

Three Levels of Questioning

Strategy: Three Levels of Questioning

Purpose: Generating questions during reading improves comprehension of students of all ability levels. Level one questions address literal comprehension. Level two questions help students generate questions that make connections among information in different parts of the passage. Level three questions help students make connections between information in the text and what students already know.

When to use: After reading (reflection)

Steps:

Level I:

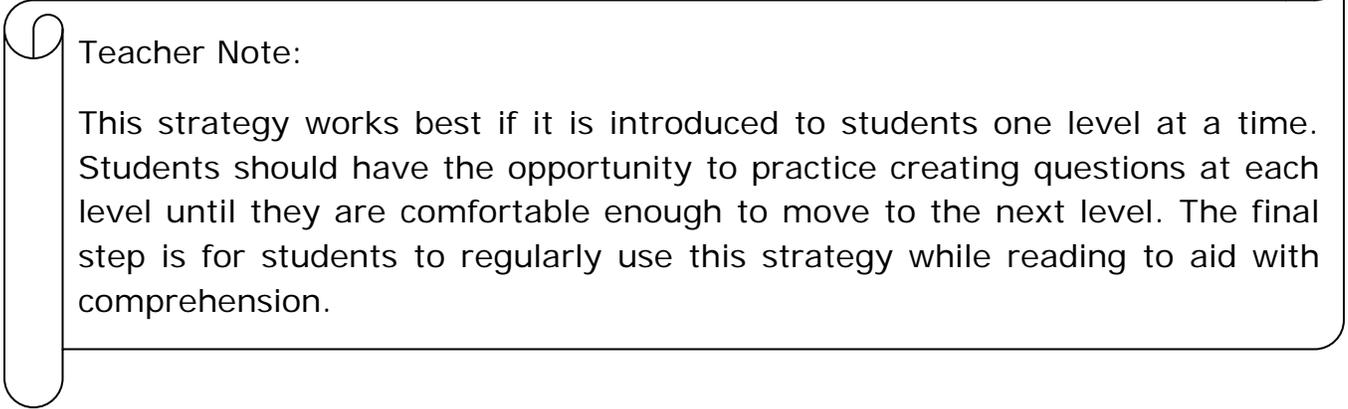
1. Read the text.
2. Locate a fact that is a "who", "what", "when", "where", "why", or "how"
3. Turn the fact into a question
4. Check the answer to make sure it is found in one place, word-for-word, in the reading.

Level II:

1. Read the text.
2. Locate related facts from at least two different places in the text.
3. Combine the facts to make a question. Use stems to make a question:
 - a. Why_____
 - b. Describe_____
 - c. How_____
4. Check the answer to make sure that the answer can be found in the text. Questions can be answered in one or more sentences.

Level III:

1. Read the text.
2. Relate something in the passage to something you have read, studied, or experienced.
3. Use stems to make a question:
 - a. How is _____ like (similar to) _____?
 - b. How is _____ different from _____?
 - c. How is _____ related to_____?
4. Check the answer. Questions should require you to think about what you have just read, what you already know, and how it fits together.



Teacher Note:

This strategy works best if it is introduced to students one level at a time. Students should have the opportunity to practice creating questions at each level until they are comfortable enough to move to the next level. The final step is for students to regularly use this strategy while reading to aid with comprehension.