

GOAL IV

DURING READING: ASKING AND ANSWERING QUESTIONS

GOAL IV: ASKING AND ANSWERING QUESTIONS

OVERVIEW AND EXAMPLES

OUTCOME

Students learn to ask questions about what they read.

DESCRIPTION

Asking and answering questions can help students to identify main ideas, summarize text, monitor their understanding, integrate information from different parts of a text, and make inferences.

Students are taught to ask and answer questions at three different levels:

- Level 1: “right there” questions
Answers are explicitly stated, word for word, in one place in the text.
- Level 2: “think and search” questions
Answers require readers to put together information from different parts of the text.
- Level 3: “making connections” questions
Answers are not found in the text alone; readers must think about what they read, what they already know, and how this information fits together.

INTRODUCING QUESTION TYPES

- Introduce each question type separately. Model first and then scaffold student application of each question type with guided practice. Once students are successful at writing one question type, move on the next type. Most teachers spend 3–5 days modeling and practicing each question type before moving on.
- If some, but not all, of the students have mastered a question type, you can move on, but continue to provide struggling students with practice in the previous question type. For example, hand out cue cards to students at specific levels that have instructions to write one or two questions. That way, one student could write “right there” questions while another writes “think and search” or “making connections” questions.
- A student has truly mastered a question type when he or she can write a range of questions of that type. For example, a student has mastered “right there” questions when he or she can successfully write “right there” questions with varied question stems (*who, what, where, when, why, how*).
- Depending on students’ proficiency, either assign question types (e.g., one question at each level, two “right there” questions) or allow students to create questions at any level they choose.

LEVEL 1: “RIGHT THERE” QUESTIONS

TEACHER-MODELED PHASE

Tell students that they will learn about reading-related questions.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Creating and answering questions will help you to understand what you read and to remember important information about what you read.

Pass out the Question Types card (pictured below and found in Appendix B) to introduce the first question type: "right there."

QUESTION TYPES	
"RIGHT THERE" QUESTIONS	Answers are "right there" in one place in the text.
"THINK AND SEARCH" QUESTIONS	Answers have to be put together from more than one place in the text.
"MAKING CONNECTIONS" QUESTIONS	Answers are not only in the text. Readers must think about what they read, what they already know, and how this information fits together.

Teacher: Your question cards show three different question types: "right there," "think and search," and "making connections." Today, we will practice "right there" questions.

These questions are called "right there" because the information needed to answer them can be found in one place in the reading. Answering "right there" questions is usually easy and requires little thinking or effort.

Use a short passage (or the following example passage) to model how to create a "right there" question. Distribute or display the passage on an overhead projector. Read the passage aloud.

WHAT'S THAT SMELL?
Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories.

Sample text continues on the following page.

Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents. "Imagine every smell in the world as a musical note," Crames [said]. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

Everyday smells mean different things to different people. "A perfume we call Poison Ivy might remind you of being itchy and miserable," Crames says. "But it could make your sister think of a great time at summer camp."

Crames captures aromas using a high-tech method called headspace technology. A perfumer takes the source of an aroma and puts it into an airtight container. The aroma molecules are collected from the air and analyzed. A chemist then matches those molecules to ingredients in a fragrance library.

This month, Crames is launching fragrances for Tootsie Roll and Junior Mints. But not every smell can be easily copied. "One of our most requested perfumes is puppy's breath," he says. "But it is so chemically complicated that it's very tough to capture."

(Source: **Time For Kids: World Report**
May 2, 2008, Volume 13, Issue 26)

Teacher: To create a "right there" question, I need to find information that's in only one place in the passage.

Here's a sentence: *Demeter Fragrances makes more than 200 scents.* That looks like the answer to a "right there" question because it is a fact and it is found in one place in the text.

Let me turn that fact into a question. "Right there" questions usually start with one of these words: *who, what, when, where, why, or how*. Because the answer has a number, my question will probably start with: *How many*. So, let's try making a question: How many scents does Demeter Fragrances make?

OK, that looks like a “right there” question because I can easily find the answer in one place in my reading.

Now, I’ll make up some more “right there” questions, and you see whether you can find the answers in your reading.

Practice creating and answering “right there” questions with the class. Remind students to look at their question cards to remember what a “right there” question is.

The following are example “right there” questions from *What’s that Smell?*

- What sense triggers powerful memories?
- What new fragrances will be launched this month?
- Where are the scents made?

TEACHER-SUPPORTED PHASE

In the teacher-supported phase, provide students with practice and feedback writing “right there” questions.

First, review the definition of “right there” questions. Review the sentence stems most often used with “right there” questions.

Use a short passage to model one or two examples of “right there” questions. Then, have students suggest “right there” questions for the group to answer. Remind students to explain why their question fits in the “right there” category.

- Students can work alone or with a partner to write their questions, using their question cards to help them remember the criteria. Continue to provide feedback.
- Writing questions helps students remember what they read and provides a study guide to go back to. It also helps students remember their questions while they wait for their turn to share with the class. However, because many students struggle with writing, to save time, you may choose to do the question-and-answer process orally.
- Allowing students to work in pairs allows more opportunities to share and shorter wait time before being able to ask a question.

LEVEL 2: “THINK AND SEARCH” QUESTIONS

TEACHER-MODELED PHASE

Introduce “think and search” questions and review the purpose of asking questions when reading.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Why is learning to create and answer questions important?

[Possible answers include the following: to check what we know about what we read, or test our understanding; to help us remember important information about we read.]

Teacher: We have already worked on asking and answering “right there” questions. You can find the answer to these questions in just one place in your reading. Now we are going to learn about a second type of question. It is called a “think and search” question. Teachers like these questions because to find the answer, you have to put information together. That means you usually have to look in more than one place in your reading to find the answer.

“Think and search” questions usually take a sentence or more to answer. “Think and search” questions are a little more difficult to answer and to ask than “right there” questions.

Use the same passage as the one you used to introduce “right there” questions. Give an example of a “right there” question and then contrast it with the “think and search” type. Ask students several more questions. Example questions for *What’s That Smell?* include the following:

- How is headspace technology used to create these fragrances?
- How might the scent of poison ivy be interpreted differently by different people?
- Why is it difficult to copy some smells?

For each question, model why it is a “think and search” question and how to find the answer in the text.

TEACHER-SUPPORTED PHASE

Answering teacher-initiated questions may help students learn content and understand a passage, but it does not teach students to use the skills on their own. Students who learn to ask questions about what they read revisit the text to check and strengthen comprehension. Struggling readers can improve their understanding and memory by learning this important skill.

“Think and search” questions can be difficult for students to create. Start by giving students a few straightforward sentences and telling students to combine the information into a “think and search” question. For example, give students the following sentences:

- Greyhounds have a good sense of smell.
- Greyhounds have keen eyesight.

The information can easily be combined into one question, such as: Which senses are very strong in greyhounds?

Continue with straightforward sentences before moving on to paragraphs.

Follow the same procedures for scaffolding as described in the “right there” teacher-supported phase.

LEVEL 3: “MAKING CONNECTIONS” QUESTIONS

TEACHER-MODELED PHASE

Introduce “making connections” questions.

Teacher: “Making connections” questions are different from “right there” and “think and search” questions because you cannot answer them only by looking in the text. To answer a “making connections” question, you need to think about what you just read and make connections to your own experiences. “Making connections” questions often start with the following question stems:

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

Model several examples of “making connections” questions from a short passage. Example questions from *What’s That Smell?* include the following:

- How is a smell related to a musical note?
- What smells would you like to make into perfume? Why?
- Why does the smell of poison ivy have different memories for different people?
- Why do you think so many people want to have a perfume of puppy’s breath?

TEACHER-SUPPORTED PHASE

Follow the same instructions as previously shown in teacher-supported phase for “right there” questions.

Note that the goal of creating “making connections” questions is for students to integrate prior learning with the ideas presented in the text. Teacher feedback may be needed to guide students to connect their questions to the text. Reminding students to “stay with the text” and analyzing good student examples will help.

Using *What’s That Smell?* as an example, a student who asks, *What is your favorite smell?* has not stayed with the text; reading the text is not necessary to answer this question. Instead, the question *How are Crames’ scents similar to regular perfume scents?* focuses on the main ideas of the passage while allowing the reader to make connections to his or her own experience.

TEACHER-MODELED ASKING AND ANSWERING “RIGHT THERE” QUESTIONS LESSON 10 OUTLINE

OUTCOMES

- Students learn the asking and answering questions strategy.
- Students begin to understand how to generate “right there” questions while watching the teacher model.

PREPARATION

- Identify a short, multiparagraph section of text.
 - Identify several “right there” questions and prepare the teacher model.
 - Prepare strategy cards and text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students work with a partner to do the following, using the Get the Gist (Paragraphs) card as necessary:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: MODEL ASKING AND ANSWERING “RIGHT THERE” QUESTIONS

1. Tell students that asking and answering questions can help them to check whether they understand what they read and to remember what they read.
2. Teach students the “right there” question type. Model how to generate “right there” questions by reading a text, thinking aloud through the process, and explaining that the information that can be found in one place in the text.
3. Review why your question fits the “right there” criteria.
4. Provide additional examples.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.
- Students may benefit from having a list of questions after a reading and then identifying which questions are “right there” questions. Discuss with students why each question they selected fits the criteria for a “right there” question.

LESSON 10 CASE STUDY

OBJECTIVES

- Students learn about the asking and answering questions strategy.
- Students begin to understand how to generate “right there” questions after watching the teacher model with a multiparagraph text.

MATERIALS

- Science text: The passage used in this lesson discusses the relationships in an ecosystem between producers and consumers. The lesson introduces the idea that living things need energy to survive and that consumers depend on producers for food.
- Learning logs
- Pencils
- Dry-erase board or flip chart
- Dry-erase makers
- Timer

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Select vocabulary words and provide student-friendly definitions. Have students write the vocabulary words only (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read passage will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the passage.
- Placing tabs on the correct pages in the text as well as in the students’ learning log is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

Teacher: Let's look at our vocabulary words. Please write the vocabulary words in your learning log, and we will define and discuss each one together.

Our first vocabulary word is *organism*. What's the word?

Students: *Organism.*

Teacher: An organism is any living thing. Living things grow, reproduce, and move. For example, all plants and animals are organisms, but so are viruses and bacteria. They are called microorganisms, which means they are so small that they can be seen only with a microscope. Some nonexamples of organisms are your desk, pencil, and backpack.

Claire: Would water be an organism?

Teacher: No, but that's a really good question. The reason water isn't an organism is that it doesn't fit our definition. Water doesn't reproduce or grow. However, many organisms do live in the water. Can you think of any?

Kevin: Fish, whales, turtles, snakes, and alligators.

Teacher: Very good! I think you all have the idea.

Our second vocabulary word is *ecosystem*. What's the word?

Students: *Ecosystem.*

Teacher: An ecosystem is all the living and nonliving things that interact in the same place. For example, fish, frogs, and insects may live in a pond ecosystem. Fish and frogs depend on the insects for food. Can anyone name some organisms that might live in that same type of ecosystem?

Nick: How about trees and flowers? They are living things.

Teacher: Those are certainly organisms that you might find in a pond ecosystem.

Teacher: Our third vocabulary word is *environment*. What's the word?

Students: *Environment*.

Teacher: Correct. An environment is everything that surrounds and affects a living thing. For example our environment here at school is our classroom, and that environment includes many things, such as desks, windows, posters, and each other. Can anyone think of some things in the environment around a pond?

Wyatt: I think that the weather could be part of the environment around a pond.

Teacher: I agree. That would fit our definition very well.

INSTRUCTION

The purpose of asking and answering questions is to help students identify critical information and key ideas in a text. This strategy also will help students learn the relationship between questions and answers.

Teacher: Students, today I will introduce a new strategy called asking and answering questions. This strategy is used **after** the reading assignment. The asking and answering questions strategy will help you to remember what you read and to prepare for class discussions and tests. It will also help you determine whether you understand the important information that you read. When you use this strategy, you will think of questions about the important information in the passage. You will use your learning log to write questions and information about what you learn.

So, who can tell me what our newest strategy is called and how we use it?

Claire: It's called asking and answering questions, and we make up questions.

Teacher: Exactly. And what type of information do we want to make our questions from?

Kevin: Important stuff we've been reading about.

Teacher: Very good. And when do we use the asking and answering questions strategy?

Nick: While we're reading.

Teacher: Well, you will certainly focus on important information while reading, but we will actually generate our questions **after** we've completed our reading. That way, we can go back and find the most important information from our passage.

Let's continue. Please pay careful attention, as I will share with you many of the secrets that teachers use when creating tests and quizzes. To make a quiz, I must first go back and find the most important ideas. I try to use a variety of questions, so that I can find out whether you really understand what you read. Most questions start with *who, what, when, where, why, or how*. There are several different types of questions: Some require you to find facts right from the text, and others require you to draw conclusions or make connections to what you already know about the topic.

Today, I will tell you about the first question type: "right there" questions. These questions can be found in one place in the text. When I'm creating a test, I go back to the passage and find the most important ideas. Then I use these important ideas to generate questions. I begin my questions with one of the *w* words or an *h* word.

[Write the six sentence stems on the board.]

I want to include different types of questions, so I use a variety of these sentence stems. Using different stems helps me make sure that you really understand what you read. Luckily, "right there" questions are usually easy to generate and answer.

Who can tell me where we find the information for generating a "right there" question?

Claire: In one place in the text.

Correct. What kind of information do we look for when creating a "right there" question?

Wyatt: Important ideas.

Teacher: Correct. What are the sentence stems we use at the beginning of a “right there” question?

Students: *Who, what, when, where, why, and how.*

Teacher: Great! Now, let’s go back and reread the passage from yesterday about ecosystems. Then, I will share my thoughts about the important information in the passage. Next, I will take that information and generate some “right there” questions.

The passage has the following sentence in the very first paragraph: ***Producers are organisms that make their own food by using energy from sunlight.*** This is a very important concept—one that students should understand. Therefore, I would include a question about producers on a quiz on ecosystems.

Who can tell me why I chose to make a question from the sentence about producers?

Claire: I know: because it’s important.

Nick: And you may put this question on our science test.

Teacher: Great. I’m glad you are listening and you are beginning to understand “right there” questions.

[Write the sentence on the board.]

I can easily turn this statement into a question by rearranging the words a little. I want to make sure my students understand what a producer is, so I take the question stem ***what*** and add words right from the sentence: ***are producers.***

[Underline “Producers” and “are.”]

I changed the order of the words a bit. The rest of the sentence tells what the answer is.

[Underline “organisms that make their own food by using energy from sunlight.”]

This is a “right there” question because the information I used to create and answer it comes from one place in the text. I can actually point to it—right there.

What type of question did I just create?

Kevin: “Right there.”

Teacher: Correct! What makes this a “right there” question?

Wyatt: Because you found the information for the question and answer in the same place.

Teacher: Great! What are some other sentence stems that we can use to create these types of questions?

Claire: *Who, what, when, where, why, and how.*

Teacher: Perfect. Now, as I mentioned before, it is helpful to start questions with different question stems. Let’s look at the sentence at the end of the third paragraph, which says: *A plant stores some of its food in the leaves, stems, and roots.* Because this sentence tells me where the food is stored, I use the question stem *where*. Watch me underline other words from the sentence that I can use to make my question.

[Underline “plant,” “stores,” and “food.”]

So the question will make sense, I will add the word *is* after *where*. There is my question! *Where is a plant’s food stored?* I will underline the answer.

[Underline “in the leaves, stems, and roots,”]

Is that a “right there” question?

Students: Yes.

Teacher: How could you tell?

Wyatt: Because the question and answer are in the same place in the text.

Teacher: Let’s move on to the fourth paragraph. The third sentence is: *Consumers get their energy by eating other plants and animals.* That looks like a great sentence for a “right there” question because the sentence is a fact found in one place in the text. What is the main idea of the sentence?

Nick: The sentence tells where the energy comes from.

Teacher: That’s right. So I will begin our “right there” question with *where*. Watch me as I write the sentence on the board and rearrange it into a question.

[Write the sentence on the board and underline “consumers get energy.”]

I will move that phrase after the word *where*. So, our question is: *Where does a consumer get energy?* Now, I will underline the answer.

[Underline "by eating other plants and animals."]

Do you think we've made a "right there" question?

Claire: Yes, because you found the question and the answer in the same place in the text.

Teacher: Very good. Let's move on. The first sentence in the last paragraph is: *Consumers cannot make their own food, so they rely upon producers for food.* That is a really important piece of information, and I can easily turn that into a "right there" question. This time, we will use the sentence stem *who* to create our question. I want to ask this question: *Who do consumers rely upon for food?* Watch as I underline those words.

[Write the sentence on the board and underline the appropriate words.]

Kevin: I know, I know: It's producers. The answer is right there, at the end of the sentence. That was easy.

Teacher: You are a sharp group. That's exactly right. Now, remember, we wouldn't want to make "right there" questions from every sentence in the passage—only from sentences that contain important information. Remember, you want to think like a teacher!

FIELD NOTES

The lesson went well. Overall, the students were engaged. By the time I created the third and fourth sentences, many of the students were beginning to help, finding additional important information in the text on their own. Hopefully, they will continue their enthusiasm as we move on to the teacher-assisted lesson.

As I wrote the questions on the board, some students were copying the questions and answers in their learning logs. Some students really need to write everything to feel connected to the information, even though I do not always require it.

Teaching small chunks of information and then questioning the students immediately seems to keep the students engaged and helps with comprehension of the strategy. I strive to encourage students to participate in the discussion, even though they may not always correctly answer my questions. The fact that they are thinking is wonderful!

TEACHER-SUPPORTED ASKING AND ANSWERING “RIGHT THERE” QUESTIONS LESSON 11 OUTLINE

OUTCOMES

- Students learn about the asking and answering questions strategy.
- Students begin to generate “right there” questions from a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several “right there” questions and prepare the teacher model.
 - Prepare cards, learning logs, and the text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.

3. Have students use the Word Fix-Up Strategies card to find the meaning of unknown words with a partner and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card to get the gist of one or more confusing sentences with a partner.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card to do the following with a partner:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the text.

STEP 4: SUPPORT STUDENTS ASKING AND ANSWERING “RIGHT THERE” QUESTIONS

1. Tell students that asking and answering questions can help them to check whether they understand what they read and to remember what they read.
2. Review the “right there” question type. Have students use the Question Types card to create “right there” questions from the text.
3. Have students state why their questions are “right there” questions.
4. Provide feedback and additional examples as needed.

NEXT STEPS

- When students demonstrate proficiency with sharing questions orally, have them write their own questions in their learning logs. They can ask and answer the written questions with a partner or with the group.
- When most students can write “right there” questions, move on to “think and search” questions in Lesson 12. During practice time, students who are struggling can continue to work on “right there” questions while their peers work on “think and search” questions.

TEACHER-MODELED ASKING AND ANSWERING “THINK AND SEARCH” QUESTIONS LESSON 12 OUTLINE

OUTCOME

Students begin to understand how to generate “think and search” questions while watching the teacher model with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several “think and search” questions and prepare teacher modeling.
 - Prepare cards and the text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: MODEL ASKING AND ANSWERING “THINK AND SEARCH” QUESTIONS

1. Review why good readers ask questions while reading.
2. Introduce “think and search” questions.
3. Model how to create a “think and search” question. Contrast the “right there” question with the “think and search” question type. Encourage students to use the Question Types card.
4. Ask for volunteers to answer the questions.
5. Create several more “think and search” questions from the text. For each question, model why it is a “think and search” question.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.
- Provide students who need more support with questions and ask them to select which are “right there” questions and which are “think and search.” Discuss and provide feedback.

TEACHER-SUPPORTED ASKING AND ANSWERING “THINK AND SEARCH” QUESTIONS LESSON 13 OUTLINE

OUTCOME

Students begin to generate “think and search” questions for a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several “think and search” questions.
 - Prepare cards, learning logs, and the text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategy card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: SUPPORT STUDENTS ASKING AND ANSWERING “THINK AND SEARCH” QUESTIONS

1. Review the “think and search” question type. Ask students to use the Question Types card to create some “think and search” questions from the text.
2. Ask students to state why their questions are “think and search” questions.
3. Ask for volunteers to answer questions.
4. Provide feedback and additional examples as needed.

NEXT STEPS

- Once students are able to offer questions orally, have students work on their own or with a partner to write “think and search” questions in their learning logs.
- “Think and search” questions are often the most difficult to create. See the Overview and Examples section for ideas to support students who struggle.

LESSON 13 CASE STUDY

OBJECTIVE

Students begin to generate “think and search” questions.

MATERIALS

- Science text: The passage used in this lesson discusses the relationships in an ecosystem between producers and consumers. The lesson introduces the idea that living things need energy to survive and that consumers depend on producers for food.
- Learning logs
- Pencils
- Dry-erase board or flip chart
- Dry-erase makers
- Timer

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible breakdown words ready, in case students do not identify any.
- Using a previously read passage will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the passage.
- Placing tabs on the correct pages in the text as well as in the students’ learning logs is an efficient way to keep your students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

- Review the gists that students previously wrote for the text.
- Start by identifying clear, straightforward sentences in the text until students have a good grasp of generating “think and search” questions. Gradually incorporate more complex sentences and larger amounts of text. Then move on to creating “think and search” questions from information that comes from more than one paragraph.

OPENING

Teacher: Let’s review our vocabulary words from our previous lesson. We learned three new words for our ecosystem lesson: *organism*, *ecosystem*, and *environment*.

The first vocabulary word was *organism*. What’s the word?

Students: *Organism*.

Teacher: Who can tell us the meaning of the word *organism*?

Nick: I wrote in my learning log that an organism is any living thing that grows, reproduces, and moves.

Teacher: Great! Who can tell me some examples of organisms?

Claire: All plants and animals are organisms.

Teacher: Correct. Anything else?

Claire: Viruses and bacteria.

Teacher: Great. Who can give me a nonexample?

Kevin: My books and pencils are not organisms because they are not alive. Anything that's not living is not an organism.

Teacher: Exactly. Our second vocabulary word was *ecosystem*. What's the word?

Students: *Ecosystem*.

Teacher: Who can tell me what you wrote in your learning log for *ecosystem*?

Wyatt: I wrote that an ecosystem is all the living and nonliving things interacting in the same place.

Teacher: That's right, Wyatt. Can someone give us an example of an ecosystem? Be sure to tell us why your example is an ecosystem.

Claire: A forest is an ecosystem because it has living things like birds, deer, and squirrels and nonliving things like water, air, and dirt.

Teacher: That's a very good example!

Teacher: Our third vocabulary word was *environment*. What's the word?

Students: *Environment*.

Teacher: What is an environment?

Nick: An environment is everything that surrounds and affects a living thing.

Teacher: That's right, Nick. Can someone give us an example of an environment?

Nick: Water is an environment for fish because it's all around them. A pond or an ocean would be their environment.

Teacher: That's a great example.

Let's review the get the gist strategy for a moment. What is a gist?

Wyatt: It's like the main idea when you've read something.

Teacher: That's right. Can you tell me how we find a gist?

Kevin: I know. It's when you find who or what the passage is mostly about and write a sentence 10 words or less.

Teacher: Very good. Is there anything else we need to know about the gist?

Claire: We leave out the details.

Teacher: Great. Now let's review the gists from our previous lesson. Who can tell me their gist for the first paragraph?

Nick: I wrote in my learning log that *Producers and consumers are organisms in an ecosystem.*

Teacher: Does anyone have anything different?

Wyatt: I put that *Organisms in an ecosystem are made of producers and consumers.*

Teacher: That's also a good gist. It's just a different way of saying the main idea.

Does anyone have a gist for the second paragraph they'd like to share with us?

Kevin: I would. My gist says *Consumers and producers need energy to live.*

Teacher: Does anyone have something different?

Wyatt: That's very similar to what I wrote.

Claire: Me, too.

Teacher: Great. Because finding good gists is something we've worked on for quite some time, I'm not surprised that you came up with similar gists.

Now, let's move on to "think and search" questions.

INSTRUCTION

Teacher: Let's review for a moment. So far, we've learned about two types of questions. Who can tell us the names of the questions and how to make them?

Nick: I know. One kind is called "right there" questions, and you find the information in one place in the text.

Teacher: Exactly. We look for important information in a particular place in a text, make a question, and find the answer, mostly using the words right from the text. The other type of question we learned about requires the reader to put information together from different parts of the text. Who remembers what it is called?

Wyatt: “Think and search” is the other kind.

Teacher: Correct.

Claire: “Think and search” questions are harder to make than the “right there” questions.

Teacher: That’s right, Claire. They can be a little more difficult to create and answer. Why do you think that is?

Claire: I guess because you’ve got to look in lots of places in the passage to find information and then come up with a question.

Teacher: Thanks, Claire. Well, that was a good review of what we’ve learned about these two types of questions.

Let’s move on. Today, I will help **you** make some “think and search” questions from the text. Let’s begin by rereading the first paragraph in our science lesson. Claire, please read the first paragraph. Everyone else, follow along.

[Claire reads.]

Teacher: In the paragraph Claire just read, we heard about two types of organisms in the ecosystem. We also had some information about organisms in our gist. Why is this important?

Nick: Because the paragraph is telling us about two different kinds of organisms. And organisms are in the gist, so it must be important information.

Teacher: That’s right, Nick. I’ll begin by writing these sentences from the paragraph on the board, so that we can discuss them.

[On the board, write, “One type of organism in an ecosystem is a producer” and “The other type of organism in an ecosystem is a consumer.”]

Teacher: What is the first sentence mainly about?

Students: Organisms.

Teacher: What about the second sentence?

Students: Organisms.

Teacher: Notice that this information comes from two different sentences. Do you think we can make a good “think and search” question, using this information? I’ll give you a hint to help get you started. Let’s begin our sentence with the word *what*.

Nick: We could ask: *What types of organisms are found in the ecosystem?*

Teacher: That’s a great question. And what would your answer be?

Nick: Producers and consumers.

Teacher: Exactly. Because we had to put together the information from two different parts of the text, we have created a “think and search” question.

The first sentence in the paragraph says that producers make their own food. What if I asked the question: *What organism makes its own food?* Would that be a “think and search” or a “right there” question?

Wyatt: That would be a “right there” question because you found the information in the same place.

[Write the following comparison of question types on the board.]

“RIGHT THERE” QUESTION:

- Exact sentence from the text:
Producers are organisms that make their own food.
- Question: *What organism makes its own food?*
- Answer: *producers*

“THINK AND SEARCH” QUESTION:

- Exact sentences from the text:
One type of organism in an ecosystem is a producer.
The other type of organism in an ecosystem is a consumer.
- Question: *What types of organisms are found in the ecosystem?*
- Answer: *producers and consumers*

Teacher: Let's continue reading to see whether we can make some more "think and search" questions. Everyone please reread the second paragraph silently.

[While students read, write the following sentences on the board: "Eating plants gives consumers the energy they need to survive" and "Consumers also receive energy by eating animals that eat plants for food."]

Look at these sentences from the second paragraph.

What important information do we see in these sentences? Don't forget to look back at your gist for the second paragraph.

Claire: Both sentences are talking about energy.

Teacher: They certainly are, so how could we put together the information about how consumers get energy, using these two sentences?

Let's think about our sentence stems. I think a good word to begin this sentence would be *where*.

[Write "Where" on the board to start students thinking about the sentence construction.]

Kevin: Can I tell you my sentence?

Teacher: Sure.

Kevin: *Where does energy come from?*

Teacher: OK. How would you answer that question?

Kevin: From consumers.

Teacher: You are on the right track. But we need to work on the wording a little.

Let's think about what these sentences are telling us. The first sentence tells us that consumers get energy from plants, and the second sentence tells us that consumers also get energy from animals that eat plants. I want to find out where consumers get their energy. How could we make that question?

Claire: I think I know. *Where do consumers get their energy?*

Teacher: What do we think, class? Do we find the answer to Claire's question from information in both sentences?

Students: Yes.

Teacher: I agree. So what would the answer to her question be?

Claire: From plants and also animals that eat plants.

Teacher: Great job, class.

FIELD NOTES

It was important to review both the “right there” and “think and search” questions. The students benefited from both the review and the comparison strategies.

The “think and search” questions will need several more days of teacher support. Students will continue to need guidance in using the correct sentence stems when creating sentences. I will remind students that they need to zero in on the important information in the text as they construct their questions.

Sometimes, the students have a hard time identifying different sentences that relate to each other and that can be put together in a “think and search” question, so I scaffolded this lesson in several ways:

1. I used text we had previously read and for which we had already written gists.
2. We reviewed the vocabulary and gists, so the information was fresh.
3. I identified the sentences with important information and wrote them on the board, so students could better focus on constructing the questions.

As students progress in skill, they will identify the sentences themselves. Beginning with scaffolded sentences and moving on to larger amounts of text will give students opportunities to identify and monitor their understanding.

In subsequent lessons, I will continue to give hints when I come across ideas or concepts that lend themselves to “think and search” questions. I also will emphasize to students that putting together their ideas in a question helps them to integrate information from different parts of a text.

TEACHER-MODELED ASKING AND ANSWERING “MAKING CONNECTIONS” QUESTIONS

LESSON 14 OUTLINE

OUTCOME

Students begin to understand how to generate “making connections” questions while watching the teacher model with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several “making connections” questions and prepare the teacher model.
 - Prepare cards and the text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategy card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.

4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: MODEL ASKING AND ANSWERING “MAKING CONNECTIONS” QUESTIONS

1. Introduce “making connections” questions and review why the purpose of asking questions when reading.
2. Model how to create a “making connections” question. Encourage students to use the Question Types card.
3. Ask for volunteers to answer the questions.
4. Create several more “making” questions from the text. For each question, model why it is a “making connections” question, emphasizing that it should connect to the text.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.
- Provide students who need more support with questions and ask students to select which questions are “making connections”, which are “think and search” and which are “right there.” Discuss with students and provide feedback.

TEACHER-SUPPORTED ASKING AND ANSWERING “MAKING CONNECTIONS” QUESTIONS

LESSON 15 OUTLINE

OUTCOME

Students begin to generate “making connections” questions with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several “making connections” questions.
- Prepare cards, learning logs, and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: SUPPORT STUDENTS ASKING AND ANSWERING “MAKING CONNECTIONS” QUESTIONS

1. Review the “making connections” question type. Ask students to use the Question Types card to create “making connections” questions from the text.
2. Ask students to state why their questions are “making connections” questions.
3. Ask for volunteers to answer the questions.
4. Provide feedback and additional examples as needed.

NEXT STEPS

- Once students are able to offer questions orally, they can work on their own or with a partner to write additional “making connections” questions in their learning logs.
- Students have mastered a question type when they can write a variety of questions at that level. If every question begins with the same stem, encourage students to be more flexible by varying the types of questions they create.

TEACHER-SUPPORTED ASKING AND ANSWERING ALL QUESTION TYPES LESSON 16 OUTLINE

OUTCOME

Students generate and answer a variety of questions after reading a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
 - Identify several “making connections” questions.
 - Prepare cards, learning logs, and the text for students.
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STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the “big ideas.”
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
 - Retell each paragraph in your own words.
 - Get the gist:
 - Say the most important “who” or “what.”
 - Tell the most important information about the “who” or “what.”
 - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: SUPPORT STUDENTS ASKING AND ANSWERING ALL QUESTION TYPES

1. After reading, guide students to ask a variety of questions at different levels.
2. When students share their questions, continue to ask why they qualify as the different question types.
3. Students can ask and answer questions with the group or with a partner.
4. Provide feedback and additional examples as needed.

NEXT STEPS

- Encourage students to be flexible and to try a variety of question stems.
- Students benefit from mastering one question type at a time. For students who struggle to gain proficiency with question generation, continue to focus on one question type at a time, differentiating for various students as needed.