Model Lesson

Learning How to Generate Level 1 Questions

Note

This work is based on the recommendations in Denton, C., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Baltimore, MD: Brookes.

TEACHER MATERIALS

MODEL LESSON PLAN

Learning How to Generate Level 1 Questions

Objective: Students will increase literal comprehension of text by generating Level 1, "right there," questions.

**MSM Field Guide
Alignment:**   Reading and Reading Interventions, Principle 4, Practice 1

Materials: For teachers:

- Model lesson plan
- Level 1 Questions Planning Sheet

For students:

- Text or passage
- Leveled question cue cards (each type of card copied two-sided, cut out, and hole-punched; one set per student placed on a metal ring):
  - Level 1—Right There cards (copied on red paper)
  - Level 2—Putting It Together cards (copied on white paper)
  - Level 3—Making Connections cards (copied on blue paper)
- Student Log for Self-Generated Questions (one per student)

Preparation

1. Select and read the text you will use to model the strategy. Ask yourself, "What is the most important idea that I want students to understand and remember from this text?" Identify key vocabulary words. Record this information on the Level 1 Questions Planning Sheet.

2. Identify several Level 1, "right there," questions. Record your questions on the Level 1 Questions Planning Sheet or directly on the text to use as you model.

CRITERIA FOR LEVEL 1 QUESTIONS—RIGHT THERE

- Questions can be answered in one word or one sentence.
- Answers can be found word-for-word in the text.

Purpose of the Lesson

Tell students that they will learn how to ask themselves questions that can be answered by using ideas found "right there" in the text.

EXAMPLE TEACHER TALK

"Teachers ask questions to see whether students understand what they read. There are several types of questions, and understanding the different types will make it easier to find the answers. Some questions require you to find facts about what you read, and others require you to draw conclusions or make inferences. There are two reasons why it is important to create and answer questions when you read. First, creating and answering questions helps you understand what you read, and second, it helps you remember important information about what you read."

Modeling

1. Distribute the leveled question cue cards.

EXAMPLE TEACHER TALK

"Questions usually start with *who, what, when, where, why,* or *how.* When teachers create questions, they try to use a lot of different question stems to make sure students understand different kinds of information. In the next few classes, you will learn how to ask and answer three kinds of questions. I have given you a set of question cards with three different question types: Level 1, Level 2, and Level 3."

2. Introduce the Level 1, right there, question type.

EXAMPLE TEACHER TALK

"Today, we will learn about the first type of question. Look at your Level 1 question card. We call this type of question a 'right there' question because the information to answer it can be found in one place, word-for-word, in the text. Level 1 questions usually can be answered in one word or one sentence. Answering Level 1 questions usually requires little thinking or effort, except that you must locate the answer in the text."

3. Introduce a short, easy-to-comprehend passage from your content area; preteach difficult vocabulary words; read the passage with students; and model generating Level 1 questions.

EXAMPLE TEACHER TALK

This example is based on a U.S. history passage.

"I need to make a question that I can find in one place in the passage. The first sentence says, 'More than 1,200 years ago, Mound Builders migrated, or moved, south into the Piney Woods region to the site of the Caddoan Mounds.'"

Underline this sentence in the text.

"There is a lot of information in that sentence. One fact is that the Mound Builders moved to the Caddoan Mounds more than 1,200 years ago. I think I can turn that into a question. Because it says '1,200 years ago,' I think I can make a *when* question. I'll write my question on my Student Log for Self-Generated Questions: 'When did the Mound Builders move to the Caddoan Mounds?'"

4. If students have difficulty writing Level 1 questions, have them first recognize Level 1 questions. Provide several questions and model with a think-aloud, deciding whether each is a Level 1 question.

Guided Practice

1. Practice creating and answering Level 1 questions. Remind students to look at their question cue cards. Students may record their questions on the Student Log for Self-Generated Questions.

2. Provide more guided practice with the whole class or in small groups. Some students may need additional guided practice over several days to master the process of generating Level 1 questions.

Independent Practice

1. Using a different brief selection, have students work in pairs to generate "right there" questions about the selection. Students may continue to use their cue cards and should record their questions on the Student Log for Self-Generated Questions. Students should also record their answers to the questions along with the evidence supporting each answer (e.g., page number).

2. Circulate through the room and provide feedback and scaffolding as needed. Ask pairs to share their "right there" questions and to explain where in the text the answer to each question can be found.

Ongoing Use of the Strategy

Each time students read an unfamiliar passage, preview the passage with them, preteaching important vocabulary. Then, have students generate "right there" questions during and after reading, in pairs or small groups. Circulate through the room to monitor responses and provide feedback.

Once students become skilled at generating "right there" questions, turn the process over to them but continue to preteach important vocabulary and to remind students to preview text and generate questions. Occasionally, return to question generation in pairs so that you can monitor the process.

Monitor Student Learning

Assess students frequently to ensure correct use of the strategy and use this information to inform your teaching.

- Ask students to share their Level 1 questions with the class. Provide feedback and scaffolding to improve students' question generation.

- Circulate throughout the classroom to monitor student work during guided and independent practice. Provide feedback and scaffolding as needed.

- Ask questions that require students to provide evidence from the text that supports answers to each generated question. (This information should also be recorded on the Student Log.)

- Review and/or grade completed Student Logs. Note common errors on question generation and answers to questions. Model and reteach the strategy with the entire class, small groups, or individual students as needed.

When students learn to ask questions about what they read, they understand and learn more from text. Ultimately, this strategy will increase students' content area learning and may increase their performance on assessments of content area knowledge.

LEVEL 1 QUESTION PLANNING SHEET

1. Identify appropriate text for modeling and guided practice of Level 1 questions.

   The text should be at students' independent reading level, which may require finding a passage below your grade level. You will use the text only to introduce the strategy to the students—text that is too difficult will distract students from the goal of understanding what a Level 1 question is, how to generate a Level 1 question, and how to locate the answer in the text.

Reading Passage: _____

2. Preview the text and make note of the following information, which will help you introduce the text to students and guide students to generate Level 1 questions.

Important ideas you want students to understand and remember	
Key concepts	
Vocabulary to preteach	
Connections to prior learning	

3. Develop your model Level 1 questions.

STUDENT MATERIALS

Level 1—Right There

☐ Questions can be answered in one word or one sentence.

☐ Answers can be found word-for-word in the text.

➢ Who?　➢ Where?
➢ What?　➢ Why?
➢ When?　➢ How?

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➢ What?　➢ Why?
➢ When?　➢ How?

Level 1—Examples

- ☐ What is the capital of Texas?
- ☐ Who was Jane Long?
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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?

Level 2—Examples

- ❏ How did ranchers get their cattle to the markets?

- ❏ Describe the events leading to Texas joining the United States.

- ❏ Why was it harder for enslaved people to have a family life than plantation owners?

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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 they fit together.

➤ How is _____ like (similar to) _____?

➤ How is _____ different from _____?

➤ How is _____ related to _____?

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Level 3—Examples

❏ Why is the Alamo important in Texas History?

❏ How is the Texas Declaration of Independence similar to the United States Declaration of Independence?

❏ How is the Civil War different from the Mexican War?

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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)