

Unit 7 • Module 3:

Generating Questions to Monitor Comprehension, Level 3

Section 1

Slide 1—Title Slide

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

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 literal information that is stated in a passage, as well as questions that make inferential connections among information in different parts in the passage. This module will concentrate on making connections between the information in the text and what students already know.

Please locate **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), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS).

You may notice 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.

Slide 3—Objectives

The objectives for this module are: to understand how generating questions improves students' comprehension of text; to generate "making connections" questions; and to apply the three-step process for explicit instruction to help students generate "making connections" questions.

Slide 4—Promoting Conceptual Understanding

Take a moment to read what research says about promoting conceptual understanding.

The speaker pauses for 5 seconds.

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

Section 2

Slide 5—Asking/Answering Different Types of Questions

In the last two modules, we learned about Level 1 and Level 2 questions. Level 3 questions require students to think about what they have just read, what they already know, and how these ideas relate.

As a reminder, it is important to 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.

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

Please turn to **Handout 2**, which outlines the steps for generating “making connections” questions.

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.

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.

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

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 *blank* like *blank*? How is *blank* different from *blank*? How is *blank* related to *blank*? Model combining information in the passage with what you already know to answer the question.

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

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.

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

Let’s use the practice passage “Poisons on our Planet” once more to model how to create a “making connections” question. Please turn to **Handout 3**.

Talk about the passage in a way that relates to what you have already studied. You might say, “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?

When you model this routine, demonstrate locating the information that relates to what you have already studied.

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

Show how you connect information in the passage with the information you already learned. You might say, “I know that bacteria don’t have warnings 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.

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.

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. The first incorrect example is a “right there” question. The second incorrect example is a “putting it together” question. The last incorrect example does not require the 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.

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

Please 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. 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 generate questions while reading.

Remember that step 5 should first be practiced orally before having students record their questions in writing. 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.

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 skills. Provide corrective feedback or additional modeling as necessary.

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

The following classroom video shows the teacher assisting pairs of students as they work on generating Level 3 questions. As you watch, pay attention to the instructional practices.

Video: Generating Level 3 Questions: Guided Practice (4:55)

Slide 12—Practice Generating “Making Connections” Questions

Now, turn to Handout 3: “Poisons on our Planet” to practice this routine. Try to generate several of your own “making connections” questions.

Section 3

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.

The following classroom video shows how the teacher continues to monitor students’ work and to explore their thinking. Pay attention to how the teacher has the students share their questions.

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

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

The key points when taking students into the *YOU Do* phase are listed on this slide. Please review them now.

The speaker pauses for 5 seconds.

In this classroom video, students independently generate questions for a passage after they have learned about all three question types. This segment shows you what it looks like when students with reading difficulties are able to support their comprehension.

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

Slide 15—Scaffolding for Generating “Making Connections” Questions

Please turn to **Handout 5: Scaffolding Level 3 Questions** and, also, **Handout 6: Student Log for Self-generated Questions**.

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

suggestion is to break the text into smaller sections at first but gradually increase the length.

Slide 16—Summary

The objectives for this module were: to understand how generating questions improves students' comprehension of text; to generate “making connections” questions; and to apply the three-step process for explicit instruction to help students generate “making connections” questions.