



TEXAS LITERACY INITIATIVE



Planning Effective CPQs and TTT Opportunities K-12 Candase Hampton





Purpose for CPQs

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





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





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





THINK-TURN-TALK





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 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?

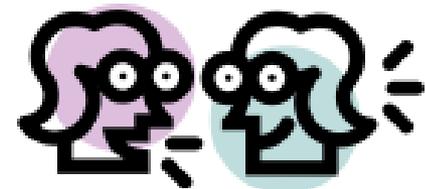
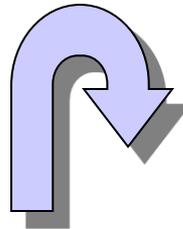




Reflect and Share

How do the following support student learning?

- CPQs
- Think-Turn-Talk routine





What's Important to Remember... ?

- Set a CPQ for the reading that relates to the strategy being taught.
- Have students interact with text and practice using comprehension strategies by carefully planning Think-Turn-Talk questions in advance of the lesson.





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

