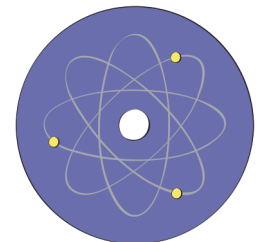


Question Writing for Comprehension

TO DO

- 1) Sign in
- 2) Sit with content area
- 3) Place materials in correct sections of your binder
- 4) Make sure you have your lesson book or calendar with you for planning purposes

January 2020



About

This resource was developed with funding from the Institute of Education Sciences, U.S. Department of Education, through Grant R305A170556 to The University of Texas at Austin. Reprint only with permission. ©2018 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk

Objectives for Today

- Explain the Question Writing strategy for improving reading comprehension.
- Prepare to use this practice in your classroom.
- Provide feedback on this PD session so we can improve it for teachers in other schools next year.

Agenda

Time	Topic
1 hour	How to teach the Question Writing strategy
15 minutes	Overview of the semester: Implementation goals and calendar
45 minutes	Planning time: When will you deliver the model lesson?

Materials for Today

Project Calendar

In your PD Tab:

- PPT handout
- Model Lesson Packet
 - Social Studies* (All teachers)
 - ELA
 - Science

In the QW Support Tab:

- Question Writing Practice Opportunities
- Goal Setting Sheet

In the Left Pocket:

- Strategy Guide for your content area
- Writing Questions While I Read (cue card)
- PD Evaluation Form (Green)
- Certificate

At your table, please discuss:

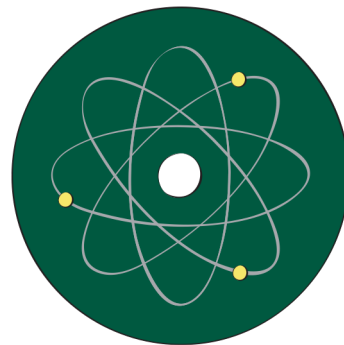
- After teaching Get the Gist in the fall, what improvements did you notice in your students' reading comprehension?
- What difficulties do your students still have with understanding what they read?



One Research-based Solution

Question Writing Strategy

Students stop to write questions about important information or facts at predetermined stopping points (i.e., after paragraphs or sections of text)

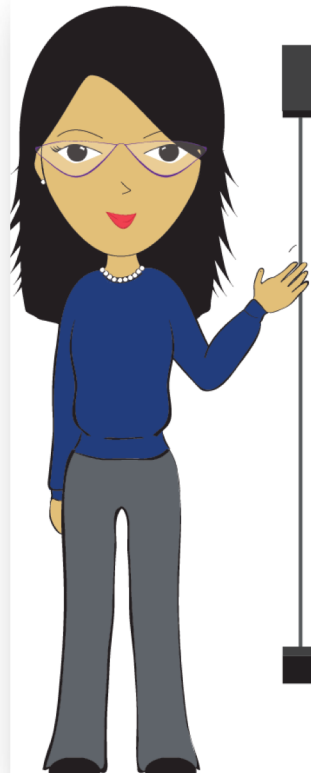


Why write questions?

- Students stop and...
 - monitor their comprehension
 - think about what they're reading
- So they can...
 - focus on important information
 - comprehend and retain



The Question Writing Strategy

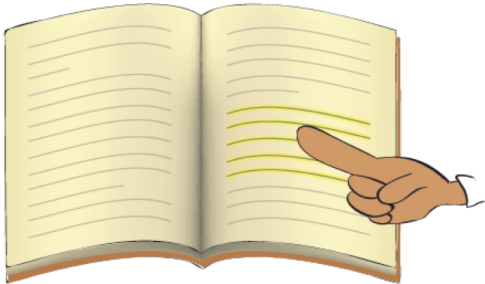
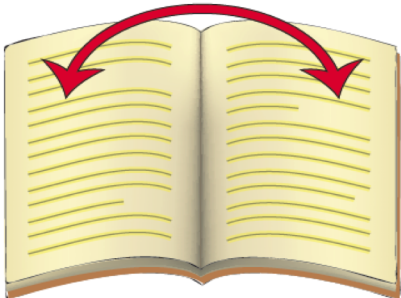


How is it done?

- Step 1:** Students read a text or learn new information, either in small groups, pairs, or independently.
- Step 2:** Students pause at regular intervals to generate their own questions and write the questions in a log or journal.
- Step 3:** Students answer their questions and cite text evidence.

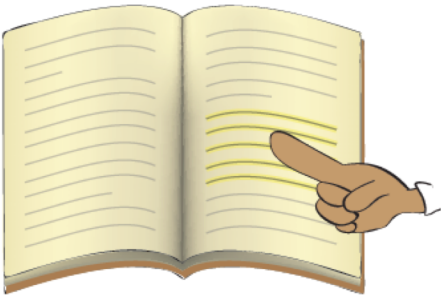
Writing Questions While I Read

While I read, I stop every once in a while to see whether the information makes sense.
I check my understanding by challenging myself to ask a question, just like a teacher does.

Question Type	Description	Possible Stems	Examples
Specific Questions 	<ul style="list-style-type: none">Questions can be answered in one word or one sentence.Answers can be found word-for-word in the text.	<ul style="list-style-type: none">WhoWhatWhenWhereWhyHow	<p>ELA: In <i>Number the Stars</i>, why did Annemarie's parents burn their newspaper?</p> <p>Science: What is the largest ocean?</p> <p>Social studies: How many original colonies were there?</p>
Wide Questions 	<ul style="list-style-type: none">Questions can be answered using information from multiple places in the text.Questions can be answered by making inferences (combining your prior knowledge with information from the text).Answers require one or more sentences.	<ul style="list-style-type: none">WhoWhatWhenWhereWhyHowDescribeExplainSummarize	<p>ELA: Explain how the setting in chapters 7 and 8 contrasts with the city setting of previous chapters.</p> <p>Science: Describe some of the dangers associated with earthquakes.</p> <p>Social studies: How was the experience of the Jamestown colonists different from what they expected?</p>

Specific Questions

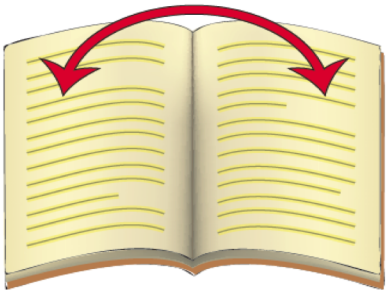
- Goal is **literal** comprehension

Question Type	Description	Possible Stems	Examples
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Wide Questions

- Focus on **inferential comprehension, making connections, or applying content**

Wide Questions



- Questions can be answered using information from multiple places in the text.
- Questions can be answered by making inferences (combining your prior knowledge with information from the text).
- Answers require one or more sentences.

- Who
- What
- When
- Where
- Why
- How
- Describe
- Explain
- Summarize

ELA: Explain how the setting in chapters 7 and 8 contrasts with the city setting of previous chapters.

Science: Describe some of the dangers associated with earthquakes.

Social studies: How was the experience of the Jamestown colonists different from what they expected?

Social Studies Example

Benjamin Franklin thought that working to help people was the best work to do. One way he helped people was by opening a public library. In the 1730s, only wealthy people owned books. However, Franklin and a few other people asked 50 friends to give them a small amount of money. They used this money to buy books. Then they started a library where people could borrow books to read at home. Today, almost every town in the United States has a public library.



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**Questions so far before we talk about
how to teach students to use this
strategy?**

What does the teacher do?

- Step 1: PREPARE an introductory lesson
- Step 2: TEACH students to use Question Writing
- Step 3: PROMPT & SUPPORT students to use the strategy regularly

Turn to your Model Lesson Packet

- Located behind your PPT notes handout
- Includes:
 - "How to Model"
 - Student Passage
 - Answer Key
 - Blank Question-Writing Log

How to Model Question Writing in English Language Arts



Students, I will read this short story and stop at three different points to write a specific question that can be answered, word-for-word, with information from the text. My questions should be about something important in the text. Watch how I do this.

Examples of Specific Questions

Student(s): Ms. Estrada		
Class and Period: English, Fourth Period Name of Text: Thank You, M'am		
Question	Answer	Text Evidence
What does the boy try to do to the woman?	The boy tries to steal her purse.	Page 1, paragraph 1
What would Mrs. Jones teach the boy if he were her son?	The woman says she would teach the boy "right from wrong."	Page 2, paragraph 1
Why did Roger try to take Mrs. Jones' purse?	Roger tried to take Mrs. Jones' purse because he wanted to buy blue suede shoes.	Page 3, paragraph 1
What does Mrs. Jones tell Roger to never do again?	Mrs. Jones tells Roger to never take her pocketbook or anyone else's pocketbook again.	Page 4, paragraph 3



I'm at my first stopping point, and one important thing that has happened so far is a boy tried to steal a woman's purse. I wrote a question about that and then answered it.



Next, I wrote a question about Mrs. Jones saying she would teach the boy "right from wrong." That seems important because I expected her to take him to jail, but instead, she was kind to him.



Now we've come to the end of the story. There were a lot of important parts in this section, but I focused on Mrs. Jones giving Roger advice before he left. I wrote a question about that and then answered it.

Step 1. Prepare your intro lesson.

○ What You'll Need:

- A short passage (5 paragraphs or sections) at students' independent reading level and on a familiar or interesting topic
- Question log

How You'll Prepare:

- a. Choose a text for modeling
- b. Chunk the text.
- c. Prepare questions and answers for each section of text.

(Refer to pgs. 2-3 Strategy Guide)



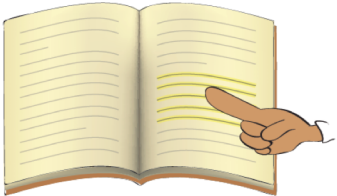
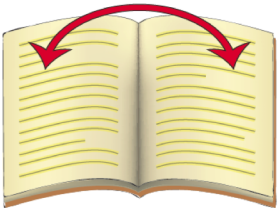
Step 1. Prepare your intro lesson.

- Time: 20 to 30 min (two lessons, one for each question type)
- Materials:
 - Your model text and prepared questions (and answers!)
 - Blank Question Log (one for you and one for each student)
 - Question Writing cue card (one per student)
 - Poster (one per teacher)
 - Computer, projector and document camera

Student Handouts

Writing Questions While I Read

While I read, I stop every once in a while to see whether the information makes sense.
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Question Type	Description	Possible Stems	Examples
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Question Log

Student(s): _____

Class and Period: _____ Name of Text: _____

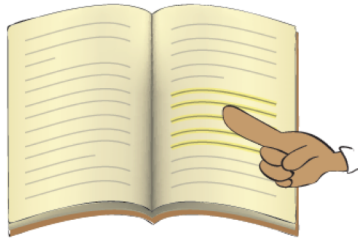
Question	Answer	Text Evidence

Step 2. Teach/introduce/model how to write **specific** questions.

Day 1!

For days 2 and 3,
review the
strategy, model
again as needed,
facilitate guided
and independent
practice

- Set a purpose
- Introduce the strategy.
- Model how to write and answer specific questions.
- Facilitate guided practice—whole class and in small groups/pairs.

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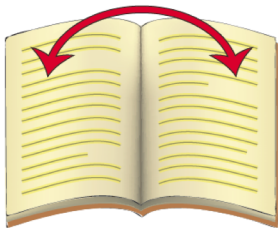
Step 3. Teach/introduce/model how to write **wide** questions.

Day 1!

For days 2 and 3,
review the
strategy, model
again as needed,
facilitate guided
and independent
practice

- Set a purpose
- Introduce the strategy.
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- Questions can be answered using information from multiple places in the text.
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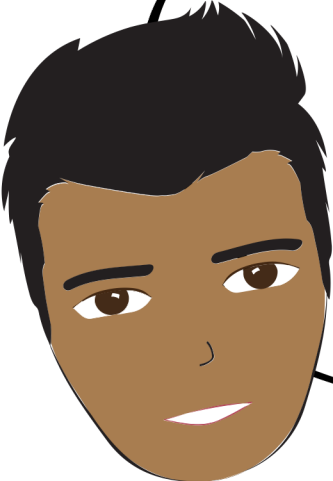
Social studies: How was the experience of the Jamestown colonists different from what they expected?

Let me show you what this might look like in your classroom

- Follow along with the steps for introducing the process on page 3 of your strategy guide
- Use the sample passage "Traveling West" and the Question log



Set a Purpose for Learning



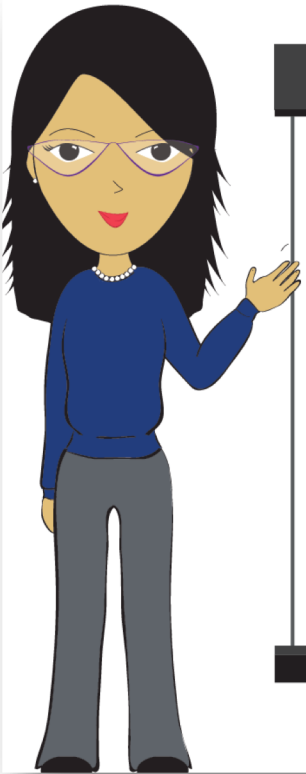
Sometimes when we read a text we don't read carefully enough or we read too fast, but there are several strategies that can help us. **You've already learned about Get the Gist, but today we are going to learn about question writing,** a new reading strategy. **Usually I ask the questions while we read, but now you're going to learn how to ask AND answer questions while you read.** This strategy will help us to understand and remember the important information.

★TEACHING TIPS★

Set the purpose for learning by pointing out key facts about question writing.

- Teachers ask questions to see whether students understand what they read.
- Students can also ask themselves questions while they read.
- Creating and answering questions helps you do two things.
 1. It helps you understand what you read.
 2. It helps you remember important information about what you read.

Introduce the Strategy



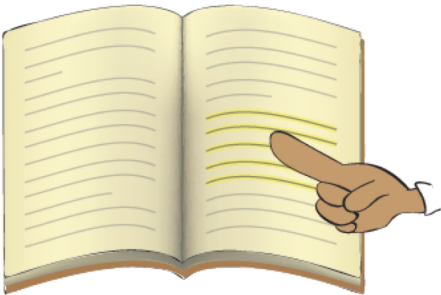
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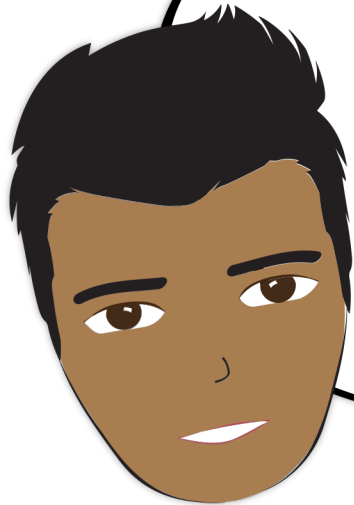


Specific Questions

- Goal is **literal** comprehension

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Model and Think Aloud: Specific Questions



“Now that I’ve described the Question Writing strategy and the question type, **I will show you how to use it.** Look at your passage, called ‘Traveling West.’ I will read this aloud and stop where it says I should write a question. **I’ll use the cue card and our classroom poster to help me.** Follow along and watch as I show you how to do this.”

Traveling West

By Barbara Radner
2005

During the 19th century in America, the idea of “manifest destiny” became very popular. Under this idea, many Americans believed that they were meant to expand throughout the North American continent. The idea of traveling westward to reach new land for farming, as well as to bring American customs and practices to newly acquired parts of the country, became very popular. As you read, take notes on the reasons why Americans moved westward during the 1800s and the struggles that they faced along the way.

Long ago, when people settled the United States, most lived in the East, and it was hard to travel west. There were no planes, trains, or automobiles.¹ People traveled by wagon or boat, and it took many days to reach a destination. Although it was difficult, in the 1840s, many people traveled far across the United States from the East to the West. They were pioneers.² They would settle in the western part of the country after a challenging journey to a new life.



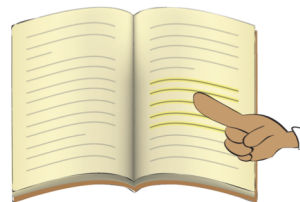
Getting to the West was very difficult because there were no roads and there were many obstacles³ to travel. People traveled in groups,

and each family would buy a covered wagon, which is a big wooden wagon with a kind of tent on it. It was small, about the size of an automobile, but it would be home for the whole family while they traveled to their new home. Each family would pack the tools and supplies they needed to build a new life in the West. They would have to fit all they took in their wagon, so they would bring only the items that were essential.⁴ It was dangerous to try to travel west without protection, so families would travel together, combining their wagons into what was called a wagon train. It was a group of wagons all going the same way. To prepare, they would meet with other families to plan their trip, choosing a route based on the travels of others. When the families started the trip, they did not know each other, they only had in common that they were leaving the East to start a new life in the West. They met when the trip began, and they would spend more than a year together, so they got to know each other well. Sometimes they would borrow tools from each other, and sometimes they shared food. When the wagons encountered⁵ a problem, such as a storm that caused wagons to stick in muddy holes, they would solve it together.

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STOP AND WRITE A QUESTION

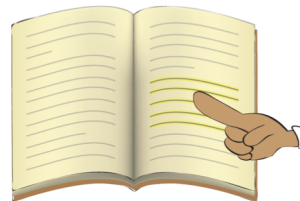
Specific Questions



Model and Think Aloud: Specific Questions

Question	Answer	Text Evidence
Why did families travel together in a wagon?	Families traveled together in a wagon train because it was dangerous to travel west without protection.	Page 1, paragraph 2

Specific Questions

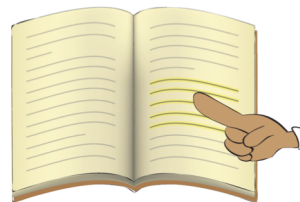


Model and Think Aloud: Specific Questions

It would take more than a year to reach the West, and many things happened along the route. The families sometimes had babies along the way, which delayed the progress as the wagon train would stop for a few days to help the mother with the baby. Then they would keep going, persisting⁶ whatever the weather, because they knew they had a long way to travel and could not delay long. When the wagon train got to the West, the families would settle there, building homes, starting farms. They would create communities, and instead of being partners in a trip they were collaborators⁷ in community. Those communities would grow into towns, and then some would expand into cities, from a wagon train to a metropolis.

STOP AND WRITE A QUESTION

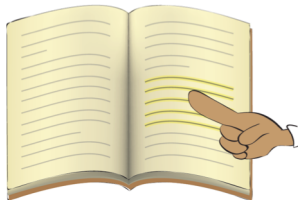
Specific Questions



Model and Think Aloud: Specific Questions

Question	Answer	Text Evidence
How long did it take to travel west?	It took more than a year to travel west.	Page 1, paragraph 3

Specific Questions



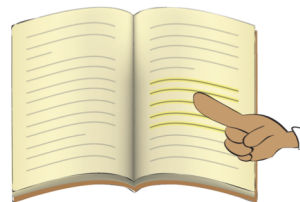
Model and Think Aloud: Specific Questions

In the next century, people built a railroad that crossed the United States. By 1900, there were many more people in the West, and thousands of people came west by train. A trip that had taken months now took passengers a few days of comfortable transit. The railroad brought many changes, and the pioneers became legends as the country developed into the nation of today.

STOP AND WRITE A QUESTION

"Traveling West" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.

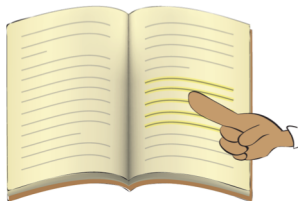
Specific Questions



Model and Think Aloud: Specific Questions

Question	Answer	Text Evidence
What did people build that helped everyone cross the United States faster?	People built the railroad to help everyone travel across the United States faster.	Page 2, paragraph 2

Specific Questions

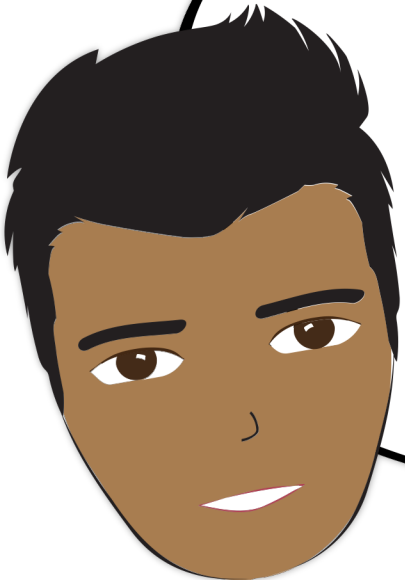


Model and Think Aloud: Wide Questions

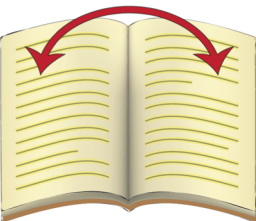
“Students, we’ve been writing specific questions while we read to help us understand and remember what we’re reading about.

Remember, specific questions ask about a single important fact or idea from the text. You can put your finger on the answer to the question in one place. Today I will tell you about wide questions. Wide questions are broader and ask about a big idea from the text. The answer may be in

- different parts of the same text,
- the text you’re reading and another text, or
- the text and in your head (what you already learned).



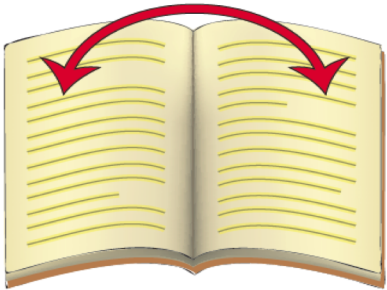
Wide Questions



Wide Questions

- Focus on **inferential comprehension, making connections, or applying content**

Wide Questions



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Social studies: How was the experience of the Jamestown colonists different from what they expected?

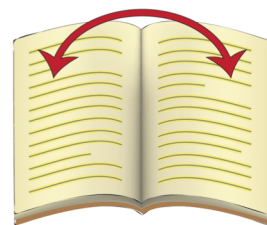
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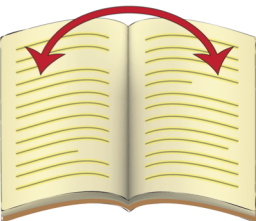
Wide Questions



Model and Think Aloud: Wide Questions

Question	Answer	Text Evidence
Why was travel from the East to the West so difficult? Describe several reasons.	Travel from East to West was difficult because it was slow and dangerous. People traveled in small wagons with limited supplies. If the ground was muddy, the wagons could get stuck.	Page 1, paragraph 2

Wide Questions

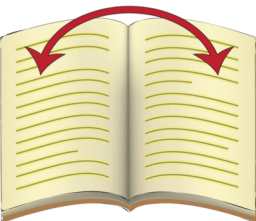


Model and Think Aloud: Wide Questions

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STOP AND WRITE A QUESTION

Wide Questions



Traveling West

By Barbara Radner

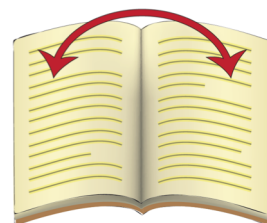
2005

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Long ago, when people settled the United States, most lived in the East, and it was hard to travel west. There were no planes, trains, or automobiles.¹ People traveled by wagon or boat, and it took many days to reach a destination. Although it was difficult, in the 1840s, many people traveled far across the United States from the East to the West. They were pioneers.² They would settle in the western part of the country after a challenging journey to a new life.



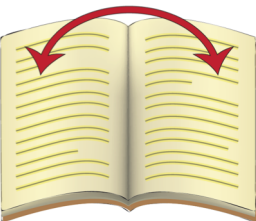
Wide Questions



Model and Think Aloud: Wide Questions

Question	Answer	Text Evidence
Why did people want to travel to the West?	People wanted to travel west to create new communities, spread American customs to new places, and find new land for farming. People believed they were destined to move west and grow America. This idea was called “manifest destiny.”	Page 1, introduction in gray and page 2, paragraph 1

Wide Questions

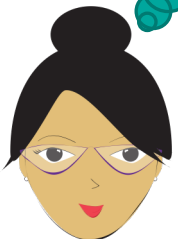


Model and Think Aloud: Wide Questions

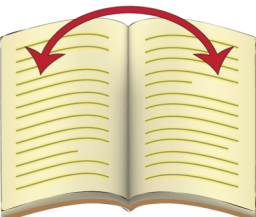
When the wagon train got to the West, the families would settle there, building homes, starting farms. They would create communities, and instead of being partners in a trip they were collaborators' in community. Those communities would grow into towns, and then some would expand into cities, from a wagon train to a metropolis.

STOP AND WRITE A QUESTION

Yesterday I
learned from
the video...



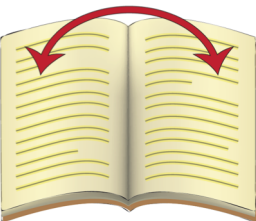
Wide Questions



Model and Think Aloud: Wide Questions

Question	Answer	Text Evidence
Do you think people thought the long, difficult travel to the West was worth it? Why or why not?	Yes, I think people thought the hard travel to the West was worth it because once they arrived, they could own land and set up new towns the way they wanted. They probably felt like they had more freedom.	Page 2, paragraph 1 and notes from the video we watched

Wide Questions



After initial modeling, facilitate:


- Whole-class guided practice with feedback
- Guided practice in small groups or pairs with feedback
- Independent practice with feedback

Timeline: Delivering a model lesson





○ January 13 – 17 OR this week

4. Provide ongoing practice opportunities.

- See handout under “QW Support Tab”
- After you introduce and model specific and wide questions, you’ll provide two practice opportunities per week, at least one time with text.



**Integrate
question
writing into
your existing
instruction!**

Activity	Examples of Practice Opportunities	Be sure to:
<p>Text Reading Warm-up</p> 	<p>Total time is 5 minutes; do this twice a week with passages related to the content you are teaching</p> <ol style="list-style-type: none"> 1. Display a short passage or paragraph of text on document camera as students enter the room. 2. Have students write down a specific and/or wide question (your choice depending on the passage content and the types of questions students need to practice writing). 3. Call on 2 – 3 students to share their questions and provide feedback. 4. If students are having difficulty, briefly model how you would develop a question. <p>Optional Extension: Select 1 question for students to answer either individually or with a partner. These are turned in as an exit ticket.</p>	<p>Refer students to the “Writing Questions While I Read” card.</p> <p>Prompt students to write specific and wide questions, depending on the instructional goal(s).</p>
<p>Video</p> 	<ol style="list-style-type: none"> 1. Pause at regular intervals and ask students to write a specific or wide question and answer in their notes. (5 min) 2. Select 1-2 students to share their questions and have the class answer them with a partner. <ul style="list-style-type: none"> • <i>Social Studies Example: After watching a short video clip about the Boston Massacre, students pause to write a question. A student could write, “How did patriots and loyalists react differently to the Boston Massacre?”</i> 	<p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-modeled whole class <input type="checkbox"/> Small group <input type="checkbox"/> Pairs <input type="checkbox"/> Independent work
<p>Lecture PowerPoint Notetaking</p> 	<p>Pause at regular intervals and have students write a specific question and answer in their notes. (5 min)</p> <ul style="list-style-type: none"> • Variation: After writing a question, students trade questions with a partner and answer their partner’s question. • <i>ELA Example: During a PowerPoint on research skills, students pause and write a question. A student could write, “Why is it important to cite valid and reliable sources?” or, “What is the difference between paraphrasing and plagiarism?”</i> 	<p>Have students share out their questions and answers; monitor students as they work.</p>
<p>Homework</p> 	<p>Students complete a reading assignment and write 1-2 questions and answers depending on the length of the text. Questions can be specific, wide, or a combination depending on the text used. (Time will vary)</p>	<p>Provide frequent feedback.</p>

Example Text Reading Warm-Up

READ THIS PASSAGE. WRITE ONE WIDE QUESTION AND ANSWER IT.

“There are some ways that you can detect counterfeits. The first and most telling inspection is to pay attention to how the money feels. It is difficult to reproduce the texture of real money. If the money feels suspect, look carefully at the small printing on the bill. Many features along the portrait and border of a genuine bill contain writing that is too small to reproduce in most printers. If you are still suspicious, hold the bill up to the light and look for the strip that says the value of the bill. With a little attention, you can keep yourself from becoming a victim of this rising trend.”

Question	Answer	Text Evidence
Describe several ways you can identify counterfeit money.	You can identify counterfeit money by feeling the texture of the money, looking at the small printing, and looking for a strip on the bill only visible when you hold it up to light.	(Not applicable since it is just one paragraph. Could give students a copy for the week and have them highlight the evidence.)

Your feedback...

- We want to support you along the way!
 - Please work with Diane Stegall to let us know what you need as you implement Question Writing.
- Challenges or roadblocks?
 - We'll help you problem solve!

Let's Review

Question Writing to Build Comprehension: What's Important?

- Students generate questions **only** for texts that support the state standards and require deep comprehension.
- Students use the question-writing strategy **weekly**.
- Students generate **specific questions first** and **wide questions later** (when they are ready).
- Students' questions are tied directly to **information in the text**.
- Students' answers are formed in **complete sentences** and include **page and paragraph citations**.

Why can't students just answer MY questions?



FAQ



- Teaching question writing takes a little while, but consider it an investment!
 - Comprehension of information will increase.
 - Spend less time reteaching the information they read.
 - Deeper understanding of what they read.
 - Retain/remember information longer.
 - Monitoring for meaning!

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- Simmons, D., Hairrell, A., Edmonds, M., Vaughn, S., Larsen, R., Willson, V., . . . Byrns, G. (2010). A comparison of multiple-strategy methods: Effects on fourth grade students' general and content-specific reading comprehension and vocabulary development. *Journal of Research on Educational Effectiveness*, 3, 121–156. doi:10.1080/19345741003596890
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Putting it All Together: Implementation Goals and Calendar

Wrapping Up: Implementation Goals

- 
- Use the question-writing strategy with students at least twice per week during the spring semester.
 - Use question writing with text as often as possible
 - Use a variety of specific and wide questions as appropriate. Mix it up!
- 
- Complete email survey every 2 weeks.

Surveys- Very Important!

- Help us know how implementation is going

Counting today, please CLICK BELOW to indicate the TOTAL number of times your students used Question Writing during the past 2 weeks combined (January 22 - February 1).

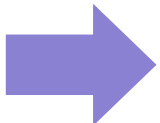
How many TOTAL times did you use the Question Writing strategy with your class during the past TWO WEEKS (Jan 22 - Feb 1)?

0
1
2
3
4
5
6
7
8
9
10

Get the Gist Survey Results





How did we do with fall implementation?

Strategy Usage	Cycle 1 (9/10-9/21)	Cycle 2 (9/24-10/4)	Cycle 3 (10/9-10/19)	Cycle 4 (10/22-11/2)	Cycle 5 (11/5-11/16)
0	17%	0%	0%	0%	0%
1-2	58%	49%	43%	44%	37%
3	12%	18%	25%	29%	27%
4+	12%	34%	32%	26%	34%







January





Deliver
your model
lesson this
week if you
want!

6	7	8	9	10
MSM Professional Development				
 Week 1 (Prep/Planning): <input type="checkbox"/> Prepare the delivery of your model lesson for the week of Jan. 13 - 17				
13	14	15	16	17
				Respond to survey in your email
 Week 2 (Implementation): <input type="checkbox"/> Introduce and model specific and wide questions to whole class <input type="checkbox"/> Provide guided practice OR provide another modeling session				
20	21	22	23	24
MLK Holiday				
 Week 3 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
27	28	29	30	31
				Respond to survey in your email
 Week 4 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				



February

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
 Week 5 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
10	11	12	13	14
				Respond to survey in your email
 Week 6 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
17	18	19	20	21
Staff Workday				
 Week 7 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
24	25	26	27	28
				Respond to survey in your email
 Week 8 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				

February

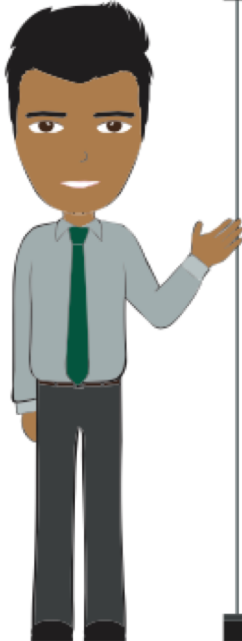
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
 Week 5 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
10	11	12	13 PLC #2 via Zoom	14 Respond to survey in your email
 Week 6 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
17 Holiday	18	19	20	21
 Week 7 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				
24	25 PLC #3 via Zoom	26	27	28 Respond to survey in your email
 Week 8 (Implementation): <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text				

March

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6 Respond to survey in your email
 Week 9 (Implementation): <ul style="list-style-type: none"> <input type="checkbox"/> Provide practice opportunity for specific or wide questions with text <input type="checkbox"/> Provide practice opportunity for specific or wide questions with or without text 				
9	10	11	12	13
 Week 10 (Wrap-Up) <ul style="list-style-type: none"> <input type="checkbox"/> Administer End-of-Year MSM tests <input type="checkbox"/> Complete final Teacher Instructional Survey 				


What about Get the Gist?

- Continue to implement once per week but no surveys about this
- Refer to Gist Practice Opportunities handout



How is it done?

During Reading



Step 1: Who or what is this section about?
Step 2: What is the most important information about the “who” or “what”?
Step 3: Write a gist statement that combines the information from steps 1 and 2. (The gist should be in students’ own words, rather than a sentence copied from the text.)

Ongoing Support

- Diane Stegall, MSM Coach
 - In-class modeling
 - PLC discussions
 - Coaching
 - Question-Writing materials



Question Writing Materials



- Everything you need is located at:
<https://greatmiddleschools.org/questions/>

NOTE: This is a hidden link and must be typed out



Planning Time!
**(Then we'll talk about how to integrate
this strategy into your regular
instruction.)**

When will you deliver the model lesson?

1. Use the Model Lesson Packet we've provided or prepare one of your choice.
2. Set a date (this week or January 13 – 17).
3. Be ready to report out.

How will you incorporate practice opportunities into your regular instruction?

- Discuss which practice activities are best suited to use in your content area.
- Jot down ideas on your Goal Setting Sheet.
- What other resources do you need?
- Be ready to report out.

Questions or comments for us?





Final Thoughts



research
practice

The image shows a black chalkboard with the words "research" and "practice" written in white chalk. Two yellow arrows are drawn on the board: one on the left pointing upwards from "practice" to "research", and one on the right pointing downwards from "research" to "practice". This visualizes a cyclical relationship between the two concepts.