

EMPOWERING TEACHERS

Listening/Reading Comprehension Instructional Routine:

Answering Higher Level Questions

Preparation/Materials: Individual copies of pre-written paragraphs each consisting of three to five sentences (e.g., Julie is riding her bike very fast. She sees a cat in a tree. She falls off her bike because she hits a rock in the road.), whiteboard, erasable markers

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to use signal words to answer questions about why things happened in a paragraph.

TEACHER MODELS TASK

To answer these questions, I will look for three things:

Write the three things on the whiteboard; then point to each as you say it.

First, I will identify the most important event in the paragraph.

Next, I will look for signal words that give me a clue as to *why* this important event happened. Here are some signal words that may help me: *because, for this reason, since*.

Then, I will recall the other events that help me figure out *why* the important event happened.

Listen and follow along as I read.

Read aloud pre-written paragraph. Each student has a copy.

“Julie is riding her bike very fast. She sees a cat in a tree. She falls off her bike because she hits a rock in the road.”

Based on this story, I will answer each of the 3 things:

Point to the three things on the whiteboard.

First, the most important event is that Julie fell off her bike.

Next, the signal word *because* is in the paragraph. *Because* signals me to read what comes after it. After the word *because*, it says, “she hit a rock in the road.”

Now I can answer the question about *why* Julie fell off her bike. Julie fell off her bike *because* she hit a rock in the road.

Then, I find the other events that help to explain why Julie fell off her bike. *Because* Julie was riding fast and looked at a cat, she probably did not see the rock in the road and hit it with her bike. This made her fall off her bike.

When you want to answer *why* something happened in a paragraph, these three things can help you.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

How do I figure out why the important event happened?

Point to the three things on the whiteboard.

- **First**, I identify the most important event in the paragraph.
- **Next**, I look for signal words that give me a clue as to why this important event happened. Here are some signal words: *because, for this reason, since*.
- **Then**, I will recall the other events that help me figure out *why* the important event happened.

Let's find these answers together:

Point to the three things on the whiteboard.

First, what was the important event in the story?

- Julie fell off her bike.

Next, what signal word may guide me to why the important event happened?

- because

What comes after the word, *because*?

- she hit a rock in the road.

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Then, what are the other events that help to explain *why* Julie fell off her bike?

- Julie was riding fast and looked at the cat instead of the road.

Why did Julie fall off her bike?

- Julie fell off her bike *because* she hit a rock in the road.

STUDENTS PRACTICE TASK

Listen.

Follow along as I read aloud.

Read aloud the same paragraph to students.

Your turn.

Repeat dialogue as in TEACHER & STUDENTS PRACTICE TASK TOGETHER but only the students answer.

INDEPENDENT PRACTICE

When students consistently answer higher level questions, provide individual turns utilizing other passages.

SCAFFOLDING SUGGESTION FOR ERRORS

Explain and model the task as above. Give students another chance to perform task. If difficulties persist, shorten sentences in the text and investigate the potential need to reteach ask-and-answer simple questions (who, what, when, where).

Adaptations using this instructional routine:

- If students are not able to respond to the questions during the TEACHER & STUDENTS PRACTICE TASK TOGETHER, provide the answer and ask students to echo the response.
- Ask additional questions following the what (important event) and why that encourage a deeper processing of the text (e.g., how and what if).

For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/Curriculum/pdf/GK-1/C_Final.pdf

- C.015
- C.022
- C.023