of questions before *generating* them. You can provide a list of appropriately worded questions at each of the three levels and have students pick out the "right there" questions.

Notes continue on the next page.

Have students explain what makes them "right there" questions or why the other questions are not Level 1. Once the students better understand the characteristics of a correctly worded "right there" question, they can return to generating their own.

QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



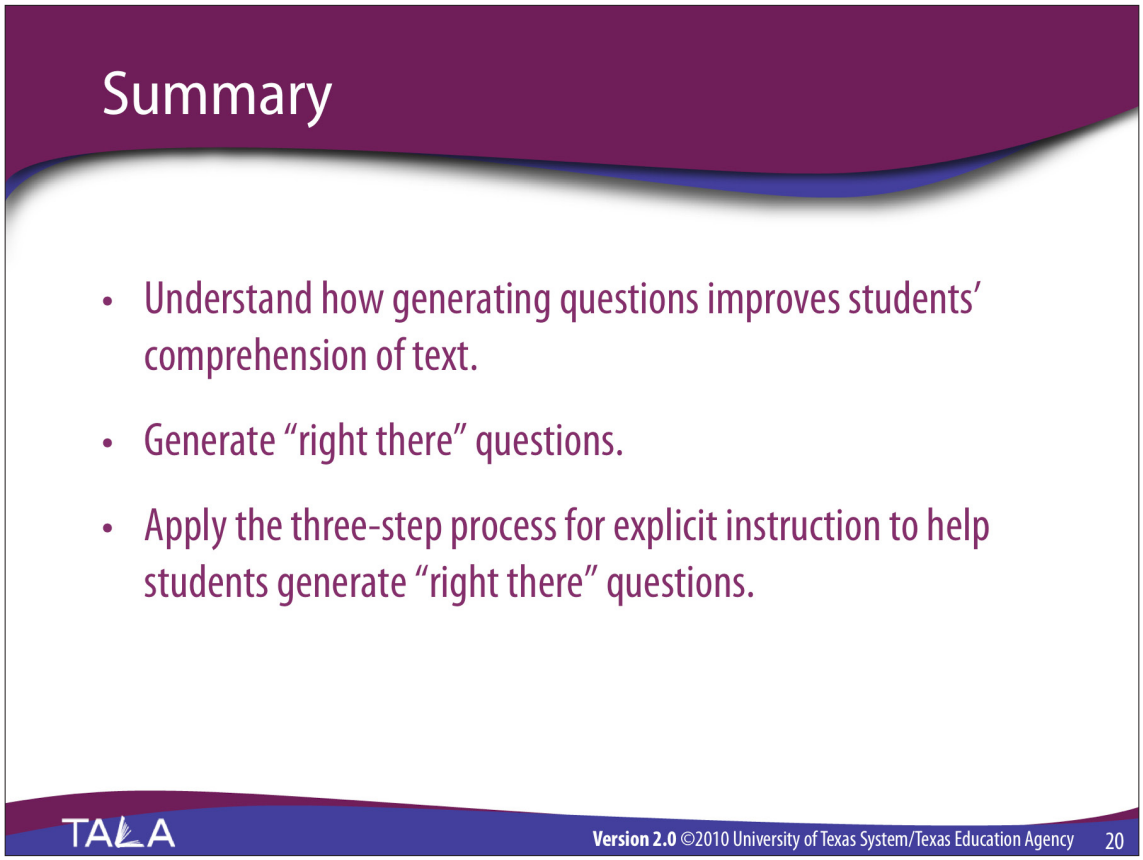
Slide 19—Scaffolding for Generating Questions (cont.)

Review the information on the slide.

Remember that scaffolding is a continuum of support that is added and slowly removed as necessary. The goal is for students to generate questions to monitor and support their learning independently.

For students who are really struggling, it may be necessary to begin instruction with easier question types (where, when, and who) or to provide partially written questions that the students can complete. This strategy helps to build confidence.

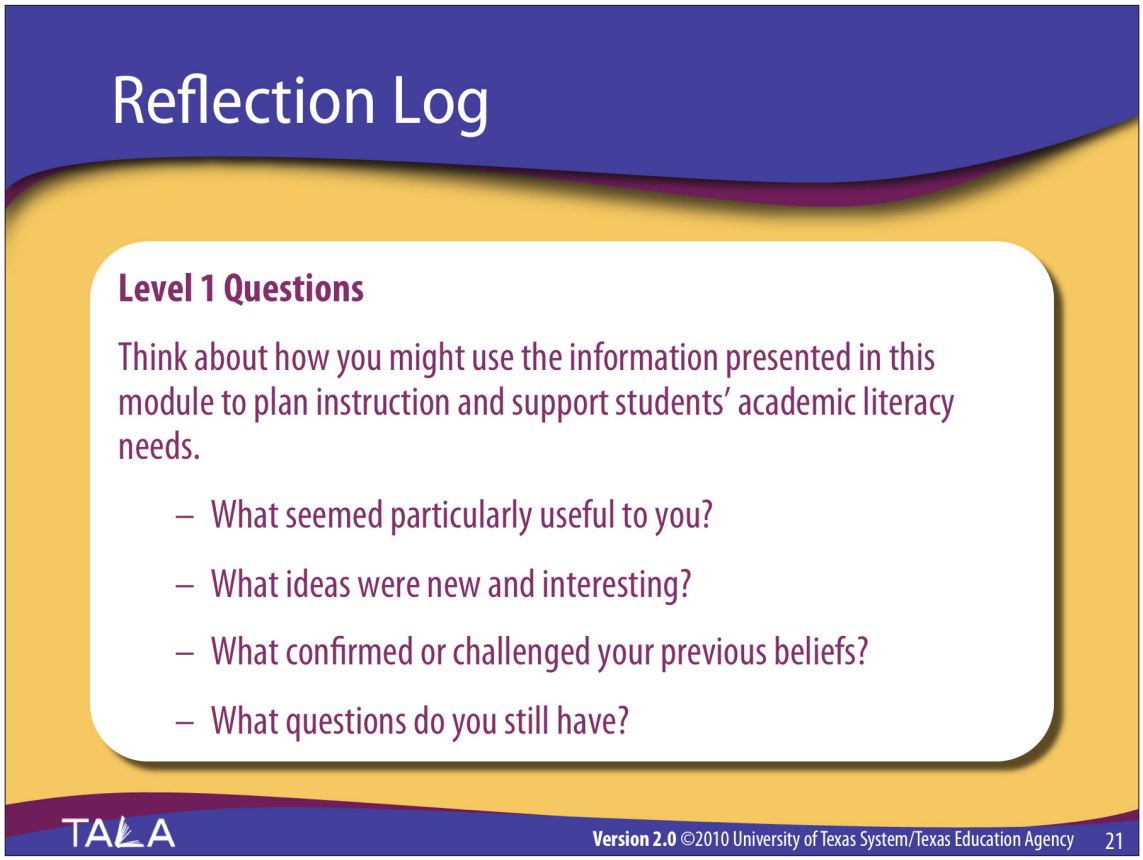
QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 20—Summary

Review the objectives.

QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.



Slide 21—Reflection Log

Activity: Reflection Log

*Have participants turn to **Handout 7: Reflection Log**.*

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.

QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.
QUESTION TYPES based on Raphael et al., 2006.