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

Section 1

Slide 1—Title Slide

Welcome to the second module in the Inferential Comprehension Instructional Routines unit, Generating Questions to Monitor Comprehension, Level 2.

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. 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.

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).

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 "putting it together" questions; and to apply the three-step process for explicit instruction to help students generate "putting it together" questions.

As we learned in the previous module, it is important to keep in mind that the goal of this routine is to have students create questions, not simply identify the level of existing ques-

tions. 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.

Slide 4—Supporting the Learning of All Students

Approaches to reading comprehension that include question generation improve the achievement of students with learning disabilities. English language learners benefit from efforts to improve their ability to generate questions during reading.

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.

Section 2

Slide 5—Asking/Answering Different Types of Questions

In this module, we'll address Level 2 questions only. A Level 2 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.

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.

Slide 6—Generating "Putting It Together" Questions: Modeling Phase: *I Do*

Please turn to **Handout 2**, which outlines the steps for generating "putting it together" questions.

You will notice that the first steps in the routine for generating "putting it together" questions are the same as for "right there" questions.

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.

Slide 7—Generating "Putting It Together" Questions: Modeling Phase: *I Do* (cont.)

In step 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's about. Locate related facts from at least two different places in the text. Combine the facts to make a question. Show how the put information together to answer the question.

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

In the following demonstration 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.

Video: Generating Level 2 Questions (7:53)

Section 3

Slide 8—Generating "Putting It Together" Questions: Modeling Phase: *I Do* (cont.)

To model this routine, let's return to the sample passage on **Handout 3: "Poisons on our Planet."** We will use the fifth step of Handout 2 as we work.

First, you'll want to 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, display the passage to demonstrate locating and underlining the facts. For our purposes, the facts from this passage are listed on the slide. Take a moment to review them now.

> *The speaker pauses for 7 seconds.*

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. For example, you might say this:

"As I read, I looked for facts that would help me form questions that ask *who*, *what*, *when*, *where*, *why*, 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?'"

Then, think aloud to model how to answer the question. You might say:

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

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."

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.

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.

Slide 11—Generating "Putting It Together" Questions: Teacher-assisted Phase: *WE Do*

Please turn to **Handout 4: "Putting It Together" Question Cards**, which are for the students to use while generating questions.

The steps of the routine are reviewed on this slide.

One side of the cards on Handout 4 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.

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 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.

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.

Remember that step 5 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.

Slide 12—Practice Generating "Putting It Together" Questions

Let's return to Handout 3 to practice applying this routine. Using the sample passage, generate at least two "putting it together" questions.

Section 4

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 incorporate this routine into their reading practices and to become more effective at monitoring their reading comprehension.

Slide 14—Scaffolding for Generating "Putting It Together" Questions

Please turn to **Handout 5: Scaffolding Level 2 Questions** and **Handout 6: Student Log for Self-generated Questions**, which can help familiarize students with all three question types as they are introduced.

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.

Slide 15—Summary

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