

BEFORE- AND DURING-READING COMPREHENSION **SAMPLE LESSON**

Generating Level 3 ("Making Connections") Questions

ACKNOWLEDGMENTS

The following question types are adapted with permission from Raphael, T. E., Highfield, K., & Au, K. H. (2006). *QAR now*. New York: Scholastic.

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The portion of this lesson on learning to ask and answer different types of questions is an adaptation of the Question-Answer-Relationship strategy (UTCRLA, 2003d; Blachowicz & Ogle, 2001; NRP, 2000; Raphael, 1986).

OBJECTIVE

Students will increase inferential comprehension of text by generating "making connections" questions.

MATERIALS

- Text passage or chapter.
- Overhead projector, chalkboard, or chart paper.
- Learning logs (see Appendix).
- Blue question cards (see Appendix).
- Transparency of Figure 26.

PREPARATION

Read the passage and identify the following:

- Important proper nouns or critical concept nouns.
- The “big idea”.
- Several Level 3, “making connections” questions. Level 3 questions require students to use information from the text along with background knowledge/prior learning to make inferences. Example Level 3 questions for a social studies passage are:
 - What are some of the reasons that Patrisia Gonzales might not have had many friends in school?
 - How do you think Patrisia Gonzales’ family influenced her decision to teach others about Native American life?
 - Give an example of what Patrisia Gonzales might mean when she tells kids to “Open your hearts to all the endless possibilities that life might want to give you. And never give up on living a happy life.”
 - How is the biography of Patrisia Gonzales related to the other passages we have read in this chapter?
 - How is the life of Patrisia Gonzales the same as or different from [another biography you have read]?

DAILY REVIEW

Grouping: Whole class

Preteach important proper nouns or critical concept nouns and preview the reading:

1. Introduce 3–5 new important proper nouns or critical concept nouns and provide brief definitions. Review reasons for preteaching important proper nouns or “big-idea words.” Read the list with class.
2. Have students copy important proper nouns/critical concept nouns and definitions in their learning logs.
3. Present the “big idea.”
4. Go through the preview as a whole-class activity. Call on students to say the key concepts and to make connections. Validate all students’ ideas, while making sure that information is accurate. List only accurate connections and information on the chart paper, chalkboard, or transparency.
5. Read the first two paragraphs of the selection to the students, or have them read the paragraphs orally with partners, and have students generate 1–2 Level 1 and/or Level 2 questions. Ask some students to share their questions with the class and to provide the answers to the questions with an explanation of where in the text the answers are located.

STATE OBJECTIVE/PURPOSE

Tell students that today they will learn more about generating questions.

Teacher:

Why do we ask questions when we read?

Answers should include: “to check what we know about what we read,” “to test our understanding,” and “to help us remember important information about we read”.

Remember that you can ask several types of questions and that understanding the different types will make it easier to find the answers. Some questions require you to find facts about what you read, while others require you to draw conclusions or make inferences. Last week we worked on asking and answering “putting it together” questions, the kinds of questions that you can answer by combining information from more than one place in your reading. Today we will learn how to form and answer “making connections” questions. When you answer “making connections” questions, you use information you already know along with information from the reading. Teachers ask many “making connections” questions because good readers connect what they are reading with information they already know.

MODEL AND TEACH

1. Introduce the Level 3, “making connections” question type.

Teacher:

“Making connections” questions are different from “right there” and “putting it together” questions because you cannot answer them only by looking in the passage. To answer a “making connections” question, you need to think about what you just read and make connections to what you already know. Level 3 questions often start with the following question stems:

- How is this like...?
- How is this different from...?
- How is this related to...?

FIGURE 25. “MAKING CONNECTIONS” (BLUE) QUESTION CARD.

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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Note: The goal for Level 3 questions is to make extensions/connections to text. Students should try to “stay with the text” and integrate the text with their prior learning instead of answering questions “away from the text” without any connection to what they are reading.

2. Read a short passage with your class.
3. Model how to create a “making connections” question.

After reading the passage with students, discuss a few important ideas from the passage. Then model Level 3 questions.

Teacher:

This passage about Patrisia Gonzales talks about a woman who is alive today and who is part Kickapoo, part Comanche, and part Mexican. To write a Level 3 question, I have to ask about something that is related to what I’ve read but that I have to think a little bit more about. One question I have about this passage is: How is this passage related to the other passages in the People of the Mountains and Plains lesson? To answer this question, we have to think about what we’ve already read and relate it to what we learned today. So, we’ve read about different groups that lived in the mountains and plains areas of Texas a long time ago. Today we are reading about Patrisia Gonzales, who is a descendent of several of these groups. I think this passage is related to the other passages in this lesson because the authors want us to know that there are people living today who are related to those same groups of people who lived in Texas a long time ago. Let’s try to create some more Level 3, “making connections” questions...

Ask students several more “making connections” questions and talk about the process you are using to generate these questions (connecting ideas in the text with ideas they have already learned or already know about).

4. Since Level 3 questions are the most difficult to generate and to answer, be sure to provide students with many models of this process and to return to modeling as often as needed.

GUIDED PRACTICE

Grouping: Whole class or small groups

1. Read 2–3 paragraphs to students, and as a class or small group, have students practice forming Level 3 questions. Have students provide answers to their questions and explain how they used information from the text as well as background information to do so. Remind students that their questions may begin with the stems:
 - How is this like...?
 - How is this different from...?
 - How is this related to...?
2. Give feedback and continue to model how to create and answer these questions as needed.

Students will likely need quite a lot of practice generating Level 3 questions. Do not go on to independent practice until students are successful and comfortable with Level 3 questions.

INDEPENDENT PRACTICE

Grouping: Partners

Using a different brief selection, preteach important proper nouns and provide students with the overall “big idea” of the passage in no more than 1–2 sentences. Then have students work in partners to quickly preview the chapter.

Next, have students work in partners to generate “making connections” questions about the selection. Have students write their questions in their learning logs, along with answers and evidence supporting the answers.

Circulate and provide feedback and scaffolding as needed. Be prepared to model again as needed. If several students are confused, stop the independent practice and return to modeling and additional guided practice.

Ask pairs to share their “making connections” questions and explain how they used information in the text as well as background information to answer each question.

GENERALIZATION

Ask students for examples of situations in which asking themselves “making connections” questions might help them understand and remember what they read. Emphasize the fact that they can preview text and ask themselves “making connections” questions in all of their classes.

MONITOR STUDENT LEARNING

Each time students read an unfamiliar passage, have them use the previewing routine and generate Level 1, 2, and 3 questions in pairs or small groups. Circulate through the room to monitor students’ responses. Ask students to share the reasons for their predictions, show where they found the answers to their Level 1 and Level 2 questions, and explain how they combined information in the text with background knowledge to answer their Level 3 questions. Provide more modeling and guided practice, as needed.

PERIODIC/MULTIPLE OPPORTUNITIES TO PRACTICE

Use the previewing and question generation routine each time students read unfamiliar text. Once students become skilled at making valid predictions and generating all three levels of questions, turn the process over to them. Continue to preteach important proper nouns or “big-idea words” and to remind students to preview and generate questions. Occasionally, return to previewing and question generation in partners so that you can monitor the process.

FIGURE 26. LEVEL 3 “MAKING CONNECTIONS” QUESTIONS PLANNING SHEET.

<p style="text-align: center;">PLANNING SHEET LEVEL 3 QUESTIONS</p> <p>1. Preteach Proper Nouns or Critical Concept Nouns Introduce, read, and define. Students write brief definition in learning log.</p> <p>Who:</p> <p>Where:</p> <p>What:</p> <p>2. Preview Text Introduce the big idea of the text selection.</p> <p>What is the most important idea that you want all students to understand and remember from this reading?</p> <p>Important key concepts, subheadings, bolded print, etc.</p> <p>Connections to prior learning:</p> <p>3. Model Level 3 Questions Questions to use as examples:</p>

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