

TEXAS LITERACY INITIATIVE

## How Should We Teach ASKING QUESTIONS?

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TEXAS LITERACY INITIATIVE

## When you read...

**Molly:** "There should be a little voice in your head asking questions. You need to be aware of them because they help you understand. The more you know, the more information you have, the more important your questions become."

**Maureen:** "Yeah, if you don't have any questions, you're probably not paying attention to your reading."

(Conrad, Matthews, Zimmerman, & Allen, 2008, p. 57)

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TEXAS LITERACY INITIATIVE

## The Cognitive Strategy Routine

**Strategy Instruction**

**DIRECT • EXPLICIT • SYSTEMATIC**

1. Use a real-world example to create a context for the strategy.
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students instructions, such as a hand gesture or icon, to help them remember the strategy.
5. Teach students using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to make their thinking during the strategy. Provide a means for students to reflect on their learning.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and modeling.
8. Provide accountability measures for students while using the strategy independently.

**Ongoing Assessment:** may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of learning goal cards, drawings, and writings, as well as formal assessments.

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### Use a Real-World Example (Step 1)

- An anchor lesson is a real-world example used to create context for a cognitive strategy.
- It is useful to create a different anchor lesson for each cognitive strategy.
- We refer to the anchor lesson to remind students of the cognitive strategy.

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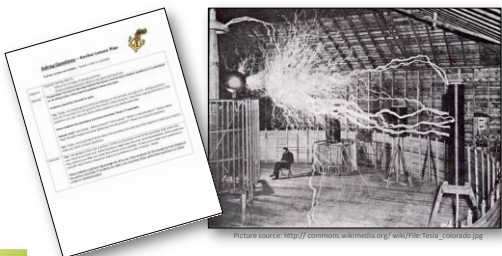
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### Anchor Lesson



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### Use a Real-World Example (Step 1)

Discuss what you will do for Step 1 in your classroom.

How will you introduce Asking and Answering Questions to your students?



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## Teaching the Strategy (Steps 2-4)

**Lesson Plan: Introducing a Focus Strategy**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: \_\_\_\_\_

Lesson Objectives: \_\_\_\_\_

Learning Time: \_\_\_\_\_

Materials: \_\_\_\_\_

Activities: \_\_\_\_\_

Assessment: \_\_\_\_\_

Reflection: \_\_\_\_\_

**Strategy Instruction**

**DIRECT • EXPLICIT • SYSTEMATIC**

1. Introduce the strategy to students in a direct and explicit manner.
2. Define the strategy, how and when it is used, and when it helps with reading.
3. Give students explicit examples, such as a handout or a video, to help them remember the strategy.
4. Practice using the strategy in a variety of contexts.
5. Engage students by providing opportunities for them to share their thinking about the strategy. Practice shared application and planned discussion prompts.
6. Monitor practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
7. Provide accountability measures for students while using the strategy independently.

**Ongoing Assessment and Feedback**

Ongoing Assessment may include informal assessments such as an extended response, observation of oral discussion, performance, projects, student records of thinking, guided notes, drawings, and writing, as well as formal assessments.

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## Give the Strategy a Name (Step 2)

Today, we're going to talk about a strategy called Asking and Answering Questions.

**Lesson Plan: Introducing a Focus Strategy**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: \_\_\_\_\_

Lesson Objectives: \_\_\_\_\_

Learning Time: \_\_\_\_\_

Materials: \_\_\_\_\_

Activities: \_\_\_\_\_

Assessment: \_\_\_\_\_

Reflection: \_\_\_\_\_

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## Define the Strategy (Step 3)

"I love questions. They help us understand the world around us, and they help us as readers. When we take time to ask questions as we read, we think more deeply and make more connections to things we already know... As I read, I will stop now and then to share my questions and give you a chance to share your questions with a partner."

(Hoyt, 2007, p. 5)

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## Define the Strategy (Step 3)



Lesson Plan: Introducing a Focus Strategy

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

Objectives: \_\_\_\_\_

Materials: \_\_\_\_\_

Procedures: \_\_\_\_\_

Assessment: \_\_\_\_\_

Reflection: \_\_\_\_\_

We've talked about how hard ...

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## Give Students Touchstones (Step 4)



Provide students with a hand motion that signals "asking questions"

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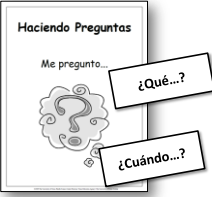
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## Give Students Touchstones (Step 4)

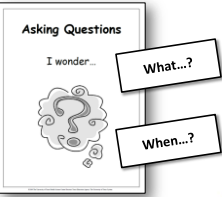


Haciendo Preguntas

Me pregunto...

¿Qué...?

¿Cuándo...?



Asking Questions

I wonder...

What...?

When...?

Display strategy posters in the classroom.

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### Our Questions

What is happening?

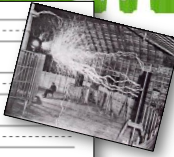

Is that electricity?

Why is the man so calm?

Is he in danger?

What is he reading?

Is he in an old rodeo arena?

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### Anchor Charts

Anchor charts are a way to hold student thinking. "It makes our thinking public and permanent, and traces our work together.... and so allows us to make connections from one strategy to another, clarify a point, build on earlier learning, and simply remember a specific lesson" (Miller, 2002, pp. 57 & 59).



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### Give Students Touchstones (Step 4)

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## Your Turn (Steps 2 – 4)



Put Steps 2-4 together ...



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## Think-Aloud (Step 5)

"A think-aloud is a way to provide *instruction* rather than just give *instructions*."

(Daniels & Zemelman, 2004, p. 238).



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## Think-Aloud (Step 5)

In the beginning, choose texts that are well-suited to the strategy being taught.

(Duke & Pearson, 2002)



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## Questions Which Support the Comprehension Literary Text

- Who is the story about?
- What are they trying to do?
- What happens when they try to do it?
- What happens at the end?



(Carnine & Kinder, 1985 in Gersten, Fuchs, Williams & Baker, 2001)

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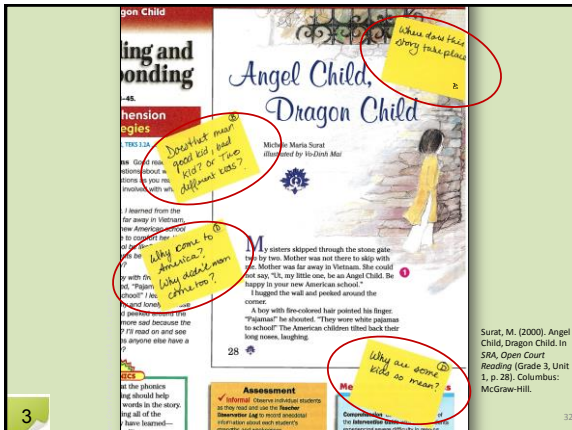
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Handwritten questions in yellow sticky notes:

- Does that mean good kid, bad kid? Or, two different kids?
- Why come to America? Why didn't men come too?
- Where does this story take place?
- Why are some kids so mean?

Assessment: Informal. Observe student's ability to read and understand the text. Use the questions to guide the student's reading.

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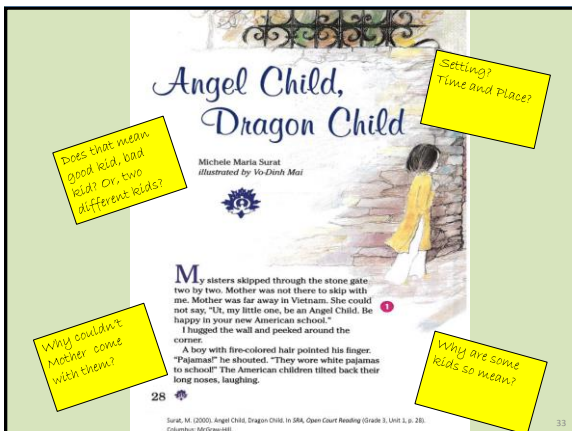
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Handwritten questions in yellow sticky notes:

- Does that mean good kid, bad kid? Or, two different kids?
- Why couldn't Mother come with them?
- Setting? Time and Place?
- Why are some kids so mean?

Assessment: Informal. Observe student's ability to read and understand the text. Use the questions to guide the student's reading.

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