

Presenter's Preparation Outline

Unit 7, Module 2: Generating Questions to Monitor Comprehension, Level 2

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)
- 3 x 5 note cards (3 per participant)

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: Generating “Putting it Together” Questions
- Handout 3: “Poisons on our Planet”
- Handout 4: “Putting it Together” Question Cards
- Handout 5: Scaffolding Level 2 Questions
- Handout 6: Student Log for Self-generated Questions
- Handout 7: Reflection Log
- Handout 8: References

Outline continues on the next page.

Video Embedded

- Slide 7: Generating Level 2 Questions (7:53)

Time

This module will take approximately 45 minutes.

Unit 7:
Inferential Comprehension
Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 2:
Generating Questions to
Monitor Comprehension, Level 2


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Slide 1—Title Slide

This is the second module in the **Inferential Comprehension Instructional Routines** unit, **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 |


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Slide 2—Comprehension Strategies Across Content Areas

This module is a continuation of the **Inferential Comprehension** unit. The previous module addressed literal comprehension, and we will use that as the basis for moving into inferential comprehension today. We will learn how to help students **generate questions** that make connections among information in different parts of a passage. The final module in this unit will concentrate on making connections between the information in the text and what students already know (also 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.

You may have noticed that the TEKS connections are from the reading

Notes continue on the next page.

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.

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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Slide 3—Objectives

Set expectations for this session.

As we learned in the previous 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.

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

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)

Slide 4—Supporting the Learning of All Students

As discussed in the last module, students of different abilities and language backgrounds have shown improvement in reading comprehension when taught to generate questions. This is particularly true when moving into questions that require students to combine information from different places in the text or from different sources.

Review the research statements on the slide.

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)

Slide 5—Asking/Answering Different Types of Questions

Review the information on the slide.

In this module, we will address **Level 2 questions** only. This type of question goes beyond what is explicitly stated in one part of one text by requiring the synthesis or integration of information from different parts of the text or from different sources.

The next module will address the last type, **Level 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 generate questions of that type, you can move on to another type of question.

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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Slide 6—Generating “Putting it Together” Questions: Modeling Phase: *I Do*



Handout 2 outlines the steps for generating “putting it together” questions. Turn to Handout 2 now.

You will notice that the first steps in the routine for generating “putting it together” questions are the same as for “right there” questions. Let’s review those now.

Review steps 1–3 on the slide. Then, move to step 4.


Although you want students to be able to answer increasingly sophisticated types of questions, you should introduce only one question type at a time. Because the first steps of the routine are the same as for Level 1 questions, you will need to emphasize the characteristics of Level 2 questions in step 4.

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.

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)

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Slide 7—Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)

Discuss step 5 on the slide.

Modeling is particularly essential for “putting it together” questions, which seem to be challenging for students. It can be difficult for some students to determine when ideas are related or how they can be put together.



Video: Generating Level 2 Questions (7:53)

Activity: Tell-Help-Check

In this video, you will see the teacher modeling how to generate a Level 2 question. Pay attention to what she does to help her students understand the process of formulating a “putting it together” question.

Click the icon to play the video.

TELL me what you saw the teacher doing to model the process of generating a Level 2 question to her students.

Notes continue on the next page.

Call on participant. Acknowledge and repeat/rephrase response.

Can anyone HELP by adding some other things you saw the teacher doing as she modeled generating a Level 2 question?

Call on participant. Acknowledge and repeat/rephrase response.

Suggested responses:

- *Reviews purpose and steps*
- *Thinks aloud as she finds facts and decides on a stem*
- *Refers back to text*
- *Makes notes and talks about how that helps her think through writing the question*
- *Has students check her work*

Take a moment to CHECK with your partners to see whether they noticed anything else that might be helpful as you prepare to teach your students how to generate questions.

Allow 1 minute for partners to discuss.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

QUESTIONING STRATEGIES adapted from Vaughn et al., n.d.

QUESTION TYPES based on Raphael et al., 2006.

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.*

Slide 8—Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)



To model this routine, we will return to the sample passage “Poisons on our Planet” from the San Francisco Department of the Environment. Turn to **Handout 3**. We will use the fifth step of Handout 2 as we work.

Read the first four paragraphs of the passage, modeling the process of generating “putting it together” questions as you read. Emphasize step 5, which details the process used to locate related facts from at least two different places in the text. Those facts are provided on this slide. As you read the passage, pause at those sentences and remark: “Here’s a good fact. I think I’ll underline that.”

When you model this routine in your classroom, use a transparency or document camera of the passage to demonstrate locating and underlining the facts. For our purposes, the facts I identified in the passage are listed on the slide.

Notes continue on the next page.

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 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.

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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Slide 9—Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)

Think aloud to model how to form a question from the selected portions of the text provided on the previous slide:

As I read, I looked for facts that would help me form questions that ask who, what, when, where, why, and/or how. The passage describes that toxins protect both plants and animals and that people use toxins in different ways. I can combine this information into one question:

- **How can toxins be helpful to plants, animals, and people?**

Think aloud to model how to answer the question:

To answer the question, I need to combine the information from the different portions of the text and put it in my own words.

Notes continue on the next page.

- **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.**

Remember that modeling this process only once will not be enough for students to understand how to form Level 2 questions. You will need to continue making more “putting it together” questions and having students check your answers.

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.

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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Slide 10—Generating “Putting it Together” Questions: Modeling Phase: *I Do* (cont.)

This slide shows additional “putting it together” questions generated from the practice passage “Poisons on our Planet.”

Review the examples on the slide. Show where the information is found in the text as you explain the correct and incorrect examples.

The **correct examples** can all be answered by putting together information from two or more parts of the passage. When modeling how to write “putting it together” questions, make sure to show students exactly where you found the information in the text and how you used the question cards and/or stems.

The answers will also require students to write one or more sentences.

The **incorrect examples** rely upon information that came from only one part of the passage, other sources, or students’ background knowledge.

Notes continue on the next page.

Allow time for participants to think about the questions in the Incorrect Examples box.

Then, ask participants to share why each question is not a Level 2 question, or discuss the following answers with participants:

The first question is a “right there” question. The answer is stated in one place in the article.

The second and third questions ask students to “make connections” to their prior knowledge or other sources to answer. We will look at this kind of question in the next module.

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.

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.
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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Slide 11—Generating “Putting it Together” Questions: Teacher-assisted Phase: *WE Do*

In the next step, *WE Do*, students receive guided practice in generating “putting it together” questions.

Review steps 1–4 on the slide.



Refer participants to **Handout 4: “Putting it Together” Question Cards**. Tell teachers that the card is for the students to use while generating questions.

One side of the cards prompts students with the question words: *who*, *what*, *when*, *where*, *why*, and *how*. Although these question words are the same as those provided on the “right there” question cards, you should point out to students that they are answered differently. “Right there” questions use information from only one place in the text. “Putting it together” questions use information from more than one place in the text and, therefore, require a slightly longer answer.

On the other side of the cards, you will find sample questions appropriate for English language arts, science, and social studies passages. Notice the additional

Notes continue on the next page.

stem used for the sample social studies question. As the teacher on the video mentioned, *describe* is another acceptable way of forming a “putting it together” question.

The teacher in the video we viewed referred to using the stems *why*, *describe*, and *how*. You will notice that one of the samples on the back of your question cards uses the stem *describe*, even though it is not on the list of stems on the front of the card. It is important for students to learn that the level of question is dependent not on the stem itself, but on the kind of information required to form and answer the question.

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.

Review step 5 on the slide.

Remember that this step should first be practiced orally. Then have students record their questions in writing.

It may be necessary to assist students with the appropriate language or structure of “putting it together” 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.

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.

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

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Slide 12—Practice Generating “Putting it Together” Questions

Activity: Practice Generating “Putting it Together” Questions

Let’s return to Handout 3 to practice applying this routine.

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 or more sentences using information found in more than one place in the passage.

Remember that 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.

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.


Slide 13—Creating Ownership of the Routine

Remind students that these questioning routines are to be used independently, not just when assigned or discussed in class. Going through these steps over time, as with the Level 1 questions, will help students to incorporate this routine into their reading practices and become more effective at monitoring their reading comprehension.

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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Slide 14—Generating “Putting it Together” Questions: Independent Practice: *YOU Do*

When taking students into the *YOU Do* phase, keep in mind the following key points:

- Students may need to practice with partners several times at first.
- Students need many opportunities for independent practice in class, so you can monitor and provide prompt feedback.
- Students benefit from noting questions in margins or on sticky notes.

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.

Scaffolding for Generating “Putting it Together” Questions

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

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 humans 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.

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Slide 15—Scaffolding for Generating “Putting it Together” Questions

 Refer participants to **Handout 5: Scaffolding Level 2 Questions**.

The scaffolding techniques introduced in the last module also apply to Level 2 questions.

One of these scaffolding techniques is to provide passages with some facts already underlined. Let's practice that technique with our sample passage, “Poisons on our Planet,” provided as Handout 3. Work with a partner to underline facts in the passage that students could combine in “putting it together” questions.

Provide a few minutes for participants to work. Check with partners to select some examples to share, or ask for volunteers to share and then review and critique their responses.

 **Handout 6: Student Log for Self-generated Questions** can help familiarize students with all three question types as they are introduced.

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

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.

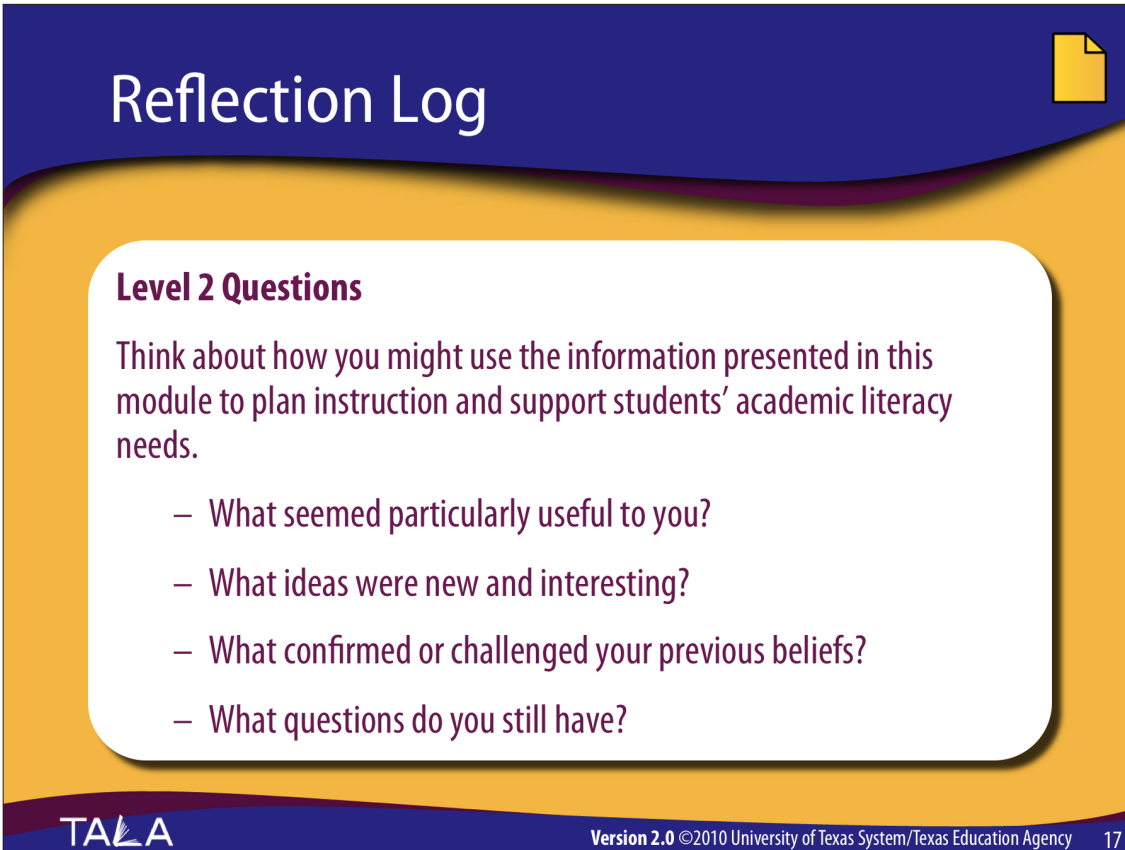
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Slide 16—Summary

Review the objectives.

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



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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Slide 17—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.

