



TEXAS LITERACY INITIATIVE



Planning Effective CPQs

Grades K-12





Purpose for CPQs

A Comprehension Purpose Question (CPQ) is provided to students prior to reading as a scaffold to support and enhance COMPREHENSION.

This is why this type of question is NOT referred to as a:

- Guiding Question
- Focus Question
- Before Reading Question
- Lesson Objective Question





Comprehension Purpose Questions

Thoughtful “questions appear to be effective for improving learning from reading because they:

- give students a purpose for reading;
- focus students’ attention on what they are to learn;
- help students to think actively as they read;
- encourage students to monitor their comprehension; and
- help students to review content and relate what they have learned to what they already know” (CIERA, 2003).





What's Important to Remember... ?

- Set a comprehension purpose question to help students think about the important content they need to understand.
- Choose a question that will enhance understanding and keep students thinking and engaged throughout the reading.
- Link the CPQ to the cognitive strategy(ies) you are currently focusing on in your teaching.
- Post the CPQ for students to see and refer to.
- Provide opportunities to discuss and share after reading.





Steps for Setting a Great CPQ

1. Record/annotate your thinking while reading the text you will ask students to read.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Integrate with teacher resources if available.
4. Select a “Great” CPQ.





SETTING A CPQ

Step 1: Record Thinking While Reading

Step 2: Brainstorm possible CPQs

Step 3: Integrate With Teacher Resources if Available

Step 4: Select Great CPQs

Step 5: Select a CPQ for First, Second, or Third Reading





Going From Good to Great!

A good CPQ:

- Is answered in the text either explicitly or implicitly.
- Involves student thinking.
- Will focus on comprehension.
- Relates to student learning.

A great CPQ:

- Cannot be completely answered until students have read the entire text.
- Involves higher order thinking, inferences, text evidence or synthesis of information.
- Will deepen and extend comprehension. Gets at the heart of what you want students to understand.
- Relates to the cognitive strategy(ies) currently being taught.





CPQs : Going From Good to Great!

A good CPQ:

- Is answered in the text either directly or indirectly
- Involves some student thinking
- Will focus on comprehension
- Relates to student learning

A great CPQ:

- Cannot be completely answered until students have read the entire text
- Involves higher order thinking, inferences, and text evidence
- Will deepen and extend comprehension
- Relates to the comprehension strategy currently being taught





Sample Text 1

1. Record/annotate your thinking while reading the text you will ask students to read.





Sample Text 1

- Review the questions assigned to your group.
- Use your *Going from Good to Great* card to determine which sample CPQs would be best to enhance comprehension of this text.
- Be prepared to share your thinking.

Coke's Most Controversial Ingredient

Though no secret recipe remains locked in a vault, Coke's main ingredients in drinks to all 8 require toxic pesticides. The \$2.1 billion company's 3.4 billion bottles of soda are made from water. As a byproduct, each bottle contains more than 70 pesticides. However, the water, leaves, and pesticides, which people as consumers buy in bottles, are not the same. The pesticides are not the same. Global consumer groups have called for full transparency for the consumer system. In 2010, the company was fined for not disclosing the list of pesticides. The company was also fined for not disclosing the list of pesticides. The company was also fined for not disclosing the list of pesticides. The company was also fined for not disclosing the list of pesticides.

TEXAS LITERACY INITIATIVE

CPQs : Going From Good to Great!

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Going From Good to Great!

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Sample CPQs

1. How would it be possible for one ingredient to cause a whole industry to fail?
2. Is our water resource being used efficiently and equally by all?
3. Why do authors write informational texts?
4. Why is Coke's main ingredient so controversial?





Sample CPQs



5. How has Coke tried to make themselves look better in the public's eye?
6. Why does Georgia's governor declare a state of emergency?
7. What are some surprising facts you learned about the manufacturing of Coke?
8. What threats does the Coke company face?





Sample Text 2

1. Record/annotate your thinking while reading the text.
2. After reading, brainstorm possible CPQs (What do you want students to understand?).
3. Select a “Great” CPQ.

Girl in White:

A Mexican Ghost Story

Re-told by S. E. Schlosser

He was *sulking* a little, standing at the sidelines while all the other men danced with their pretty partners. His girl had not

Mexican Folklore at Americanfolklore.net





TEXAS LITERACY INITIATIVE



Planning Effective Think-Turn-Talk Questions Grades K-12





The Power of Think-Turn-Talk

1. Engagement
2. Comprehension
3. Think-time
4. Process Information
5. Safer Environment
6. Application
7. Accountability
8. Assessment





Planning

- Explicitly discuss expectations with students for how they are to share their thinking with a partner or group
- Think about how you will pair or group students
- Randomly select students to share thinking with the whole class





Planning

Plan stops and questions well in advance.

*Where will you stop?
Why will you stop there?*

- What is the critical information?
- Is there a part that students will need support in understanding?
- How long have students been focused without an opportunity to interact?





Planning

- Ask questions that involve critical thinking, opinion, or an extended answer.
 - Specific: “Why does ...?”
 - General: “What are you thinking?”
- Ask questions that relate to the CPQ.
- Ask questions that reinforce the cognitive strategy you are focusing on in the lesson.
- Write questions on sticky notes and place them in your copy of the text as a reminder where to stop and what question you will ask.





Planning

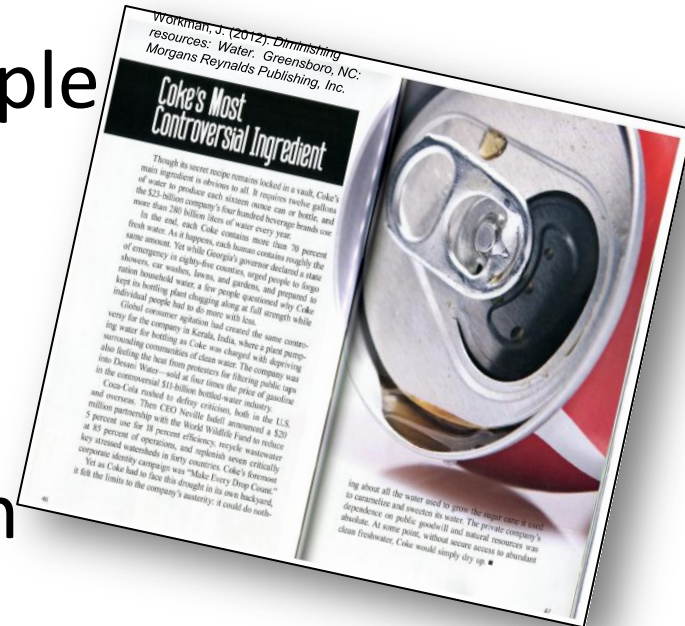
- After a student shares their thinking, ask them to expand on their answer and explain why they think what they do.
- Follow-up student sharing with immediate and corrective feedback.





Sample Text 1

- Read the Think-Turn-Talk sample questions on the next slide.
- As a group, discuss which questions make strong Think-Turn-Talk questions and which ones are weak.
- Be prepared to share your thinking.





Sample Think-Turn-Talk Questions

1. Why does Georgia's governor declare a state of emergency?
2. Why is Dasani Water so expensive?
3. What is Coke's slogan for saving water?
4. Why was Coke compelled to create a corporate identity campaign?





Sample Text 2

- Review sample text 2, find 3 places where you would plan opportunities for Think-Turn-Talk.
- Record your questions on small sticky notes and place them right on the sample text.
- Be prepared to share your sample questions with the group.

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Mexican Folklore at Americanfolklore.net





What can we do to support teachers when ...

- The routine is not clearly established?
- The teacher asks questions that don't enhance or support comprehension?
- The CPQ question or the TTT questions don't motivate students to engage in rich conversation?
- Not enough think-time is provided by the teacher or when students don't use think-time before they blurt out answers?

**EXAMPLE
CHALLENGES**





Teach with a Sense of Urgency

“Teach with a Sense of Urgency...I’m not talking about teaching prompted by anxiety but rather about making every moment in the classroom count, about ensuring that our instruction engages students and moves them ahead, about using daily evaluation and reflection to make wise teaching decisions. Complacency will not get our students where they need to be.”

~ Regie Routman, 2003

