Handouts

UNIT 7, MODULE 3:
Generating Questions to Monitor Comprehension, Level 3

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; rereading a portion aloud; generating questions)

(D) make inferences about text and use textual evidence to support understanding.

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);

(D) make complex inferences about text and use textual evidence to support understanding.

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;

(E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;

(K) use questioning to enhance comprehension before, during, and after reading.

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 the routine and eventually will 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.

II. Foundational Skills

(A) (5) Analyze textual information critically.

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 "Making Connections" 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 3 "making connections" question type:

    •   Questions that cannot be answered by using text alone

    •   Questions that require you to think about what you just read, what you already know, and how it fits together

5. Have students work with partners to create "making connections" questions:

    •   Read the passage together and discuss what it is about.

    •   Relate something in the passage to something previously read, studied, or experienced.

    •   Use the stems to make a question.

        •   How is _____ like (similar to) _____?

        •   How is _____ different from _____?

        •   How is _____ related to _____?

    •   Combine information in the passage with what is already known to answer the question.

"Making Connections" Question Cards

Level 3—Making Connections

❑ Questions cannot be answered by using text alone

❑ Answers require you to think about what you just read, what you already know, and how it fits together

➢ How is _____ like (similar to) _____ ?
➢ How is _____ different from _____ ?
➢ How is _____ related to _____ ?

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Level 3—Examples

- ☐ How is this folktale similar to folktales in Africa and other cultures?
- ☐ Why is the Alamo important in Texas history?
- ☐ What would happen if the Earth did not tilt on an axis?

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Scaffolding Level 3 Questions

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

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

- Indicate what types of prior knowledge would be helpful in making a connection to the passage.

- 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 card and to make questions with stems, such as:

    - How is _____ like/similar to _____?

    - How is _____ different from _____?

    - How is _____ related to _____?

- Make sure students are combining information from the passage with other information they already know, have learned, or have read in another text.

Student Log for Self-generated Questions

	QUESTION 1:		
LEVEL ___	**Answer:**	**Provide the evidence!** **How do you know that?**	**Page Number(s)**
	QUESTION 2:		
LEVEL ___	**Answer:**	**Provide the evidence!** **How do you know that?**	**Page Number(s)**
	QUESTION 3:		
LEVEL ___	**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 3: Generating Questions to Monitor Comprehension, Level 3

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