# Handouts

## UNIT 7, MODULE 2:
## Generating Questions to Monitor Comprehension, Level 2

# TEKS Connections

## *English Language Arts and Reading*

Reading/Comprehension Skills (Figure 19).

> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

### Grade 6

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereadings a portion aloud; generating questions).

### Grades 7–8

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) monitor and adjust comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

## *Reading Elective Credit (Grades 6–8)*

(4) The student comprehends selections using a variety of strategies. The student is expected to:

> (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

SOURCE: Texas Education Agency (TEA), 2008a.

# English Language Proficiency Standards (ELPS) Connections

4 (G) The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

4 (J) The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from the text and graphic sources, and finding supporting text evidence commensurate with content area needs.

*Students will respond to questions and make connections as they learn this routine and eventually make these independent thinking processes.*

SOURCE: TEA, 2007.

# College and Career Readiness Standards (CCRS) Connections

English/Language Arts

II. Reading

(A)(4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish fact from simple assertions and opinions.

Cross-Disciplinary Standards

I. Key Cognitive Skills

(D)(1) Self-monitor learning needs and seek assistance when needed.

*Questioning routines, when applied independently, help students monitor their comprehension and allow them to identify when they need to seek assistance to better understand what they are reading.*

SOURCE: TEA, 2008b.

# Generating "Putting it Together" Questions

1. Use the vocabulary instructional routine to introduce important vocabulary words:

   • Select academic and content-specific words.

   • Pronounce the words.

   • Provide student-friendly definitions.

2. Briefly state the primary focus of the chapter or section and explain how it connects to students' prior learning.

3. Explain the purpose of generating questions:

   • Help you understand what you read

   • Help you remember important information about what you read

4. Introduce the Level 2 "putting it together" question type:

   • Questions that can be answered by looking in more than one place in the text

   • Questions that can be answered in one or more sentences

5. Have students work with partners to create "putting it together" questions:

   • Read the passage together 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.

   • Put information together to answer the question.

# "Putting it Together" Question Cards

## Level 2—Putting it Together

☐ Questions can be answered by looking in the text

☐ Answers require one or more sentences

☐ To answer the questions, you have to look in more than one place and put information together

↗ Who?  ↗ Where?
↗ What?  ↗ Why?
↗ When?  ↗ How?

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Adapted with permission from Vaughn, S., Edmonds, M., Simmons, D. C., & Rupley, W. H. (2006). *Enhancing the quality of expository text instruction and comprehension through content and case-situated professional development*. Washington, DC: U.S. Department of Education, Institute of Educational Sciences.

## Level 2—Examples

- [ ] How does Anansi capture the hornets, the python, and the leopard?
- [ ] Describe the events leading to Texas joining the United States.
- [ ] What did the ancient Egyptians learn about the calendar by viewing Sirius?

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# Scaffolding Level 2 Questions

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

- Provide passages with some facts already underlined.

- Provide a suggested number of questions to generate for each section.

- Regularly share students' questions and provide positive or corrective feedback.

- Return to modeling the routine with the whole class, pairs, small groups, or individual students, as needed.

- Remind students to use their question cards and to make questions that start with:

  - Who?

  - What?

  - When?

  - Where?

  - Why?

  - How?

- Make sure students are putting together facts from more than one place in the passage.

# Student Log for Self-generated Questions

| LEVEL ____ | QUESTION 1: | | |
|---|---|---|---|
| | **Answer:** | **Provide the evidence!** **How do you know that?** | **Page Number(s)** |

| LEVEL ____ | QUESTION 2: | | |
|---|---|---|---|
| | **Answer:** | **Provide the evidence!** **How do you know that?** | **Page Number(s)** |

| LEVEL ____ | QUESTION 3: | | |
|---|---|---|---|
| | **Answer:** | **Provide the evidence!** **How do you know that?** | **Page Number(s)** |

# Reflection Log

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 or interesting? What confirmed or challenged your previous beliefs? What questions do you still have?

Use the lines below to record your thoughts.

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## Unit 7: Inferential Comprehension Instructional Routines
## Module 2: Generating Questions to Monitor Comprehension, Level 2

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