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# Lesson in Action

## AT A GLANCE

### Before Reading

- Use chart to elicit students' prior knowledge of three types of self-questions.
- Have students ask a peer questions generated for homework.
- Have peers answer question and identify question type.

### During Reading

- Read aloud several pages in the first chapter of *Pioneer Girl*.
- Have students reread on their own.
- Have students generate three questions, one for each type.
- Have students add questions to relevant categories on a chart displayed on the interactive whiteboard.
- Focus on evaluative questions.
- Engage students in a discussion to compare their current life with pioneer life.
- Fill in chart displayed on the interactive whiteboard.

### After Reading

- Display and discuss list of steps students can take to use the self-questioning strategy.
- Assign homework that involves reading the remainder of the chapter and using the steps in the strategy.

## Self-Questioning: Types of Questions

### Context

Ms. Raya's Grade 4 class has been practicing self-questioning as a way to improve reading comprehension in all content areas. The class has recently learned about three types of questions (literal, inferential, and evaluative), and the students have been collecting, categorizing, and sharing such questions based on diverse readings. In this lesson, Ms. Raya plans to help both her struggling and proficient students better understand historical fiction by modeling and supporting self-questioning behavior.

### Common Core State Standards

- ▶ [CCSS.ELA.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1) (<http://www.corestandards.org/ELA-Literacy/RI/4/1>) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### Lesson Objective

Students will practice using self-questioning methods to comprehend and explain a text. They will use varied question types to make literal, inferential, and evaluative statements about the text and will tie questions and answers directly to specific details and locations in the text.

### Technology

- ▶ Interactive whiteboard, to allow for teacher-led digital group work in real time
- ▶ Tablets and headphones for reading
- ▶ Online charts
- ▶ Dropbox (<https://www.dropbox.com/>) for document-sharing information

### Assessment

- ▶ Observation of oral and written self-questions and answers during class and for homework

# Ms. Raya's Class in Action

## Before Reading

Ms. Raya sets the context for the lesson by reviewing a chart summarizing the three types of questions.

"Who can name our three question types?" asks Ms. Raya, referring to the following:

### Three Types of Questions

Literal	Inferential	Evaluative
The answers are "right there" in the text. They can include details, key words, the main idea, and the core concept, for example.	To find the answers, readers need to think more deeply. They need to make an educated guess and go beyond what is literally in the text.	Coming up with the answers requires work. Readers must consider different perspectives. Then, they need to make a judgment and/or take a position.

This chart was previously distributed in print copy and via Dropbox to the students' tablets, and the content was discussed for several days in class. Ms. Raya engages her students' memory and understanding of these question types as a precursor to discussing the homework assignment.

For last night's homework, students reread a social studies chapter on Westward Expansion and wrote one literal, one inferential, and one evaluative question about the reading selection.

"Everyone should already have written three questions about the reading," Ms. Raya explains. "Turn to your neighbor and ask your three questions. Neighbors should identify whether each question is literal, inferential, or evaluative and answer it as best you can. Then, do the same with your own questions."

## During Reading

Ms. Raya has students open to the first chapter of *Pioneer Girl* on their tablets. She explains that she will read aloud the first few pages as students follow along.

At a natural break in the text, Ms. Raya stops reading. She asks students to reread the same text, using headphones as needed to hear the text read aloud again.

"After you reread, your task is to generate three questions: a literal question, an inferential question, and an evaluative question," she explains. She also asks them to highlight the place in the text related to each question.

Ms. Raya opens the chapter on her interactive whiteboard. She asks students to share their questions and come up to highlight the text that refers to their question.

Ms. Raya provides ongoing feedback; for example:

- ▶ "Yes, Sam, your literal question needs an answer that is 'right there' in the text."
- ▶ "Your inferential question, Jake, expects you to think more deeply as a reader, going beyond the words in the text."
- ▶ "Hannah, you'd have to make a judgment to answer this question. It's a good example of an evaluative question."

Now, Ms. Raya displays a new chart, with each type of question written as a column heading.

Literal	Inferential	Evaluative

She gives every student a chance to come up to the board to add a question to one of the columns.

Noting that the columns for literal and inferential questions are much longer than for evaluative questions, Ms. Raya decides to focus on evaluative questions.

“Let me add my own evaluative question to the chart,” she says, as she writes, “How was pioneer life different from my life?”

“This question,” she explains, “makes me measure my own experience against what is written in the text about pioneers.”

Ms. Raya shows how this kind of question can promote deep thinking about the content of the book. To demonstrate this, she asks students to help her fill in a chart comparing their own lives with pioneer life.

My Life	Pioneer Life
Shopping at a supermarket for food	Planting crops, milking a cow
Shopping in the mall for clothes	Sewing, no shoes
Watching movies and TV shows	Playing outside

In so doing, Ms. Raya shows students that answering their own questions will help them comprehend the text. She reminds them, “The goal of asking yourself questions as you read is to make meaning of the text.”

### After Reading

Ms. Raya opens a document on her interactive whiteboard that lists ways students can make the most of the self-questioning strategy.

- ▶ Reread the text, if needed.
- ▶ Stop and think about the meaning of what you have read.
- ▶ Highlight sections of text that could be the basis of a question.
- ▶ Ask yourself questions to check your understanding.
- ▶ Try to use different types of questions: literal, inferential, and evaluative.
- ▶ Record in writing or speaking your questions and answers.
- ▶ Share your questions and answers with other students.

She discusses each one of the steps, answering student questions to elaborate on what it involves. She asks students which step might be most helpful. Several students like the idea of rereading, especially when they can hear the text read aloud. Some students say that they plan to highlight text because it gives them a focus. One student really liked being

able to verbally record his questions and answers, adding, “Anytime I can speak and not write is good for me.”

As a homework assignment, Ms. Raya has students use these strategies as they finish the first chapter. She posts the list of suggested steps in Dropbox so students can open and use it later when they do their homework.

## Reflection

Ms. Raya is pleased with how the lesson went, especially the collaborative work at the interactive whiteboard. By giving everyone options for listening to the text read aloud and recording responses, she has provided multiple means of representation and expression. She recognizes that those students who need to take advantage of additional supports will not feel singled out—this helps her meet her goals of an inclusive classroom that employs Universal Design for Learning principles. She also was glad to see that the students responded to her summary list of strategies. She will begin the next day’s lesson by reviewing the homework assignment and asking students for feedback on how the strategies worked. She wants students not only to engage in self-questioning but to take more responsibility overall for monitoring their own reading and comprehension.