

PD Support Materials

Self-Questioning

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

- ▶ PD Goals
 - To set a context for delving into Teach with Tech and the Lesson in Action
 - To elicit prior knowledge and build background knowledge
- ▶ PD Materials
 - The slideshow within the Instructional Strategy Guide
 - Discussion questions (embedded within the slideshow and provided as a handout below)
- ▶ PD Activity
 - Ask teachers to review the slideshow (either before or during the session)
 - Elicit conversation using discussion questions
 - As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for the Self-Questioning Slideshow

DISCUSSION QUESTIONS

1. In what ways is questioning important for reading literature and informational text?
2. For struggling students, when is it most important for them to apply self-questioning?
3. How do you explain literal, inferential, and evaluative questions to your students?

DISCUSSION QUESTIONS

1. What methods do you use to assess your students' self-questioning needs and readiness?
2. Which technology tools do you use to support student self-questioning?
3. What factors do you consider when differentiating instruction?

DISCUSSION QUESTIONS

1. What do you take into account when peers work together in pairs or small groups?
2. What prompts can you use to encourage students to ask themselves questions when reading?
3. In what ways can digital text support students' self-questioning?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which presents suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
 - What they are and how they can be used to differentiate instruction
 - How technology tools can be integrated to further meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
 - The left-hand column, “Evidence-Based Practices,” is divided into three sections, one for each of the three headings of evidence-based practices.
 - The middle column, “PowerUp Suggested Strategies,” lists the strategies presented within PowerUp.
 - The right-hand column, “Differentiating Instruction with Technology,” is blank so that it can be used to record ideas brainstormed by the group of teachers in your school.

PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
 - Review the strategies under each of the three evidence-based practice headings
 - Discuss how relevant they are to your students’ needs
 - Compare them with current classroom practices
 - Identify new ideas that could be implemented
 - Discuss the accompanying Quick Views
 - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
 - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
 - Exploring possible technology tools available in the school
 - Sharing ideas
 - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Self-Questioning

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Define literal, inferential, and evaluative questions—the three basic types of questions students can ask themselves to support reading comprehension.	
	Explain that there are many ways to introduce these questions, including writing in the margins, typing comments in a word processor document, adding notes to a collaborative document, making an audio recording, creating a semantic map, or discussing with a partner.	
	Show students how to create a four-column chart on their devices to record their questions before, during, and after reading, with headings such as these: What do I know about this topic? What am I learning? What more do I want to know?	
Give Students Strategies and Models	Provide students with a set of potential self-questions, both general and tailored to their reading task.	
	Model how to ask questions before reading with anticipatory questions, during reading with self-monitoring questions, and after reading with assessing-for-understanding questions. Use hypertexts and mixed media to create a document with appropriate self-questions embedded via hypertext or word processor comments. Use Vine or a similar program to link audio questions to a written document.	
	Use math, reading, social studies, and science texts to shows students which types of questions cut across all content areas and which are content-area specific.	
Provide Opportunities for Practice	Ask students to generate their own questions, share questions with peers, and respond to their peers' questions as well as their own. Have students co-read a text and ask questions of each other in real time.	
	Provide multiple opportunities and environments for students to use the self-questioning strategy during reading, writing, and discussion. Record audio clips of students reading aloud and pausing to ask themselves questions.	
	Display the kinds of “question starters” used by students, and discuss when and how these can be used across content areas.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activities

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
 - Aligning the lesson with the Common Core State Standards
 - Employing the strategies suggested in Teach with Tech
 - Using technology to support struggling students
 - Personalizing instruction through differentiation
 - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
 - Evidence-based practices
 - Differentiated instruction and UDL
 - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
 - Discuss the sequence of the instructional steps: What? Why? How?
 - Discuss how the instructional steps can be used as a basis for lesson planning
 - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt



Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

If you can't find an example, what would you have done?