

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

Generating Level 2 ("Putting It Together") 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.

The ideas and materials for previewing and question generation were adapted with permission from materials developed by the Teacher Quality Research Project through funding from the U.S. Department of Education's Institute of Educational Sciences, grant contract number R305M050121A (Enhancing the Quality of Expository Text Instruction and Comprehension Through Content and Case-situated Professional Development; D. Simmons, S. Vaughn, & M. Edmonds).

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 literal and inferential comprehension of text by generating "putting it together" questions.

MATERIALS

- Text passage or chapter.
- Overhead projector, chalkboard, or chart paper.
- Learning logs (see Appendix).
- White question cards (see Appendix).
- Transparency of Figure 24.

PREPARATION

Read the passage and identify the following:

- 3–5 important proper nouns or key concept nouns.
- The “big idea”.
- Several Level 2, “putting it together” questions. Level 2 questions can be answered using ideas found in different places in the text or in a different text. Example “putting it together” questions include:
 - What are adobe villages?
 - Why were the Jumano called pueblo people?
 - Why did the Jumano have to irrigate their crops?

DAILY REVIEW

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

1. Introduce 3–5 new important proper nouns or “big-idea words” and provide brief definitions. Review reasons for preteaching important proper nouns. Read the list with class.
2. Have students copy important proper nouns or critical concept nouns and definitions in their learning logs.
3. Present the “big idea.” Remind students how to preview a passage. Students should look for key concepts by reading the title, bold print, and subheadings. They should look at the pictures or other information that stands out. Students should then connect the key concepts to what they already know and to the big idea and say how they made the connection. Assist students in making connections and correct misinformation.
4. Go through the preview as a whole-class activity. Call on students to say the key concepts and to make connections to what they already know and what they expect to learn. 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. Ask a few students to generate Level 1, “right there” questions about the first one or two paragraphs of the reading.

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”.

MODEL AND TEACH

1. Model creating “putting it together” questions.

Teacher:

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 “right there” questions—the kinds of questions for which you can find the answer, word for word, in just one place in your reading.

2. Introduce the Level 2, “putting it together” question type.

Teacher:

This week we are going to learn about “putting it together” questions. Teachers like these questions because in order to find the answer, you have to put information together. That is, you usually have to use information from more than one place in your reading and put that information together to write an answer. “Putting it together” questions usually take a sentence or more to answer. Not only are “putting it together” questions a little more difficult to answer than “right there” questions, but they can also be harder to ask.

FIGURE 23. “PUTTING IT TOGETHER” (WHITE) QUESTION CARD.

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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3. Model the process of generating Level 2 questions using a think aloud.

Teacher:

This passage is about the Jumano people. It says that different groups lived in adobe villages. And then it says the Spanish called all these groups Pueblo. Later it says the Jumano people are called Pueblo Jumano. So I can combine that information to make a question. Why were Jumano people called Pueblo Jumano? They were called Pueblo Jumano because at that time the Spanish called all the groups that lived in adobe villages Pueblo. I have to know that the Jumano lived in adobe villages and that the Spanish called the groups of people that lived in adobe villages Pueblo. So I had to put information together from different parts of the passage to answer that question. Let’s try some more...

4. Model this process several times.

GUIDED PRACTICE

Grouping: Whole class or small groups

1. Ask students several more “putting it together” questions and talk about the process you are using to generate these questions (finding ideas in two parts of the text that can go together and combining them to answer one question).
2. Read 2–3 paragraphs to students and as a class or small group, have students practice forming Level 2 questions. Have students give the answers to the questions they generate and tell where in the text the information to answer the questions can be found.
3. 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 2 questions. Do not go on to Level 3 questions until students are successful and comfortable with Level 2 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 “putting it together” questions about the selection. Have students write their questions in their learning logs, along with the answers and evidence (where the answers are found).

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 “putting it together” questions and to tell where in the text the answer to each question can be found.

GENERALIZATION

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

MONITOR STUDENT LEARNING

Each time students read an unfamiliar passage, have them use the previewing routine and generate both Level 1 and Level 2 questions in pairs or small groups. Circulate through the room to monitor students' responses. Ask questions that require students to tell the reasons for their predictions and to show where they found the answers to the Level 1 and Level 2 questions they generated.

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 Level 1 and Level 2 questions, turn the process over to them, but 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 24. LEVEL 2 “PUTTING IT TOGETHER” QUESTIONS PLANNING SHEET.

<p style="text-align: center;">PLANNING SHEET LEVEL 2 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 2 Questions Questions to use as examples:</p>

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