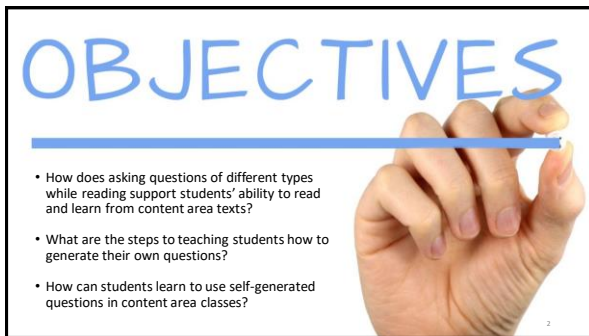
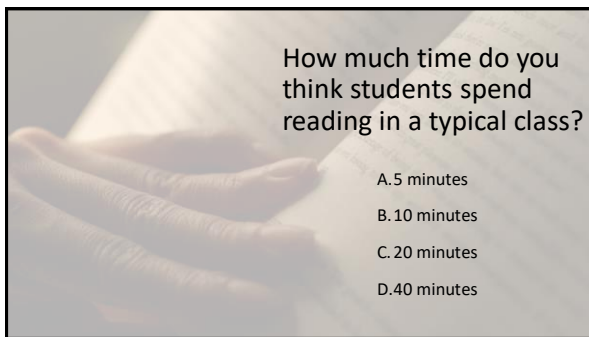


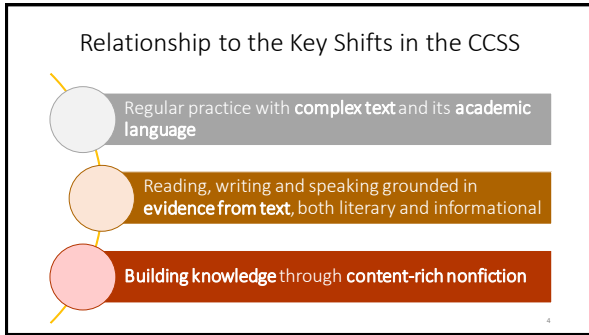
1



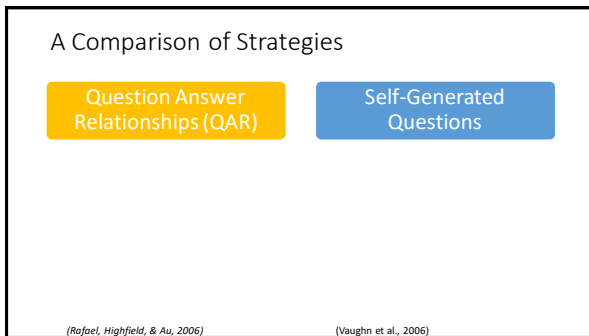
2



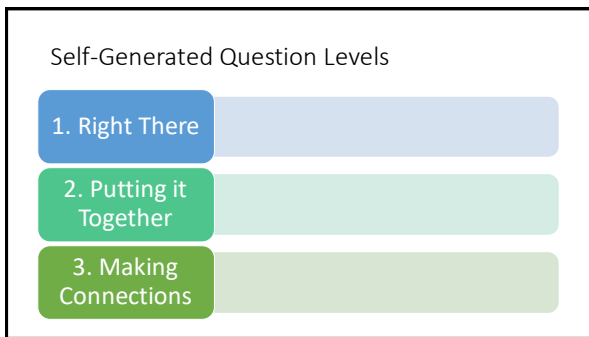
3




4



5




6




Prepare Students to Read the Text

- State objective
- Build background knowledge
 - Context
 - Concepts
 - Vocabulary
- Preview Text




7

[illegible]



Explain the Purpose for Generating Questions

- Help you understand and think about what you read
- Help you remember and relate important information about what you read



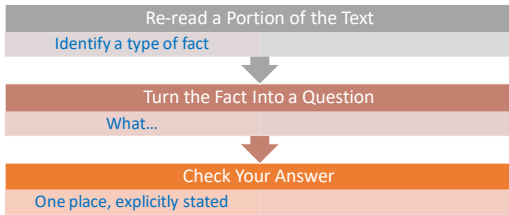
8

[illegible][illegible]

9

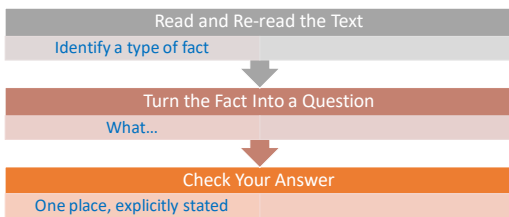
[illegible]

Model Generating *Right There* Questions



10

Increasing the Difficulty of *Right There* Questions



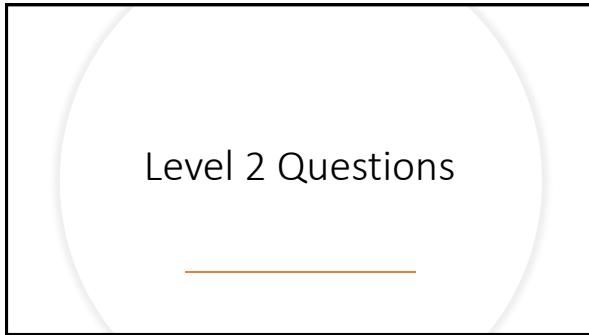
11

How long should you spend on *Right There* questions?

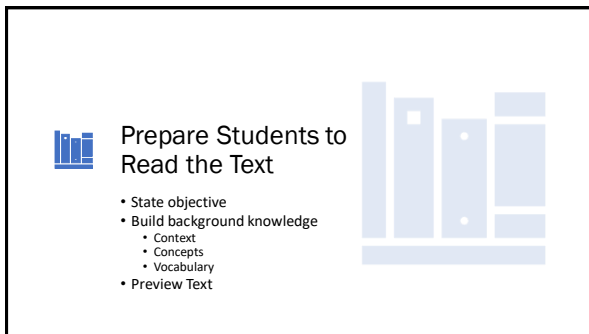
1. Modeling
2. Guided Practice
3. Independent Practice



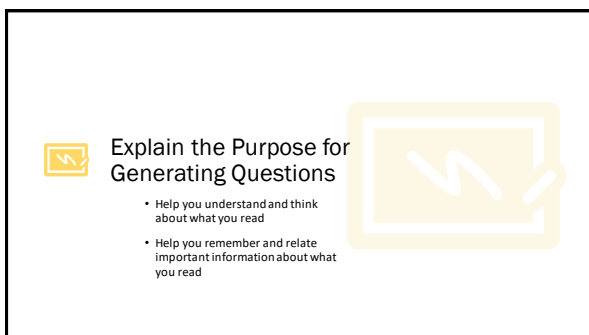
12



13



14



15

16

[illegible][illegible]

17

```
graph TD; A[Re-read a Portion of the Text] --> B[Locate related information]; B --> C[Put Together the Information in a Question/Prompt]; C --> D[Check Your Answer];
```

Model Generating *Putting it Together* Questions

Re-read a Portion of the Text

Locate related information

Put Together the Information in a Question/Prompt

What...


Check Your Answer

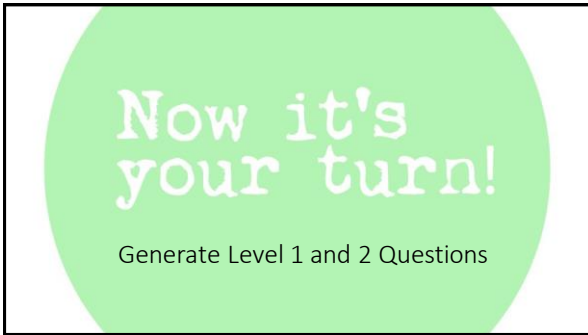
Two or more places

[illegible]

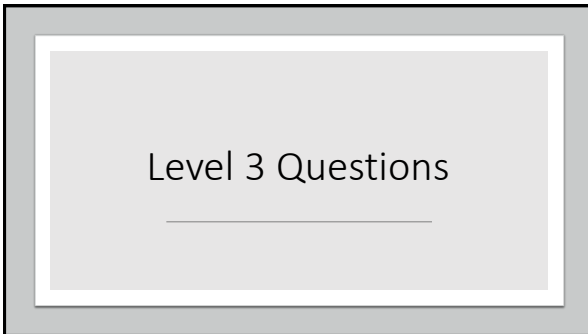
How long should you spend on
*Putting it
Together*
questions?

1. Modeling
2. Guided Practice
3. Independent Practice

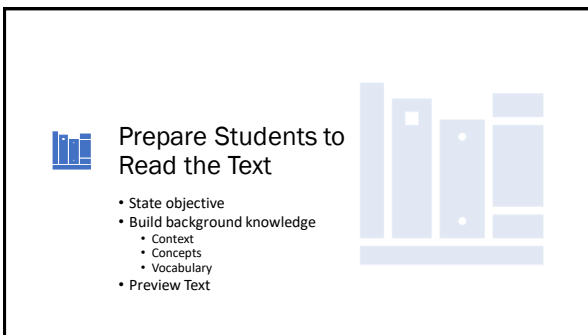
[illegible]



19



20



21

[illegible]

23

[illegible]

24

How long should you spend on *Making Connections* questions?

- Modeling
- Guided Practice
- Independent Practice

25

Poll: Can you identify the level of question?

- How is President Obama's speech different from President Trump's speech?
A. Level 1: Right There
B. Level 2: Putting It Together
C. Level 3: Making Connections
- Why should a conversation about race take place in families and churches and workplaces?
A. Level 1: Right There
B. Level 2: Putting It Together
C. Level 3: Making Connections
- Describe the reasons why President Obama thinks it is understandable that there have been demonstrations and vigils.
A. Level 1: Right There
B. Level 2: Putting It Together
C. Level 3: Making Connections

26

Evaluating Student Work


Make expectations known to students

Monitor fidelity of implementation

Give students a purpose for revisiting text


Level 1	2	3	4
1. Identifies an important fact in the passage.	Yes; fact is not supported.	Yes; fact is not supported.	Yes; fact is not supported.
2. Fact is located in only one place.	Fact is in more than one place.	Fact is in more than one place.	Fact is in more than one place.
3. Question is properly formed.	Written as a question.	Written as a question.	Written as a question.
Sum of scores in section 3 (possible 3)			
4. Writes an information from the passage.	Yes; information is not correct.	Yes; information is not correct.	Yes; information is not correct.
5. Fact is located in two or more places in the passage.	Fact is in one place or more than one place.	Fact is in one place or more than one place.	Fact is in one place or more than one place.
6. Question is properly formed.	Written as a question.	Written as a question.	Written as a question.
Sum of scores in section 6 (possible 3)			
7. Writes an information from the passage.	Yes; information is not correct.	Yes; information is not correct.	Yes; information is not correct.
8. Connects to similar information in another text.	Connects to similar information in another text.	Connects to similar information in another text.	Connects to similar information in another text.
9. Question is properly formed.	Written as a question.	Written as a question.	Written as a question.
Sum of scores in section 9 (possible 3)			
10. Question is properly formed.	Written as a question.	Written as a question.	Written as a question.
Sum of scores in section 10 (possible 3)			

27

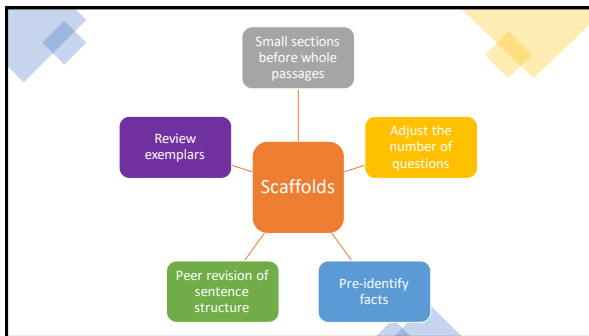


Use Self-Generated Questions After Reading

- Return to the text
- Foster discussion
- Refine understanding



28



29

Planning for Implementation

- Introduce only one question type at a time.
- Provide sufficient modeling and guiding practice before having students carryout the strategy independently.
- Work across the content areas.



30



Questions?

31

Leveled Questions Criteria

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?

When?

What?

Why?

Where?

How?

Example: What is the capital of Texas?

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?

Describe

When?

What?

Summarize

Why?

Where?

Explain

How?

Differentiate

Example: Can you please describe the events leading to Texas joining the United States?

Level 3 - Making Connections

- ☐ Questions cannot be answered by using the 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 _____?

Example: How is the Civil War different from the Mexican War?

Levels of Questioning Rubric

	0	1	2
Level 1			
1. Identifies an important fact in the passage.	No fact	Fact is not important	Important fact
2. Fact is located in only one place.	Fact is in more than one place	Fact is not word-for-word	Fact is in one place, word-for-word
3. Question/prompt is properly formed.	Written as answer rather than question or prompt	Uses inappropriate stem	Correct sentence with an appropriate stem
Sum of scores in section (6 possible):			
Level 2			
1. Identifies an important fact in the passage.	No facts	Fact is not important	Important fact
2. Facts are located in two or more places in the passage.	Fact is in one place or in consecutive sentences	Two or more facts are not related	Facts are related and spaced apart in the passage
3. Question/prompt is properly formed.	Written as answer rather than question or prompt	Uses inappropriate stem	Correct sentence with an appropriate stem
Sum of scores in section (6 possible):			
Level 3			
1. Relies on information from the passage.	No information from passage	Information is not important	Information is important
2. Connects to similar information in another text.	No connection to another text	Information in the other text is unrelated	Information in two texts is related
3. Question/prompt is properly formed.	Written as answer rather than question or prompt	Uses inappropriate stem	Correct sentence with an appropriate stem
Sum of scores in section (6 possible):			
Application of Strategy			
1. Questions/prompts are written across the entire text read.	No	Yes	
2. Question/prompt formats are varied	No	Yes	
Sum of scores in section (2 possible):			

Excerpt from President Barack Obama's Speech on Trayvon Martin and Race in America (July 2013)

There are very few African American men in this country who haven't had the experience of being followed when they were shopping in a department store. That includes me. There are very few African American men who haven't had the experience of walking across the street and hearing the locks click on the doors of cars. That happened to me – at least before I was a senator. There are very few African Americans who haven't had the experience of getting on an elevator and a woman clutching her purse nervously and holding her breath until she had a chance to get off. That happens often.

And I don't want to exaggerate this, but those sets of experiences inform how the African American community interprets what happened one night in Florida. And it's inescapable for people to bring those experiences to bear. The African American community is also knowledgeable that there is a history of racial disparities in the application of our criminal laws – everything from the death penalty to enforcement of our drug laws. And that ends up having an impact in terms of how people interpret the case.

Now, this isn't to say that the African American community is naïve about the fact that African American young men are disproportionately involved in the criminal justice system, that they're disproportionately both victims and perpetrators of violence. It's not to make excuses for that fact – although black folks do interpret the reasons for that in a historical context. They understand that some of the violence that takes place in poor black neighborhoods around the country is born out of a very violent past in this country, and that the poverty and dysfunction that we see in those communities can be traced to a very difficult history. And so the fact that sometimes that's unacknowledged adds to the frustration. And the fact that a lot of African-American boys are painted with a broad brush and the excuse is given, well, there are these statistics out there that show that African-American boys are more violent – using that as an excuse to then see sons treated differently causes pain.

I think the African-American community is also not naïve in understanding that statistically, somebody like Trayvon Martin was statistically more likely to be shot by a peer than he was by somebody else. So folks understand the challenges that exist for African-American boys. But they get frustrated, I think if they feel that there's no context for it and that context is being denied. And that all contributes I think to a sense that if a white male teen was involved in the same kind of scenario, that from top to bottom, both the outcome and the aftermath might have been different.

Now, the question for me at least, and I think for a lot of folks, is where do we take this? How do we learn lessons from this and move in a positive direction? I think it's understandable that there have been demonstrations and vigils and protests and some of that stuff is just going to have to work its way through, as long as it remains non-violent. If I see any violence, then I will remind folks that that dishonors what happened to Trayvon Martin and his family. But beyond protests or vigils, the question is, are there some concrete things that we might be able to do?

Number three – and this is a long-term project – we need to spend some time in thinking about how do we bolster and reinforce our African-American boys. And this is something that Michelle and I talk a lot about a lot; is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?

And then, finally, I think it's going to be important for all of us to do some soul-searching. There has been talk about should we convene a conversation on race. I haven't seen that be particularly

productive when politicians try to organize conversations. They end up being stilted and politicized, and folks are locked into the positions they already have. On the other hand, in families and churches and workplaces, there's the possibility that people are a little more honest, and at least you ask yourself your own questions about, am I wringing as much bias out of myself as I can? Am I judging people as much as I can, based not on the color of the skin, but the content of their character? That would, I think, be an appropriate exercise in the wake to this tragedy.

Student Log for Self-generated Questions

LEVEL _____	QUESTION 1:		
	Answer:	Provide the evidence! How do you know that?	Page Number(s)
LEVEL _____	QUESTION 2:		
	Answer:	Provide the evidence! How do you know that?	Page Number(s)
LEVEL _____	QUESTION 3:		
	Answer:	Provide the evidence! How do you know that?	Page Number(s)

**Excerpt from President Donald Trump's Comments on the Violence in Charlottesville
(August 2017)**

I thought I should put out a comment as to what's going on in Charlottesville... We're closely following the terrible events unfolding in Charlottesville, Va. We condemn in the strongest possible terms this egregious display of hatred, bigotry and violence on many sides, on many sides. It's been going on for a long time in our country. Not Donald Trump, not Barack Obama. This has been going on for a long, long time. It has no place in America. What is vital now is a swift restoration of law and order and the protection of innocent lives. No citizen should ever fear for their safety and security in our society. And no child should ever be afraid to go outside and play or be with their parents and have a good time.

I just got off the phone with the governor of Virginia, Terry McAuliffe, and we agree that the hate and the division must stop, and must stop right now. We have to come together as Americans with love for our nation and true -- really, I say this so strongly, true affection for each other. Our country is doing very well in so many ways. We have record, just absolute record, employment. We have unemployment the lowest it's been in almost 17 years. We have companies pouring into our country, Foxconn and car companies and so many others. They're coming back to our country. We're renegotiating trade deals to make them great for our country and great for the American worker. We have so many incredible things happening in our country, so when I watch Charlottesville, to me it's very, very sad.

I want to salute the great work of the state and local police in Virginia. Incredible people, law enforcement, incredible people. And also the National Guard. They've really been working smart and working hard. They've been doing a terrific job. Federal authorities are also providing tremendous support to the Governor; he thanked me for that. And we are here to provide whatever other assistance is need. We are ready, willing and able.

Above all else, we must remember this truth, no matter our color, creed, religion or political party, we are all Americans first. We love our country. We love our God. We love our flag. We're proud of our country. We're proud of who we are. So, we want to get the situation straightened out in Charlottesville, and we want to study it. And we want to see what we're doing wrong as a country where things like this can happen. My administration is restoring the sacred bonds of loyalty between this nation and its citizens, but our citizens must also restore the bonds of trust and loyalty between one another. We must love each other, respect each other and cherish our history and our future together. So important. We have to respect each other. Ideally we have to love each other.