

Example lesson 1: Less explicit vs. more explicit instruction

Instructional focus: Generating questions about text

Less explicit instruction

1. Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
2. Tell students that they will read a passage and generate questions after each section.
3. Have students read the first section of the passage.
4. Ask each student to write a question that can be answered by reading the passage.
5. Have students share their questions and let others in the instructional group provide the answers.

Lesson adapted to be more explicit

1. Tell students that asking questions about a passage during and after reading will help them check their understanding of what they read.
2. Read the first section of the passage together.
3. **Model** creating a question that can be answered by using information found “right there” in the passage:
 - a. Identify information from the text and turn it into a question. For example, say the following: “There is a lot of information about Cam finding the gold ring. I **think** that might be important. I’ll make a ‘right there’ question. The text tells right there where the gold ring was found, so I’ll make a question about that to be sure I can remember. Making a question is difficult for me. I have to remember that I’m starting with the answer or the important information and then consider **what**

Comment [JW1]: Provide a model to make the steps for generating a question explicit for students. In addition, introduce one type of question at a time (e.g., “right there” questions first) to allow students to practice and understand the explicit steps for generating different types of questions.

Comment [JW2]: A think-aloud provides explicit instruction for students regarding what they should think about when completing the task.

Comment [JW3]: A model of self-talk reminds students to use this self-regulation technique when they work through the task.

question would have that answer. I can do this. My question is: 'Where did Cam find the gold ring?' I used one of our question words, *where*, to begin my question. Now, I need to check the text to be sure I made a 'right there' question."

- b. Have students find the answer in the **text**. Point out that the question can be answered by using only information from the text.

Comment [JW4]: Engage students in the model and instruction. Here, students have to identify the answer in the text to make explicit the key feature of a "right there" question.

4. Continue with other sections of the text, modeling several questions for **students**.

Comment [JW5]: Provide several models to help students understand how to complete the new task.

5. Have students work in partner groups to select one section of text and generate one "right there" question.

6. Have partners share their question with the group and allow other students in the group to answer the question. Have students determine whether the question **is** truly a "right there" question and state why. Provide feedback as necessary.

Comment [JW6]: Provide immediate feedback during initial practice attempts to explicitly emphasize the key features of completing the task.

****Developed for Center on Instruction (www.centeroninstruction.org) practice guide: "Intensive Interventions for Students Struggling in Reading and Math"****