

# Presenter's Preparation Outline

## Unit 7, Module 3: Generating Questions to Monitor Comprehension, Level 3

### 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 “Making Connections” Questions
- Handout 3: “Poisons on our Planet”
- Handout 4: “Making Connections” Question Cards
- Handout 5: Scaffolding Level 3 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 11: Generating Level 3 Questions: Guided Practice (4:55)
- Slide 13: Generating Level 3 Questions: Monitoring Student Practice (2:24)
- Slide 14: Generating Levels 1, 2, & 3 Questions: Student Practice (4:00)

### **Time**

This module will take approximately 45 minutes.

Unit 7:  
Inferential Comprehension  
Instructional Routines

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

Module 3:  
Generating Questions to  
Monitor Comprehension, Level 3


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## Slide 1—Title Slide

This is the third module in the **Inferential Comprehension Instructional Routines** unit, **Generating Questions to Monitor Comprehension, Level 3**.


# 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. We have already learned how to help students **generate questions** about the information that is stated in a passage (literal), as well as questions that make connections among information in different parts in the passage (inferential). This module will concentrate on making 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.*

You may have noticed that the TEKS connections are from the reading comprehension skills found in Figure 19 of the English Language Arts and

*Notes continue on the next page.*

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 “making connections” questions.
- Apply the three-step process for explicit instruction to help students generate “making connections” questions.

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## Slide 3—Objectives

*Set expectations for this session.*

Our goal, as before, is to help students independently apply these questioning routines to monitor their comprehension while reading. Research has shown the benefits of students moving beyond just identifying the levels of questions to actually generating questions themselves.

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

## Promoting Conceptual Understanding

- Asking students to generate thoughtful questions about passage content promotes their learning and understanding of the information.

*(Pressley et al., 1992)*

- Higher-level self-generated questions led to higher levels of students' conceptual knowledge gained from expository text.

*(Taboada & Guthrie, 2006)*

### Slide 4—Promoting Conceptual Understanding

Research indicates that greater effects are derived from generating higher-order, thought-provoking questions.

*Review the research statements on the slide.*

## Asking/Answering Different Types of Questions

- Level 1 Questions: Right There
- Level 2 Questions: Putting it Together
- Level 3 Questions: Making Connections
  - Cannot be answered by looking in the text alone; require students to think about what they have just read, what they already know, and how these ideas relate

(Vaughn et al., 2006)

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### Slide 5—Asking/Answering Different Types of Questions

In the last two modules, we learned about **Level 1** and **Level 2 questions**. This module will address **Level 3 questions**, the only type of question that requires the reader to use information outside of the text to answer.

*Review the information on the slide.*

As a reminder, 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.

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



## Generating “Making Connections” 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 3 “making connections” question type.

(Vaughn et al., 2006)

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### Slide 6—Generating “Making Connections” Questions: Modeling Phase: *I Do*



**Handout 2** outlines the steps for generating “making connections” questions. Turn to Handout 2 now.

You will notice that the first steps in the routine for generating “making connections” questions are the same as for Level 1 and 2 questions. Let’s review those now.

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

Remember to introduce and allow students to become comfortable with Level 1 and Level 2 questions before introducing Level 3. Because the first steps of the routine are the same for all three levels of questions, emphasize the characteristics of “making connections” questions in step 4.

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

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 “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

5. Use a short passage from your text to model how to create a “making connections” question:
  - Read the passage aloud and discuss what it is about.
  - Relate something in the passage to something you have read, studied, or experienced.
  - Use stems to make a question:
    - How is \_\_\_\_\_ like (similar to) \_\_\_\_\_?
    - How is \_\_\_\_\_ different from \_\_\_\_\_?
    - How is \_\_\_\_\_ related to \_\_\_\_\_?
  - Model combining information in the passage with what you already know to answer the question.

(Vaughn et al., 2006)

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### Slide 7—Generating “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

Although students are combining information with what they already know, questions must still have a basis in the text.

*Review step 5 on the slide.*

Explicitly state the routine so students will be able to apply this strategy independently. In addition, it is often helpful to post the steps in your classroom until students have made them a habit and can distinguish them from the steps for Level 1 and Level 2 questions. Use a transparency or document camera to model identifying information in the text with which you can make a connection.

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 “Making Connections” Questions: Modeling Phase: *I Do* (cont.)



### Practice passage “Poisons on our Planet”

- Talk about the passage in a way that relates to what you have already studied.
  - “This passage talked about how toxins can be both helpful and harmful. When we studied bacteria, we said that bacteria could be both helpful and harmful, too. I wonder what makes them different.”
- Use a stem to make a question that helps you relate information in the passage to what you already know or have studied.
  - How are toxins different from bacteria?

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## Slide 8—Generating “Making Connections” Questions: Modeling Phase: *I Do* (cont.)



We will use the practice passage “Poisons on our Planet” once more to model how to create a “making connections” question. Turn to **Handout 3**. We will use the fifth step of Handout 2 as we work.

*Read the passage aloud. Model the process of generating a “making connections” question by following the steps from the previous slides. This slide provides talking points for you to think aloud as you model.*

When you model this routine, demonstrate locating information that relates to what you have already studied. For our purposes, the information I identified in the passage is listed on the slide.

### 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.*

*Notes continue on the next page.*

## Generating “Making Connections” Questions: Modeling Phase: *I Do* (cont.)



### Practice passage “Poisons on our Planet”

- Talk about the passage in a way that relates to what you have already studied.
  - “This passage talked about how toxins can be both helpful and harmful. When we studied bacteria, we said that bacteria could be both helpful and harmful, too. I wonder what makes them different.”
- Use a stem to make a question that helps you relate information in the passage to what you already know or have studied.
  - How are toxins different from bacteria?

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DUPLICATE  
SLIDE

*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 “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

Practice passage  
“Poisons on our Planet”

- Show how you connect information in the passage with information you already learned.
  - “I know that bacteria don’t have warning signs like bright colors or labels on a package to tell us when they are dangerous, but when toxins are in plants, animals, or products, they often have these warning signs.”

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### Slide 9—Generating “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

*Continue using the talking points on the slide to think aloud as you model how to combine information in the passage with what you already know to answer the question.*

- **“I know that bacteria don’t have warning signs like bright colors or labels on a package to tell us when they are dangerous, but when toxins are in plants, animals, or products, they often have these warning signs.”**

As we have discussed in previous modules, modeling only once will not be enough for students to understand the process. You will need to continue making more “making connections” questions and having students help you answer them.

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 “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

Correct Examples	Incorrect Examples
<ul style="list-style-type: none"> <li>Why is it important to learn about toxins?</li> <li>What would happen if we tried to get rid of all toxins on the planet?</li> <li>How are toxins related to what we studied about modifying the environment?</li> </ul>	<ul style="list-style-type: none"> <li>How is poison important to a spider?</li> <li>How can toxins be harmful to people and the environment?</li> <li>When oil was spilled in the Gulf of Mexico, how was it cleaned up?</li> </ul>

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### Slide 10—Generating “Making Connections” Questions: Modeling Phase: *I Do* (cont.)

This slide shows additional “making connections” questions generated from the practice passage “Poisons on our Planet.”

The **correct examples** require students to use some information in the text as well as critical thinking and prior knowledge in order to answer the question. The answers will also need to be longer than just a sentence.

When modeling how to write “making connections” questions, remember to show students exactly where you found the information in the text and how you used the question cards and/or stems.

#### **Activity: Response Cards for Identifying the Levels of Questions**

*Ask participants to take three note cards from the supply baskets at their tables and write “Right There” on one card, “Putting it Together” on another card, and “Making Connections” on the third card. As you review the incorrect examples on the slide, ask participants to hold up the card indicating the question type they think each item is.*

*Notes continue on the next page.*

The **incorrect examples** either do not require students to use information outside of the text or are not closely related to what students read in the passage. Take a moment to review those items and decide whether you think each is a “right there” or a “putting it together” question.

*Allow participants no more than 30 seconds to determine the question types.*

What question type do you think the first incorrect example is? Hold up your card to indicate your response.

*Check participants’ response cards.*

The first incorrect example is a “right there” question. How about the second question? Hold up your card to indicate what type of question you think that is.

*Check participants’ response cards.*

The second incorrect example is a “putting it together” question. Now let’s look at the third question.

The last incorrect example does not require students to relate to any information from the passage. It is not one of our three levels of questions at all. It is a question about background knowledge only.

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 “Making Connections” 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 3 “making connections” question type.
5. Have students work with partners to create “making connections” questions.

(Vaughn et al., 2006)

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### Slide 11—Generating “Making Connections” Questions: Teacher-assisted Phase: *WE Do*

In the next step, *WE Do*, students receive guided practice in generating “making connections” questions.

*Review steps 1–4.*



Turn to **Handout 4: “Making Connections” Question Cards.**

These cards are used in a similar way to those in the previous modules. One side of the cards provides the same information as is stated in step 4 on this slide. In addition, it prompts students with the question stems provided on the next slide. 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 stems used to form the sample social studies and science questions. These are provided to help students become more flexible in generating “making connections” questions and less reliant upon a limited number of question formats.

Students should now have all three question cards that they can use to help

*Notes continue on the next page*



generate questions while reading.

As with Level 1 and Level 2 questions, these steps should be practiced orally, at first, before having students record their questions in writing.

### *Review step 5.*

Remember that this step also should first be practiced orally before having students record their questions in writing.

It may be necessary to assist students with the appropriate language or structure of “making connections” 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 3 Questions: Guided Practice (4:55)**

#### **Activity: Generate-Share**

This video segment shows the teacher assisting pairs of students as they work on generating Level 3 questions. As you watch, GENERATE a list of the effective instructional practices you observe. What is the teacher doing to actively involve the students and to scaffold their learning?

*Click the icon to play the video.*

Let’s SHARE some of the ideas you recorded. What effective instructional practices did you observe in this video? What did the teacher do to actively involve her students and to scaffold their learning?

*Call on participants. Acknowledge and repeat/rephrase response.*

*Suggested responses:*

- *Asks them to explain their thinking*
- *Ensures both partners are involved in responding*
- *Reminds students to use the steps*
- *Has students check their work against the text*

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

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 “Making Connections” Questions

Practice writing two  
“making connections”  
questions that could be  
used with the “Poisons on  
our Planet” passage.

**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 breathe 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 12—Practice Generating “Making Connections” Questions

We will refer again to the sample passage “Poisons on our Planet” to practice this routine.

### Activity: Practice Generating “Making Connections” 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 only by combining information from the text with what you already know.*

You can teach students to determine whether they have generated a significant question by checking 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.

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## Slide 13—Creating Ownership of the Routine

As we saw in the TEKS connections listed on Handout 1, these routines are meant to help students “use a flexible range of metacognitive reading skills” and “become self-directed, critical readers.” To help students achieve this goal, we must go beyond steps 1–3 on the slide and teach students how to evaluate and expand their independent application of these reading comprehension routines.



### **Video: Generating Level 3 Questions: Monitoring Student Practice (2:24)**

This video shows how the teacher continues to monitor students’ work and to explore their thinking. As you watch, consider why the teacher has the students share their questions in this way. How does it benefit the students?

*Click the icon to play the video.*

Take a moment to discuss with your partner why you think it might be beneficial to have students publicly share the questions they generate and check each other’s work. What else could the teacher do to incorporate steps 4 and 5 on the slide?

*Notes continue on the next page.*

# 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.

DUPLICATE SLIDE

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*Allow 1–2 minutes.*


Twos, tell me your partner’s best idea about why it might be beneficial to have students publicly share the questions they generate and check each other’s work.

*Call on participants. Acknowledge and repeat/rephrase responses.*

*Suggested responses:*

- *Holds student accountable*
- *Gives the teacher a chance to provide positive and corrective feedback*
- *Provides student models to help their peers*
- *Creates an opportunity to return to the text*
- *Reviews the steps of the process for generating Level 3 questions*

*Discuss ways that students can reflect on their use of the routine, how it helps them understand what they read, and in what other contexts they can use the routine.*



## Generating “Making Connections” Questions: Independent Practice: *YOU Do*

- 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.

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### Slide 14—Generating “Making Connections” Questions: Independent Practice: *YOU Do*

Remember these key points when taking students into the *YOU Do* phase, as we saw in prior modules.

*Review the information on the slide.*



**Video: Generating Levels 1, 2, & 3 Questions: Student Practice (4:00)**


#### **Activity: Generate-Share**

In our last video, students independently generate questions for a passage after they have learned about all three question types. This segment shows you what it will look like when students with reading difficulties are able to support their comprehension. As you watch, GENERATE a list of your thoughts and reactions.

*Click the icon to play the video.*

*Notes continue on the next page.*

## Generating “Making Connections” Questions: Independent Practice: *YOU Do*



- 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.

**DUPLICATE SLIDE**

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Let’s SHARE some of the ideas you recorded. What did you think about the way students were independently generating questions on their passage?

*Call on participants. Acknowledge and repeat/rephrase response.*

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

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.

## Scaffolding for Generating “Making Connections” Questions

Break the text into smaller sections at first, but gradually increase the length.

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 “Making Connections” Questions

 Refer participants to **Handout 5: Scaffolding Level 3 Questions**.

These scaffolding techniques, introduced in Module 1, also apply to Level 3 questions.

Let's practice applying one of the scaffolding techniques with our sample passage, “Poisons on our Planet,” provided as Handout 3. Work with a partner to break the passage into smaller sections for students just learning this routine and for students who have had some practice with it.

*Provide a few minutes for participants to work. Monitor and 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 “making connections” questions.
- Apply the three-step process for explicit instruction to help students generate “making connections” questions.

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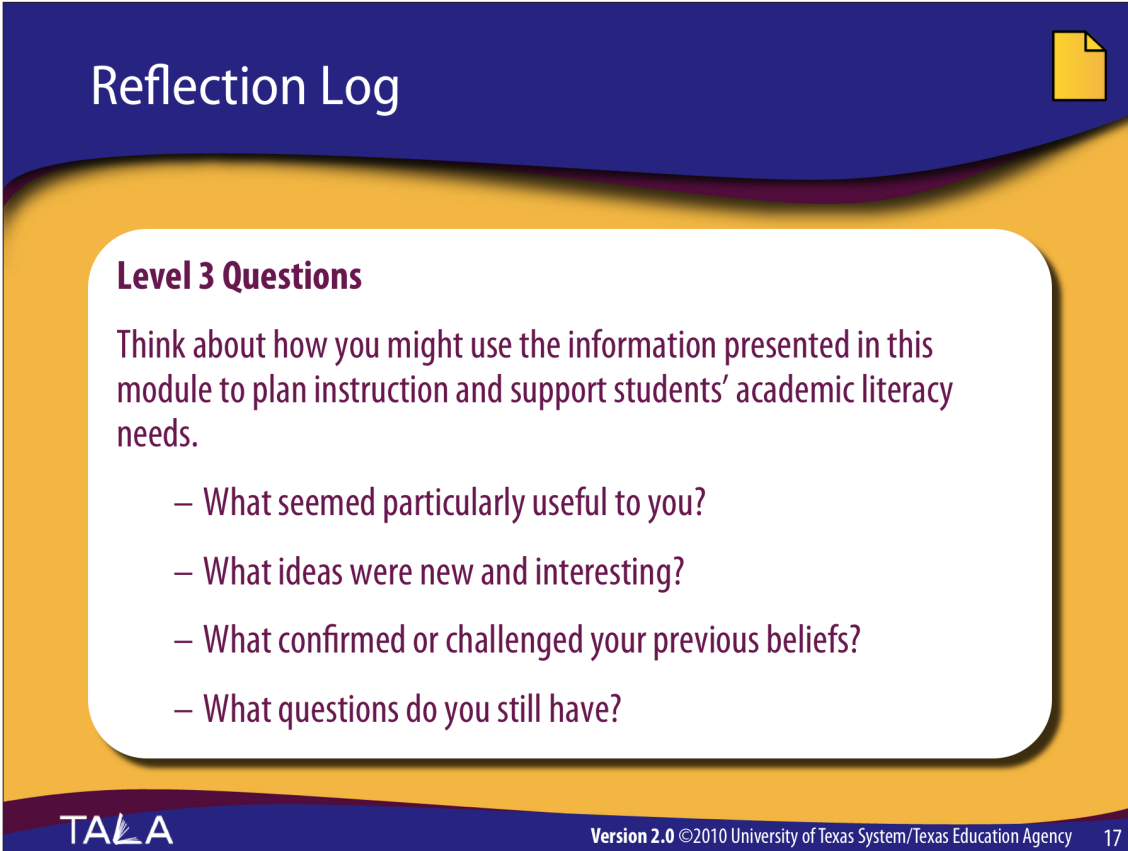
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## Slide 16—Summary

*Review the objectives.*

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





**Reflection Log**

**Level 3 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.

### Optional Activity: Plan for Application

Have participants use their curricular materials to generate “right there,” “putting it together,” and “making connections” questions for modeling each question type in upcoming lessons.

Monitor the activity and assist participants as needed.

Allow 15 minutes.

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

