Question Development RUBRIC for Narrative Texts

Identify Story Structure

*Goal is to make sure the story will provide a good structure for the intervention.*

1) Read through and make sure that the story is cohesive/coherent.
2) Make sure that each sentence logically follows from the previous sentences
3) Make sure you can understand the story without excessive background knowledge.
   a. Is there information in the story that needs to be elaborated-upon or added?
   b. Note where additional information may be included/needed.
4) Make sure the story is age-appropriate (appropriate 4th grade level; Flesch-Kincaid).
5) ID goal structure
   a. Identify Main Goal, Subgoals, and Theme in the story.
   b. Goals should be resolved in the structure of the story, but do not always need to be fulfilled.
   c. Identify setting information/development that may proceed the goal.
6) Stories / story segments should have all the necessary background information for the questions to be answered in one intervention session.

Write the Questions (and answers)

*Goal is to help reader generate appropriate / accurate inference.*

1) Read through the story with the goal structure in mind and identify places where a reader would be likely to generate a causal inference.
   a. Read through the story again sentence –by-sentence.
      i. When a sentence has multiple ideas, consider each idea separately. An idea typically has its own noun and verb.
         1. For example: In the following excerpt the unique ideas are separated by a slash (/)
            “I finally made some friends here,/ and now we have to move again? / It’s so unfair!”/ Nora complained to her father.
   b. As you read each idea,
      i. Think of what information you are interpreting and connecting as you read sentences (your inferencing process). Specifically think about what may have caused this event/idea?
      ii. For example: In the same excerpt:
            “I finally made some friends here, / and now we have to move again? / It’s so unfair!” /Nora complained to her father./
            *She is complaining because her family has to move again. She must move a lot or she really dislikes moving. She is also complaining because she is upset that she’ll lose her friends when they move.*
            “We’ve been over this, Nora,” /her father said. /“You should be proud of your mother. /
Moving has something to do with her mother. And this is not the first time Nora has complained about moving.
As an Army officer, she has to go where she’s needed. It’s the same for the other Army kids you know.”

Nora has to move because her mom (and family) are part of the Army.

2) Use the connecting information you made during think aloud to help identify questions to ask in the story and the answers to these questions.
   a. Notice how the information connected in italics (i.e., your thinking about what you were reading) includes words like “because”.
   b. This kind of information will help you generate appropriate questions/answers using forms like the following.
      i. Why did a character perform a particular action? / Why did X occur? /?
      ii. What did the character do to attain his/her goal?
      iii. How was a successful outcome attained? / How did X occur?
      iv. What are the consequences of X action/attempt made by the character?
   c. Write the questions (and answers) using wording that is consistent with the wording in the text.
   d. When you write the question, write the answer too; clarify if the information needed to answer the question is primarily from the text (t) or from the reader’s background knowledge (bk).

3) Go through the text this way, generating multiple questions at various points in the story.
   a. Initially, generate multiple questions.
   b. Do not use the same question within 1 story (i.e., all unique questions).
   c. Question should probe for information stated earlier in the text that is necessary to understand the current sentence.
   d. Make sure that the question cannot be answered using background knowledge alone.
   e. The answer has an explicit text point that could be identified in the text.
   f. One correct answer to the question (although the answer can require multiple parts).
   g. Make sure the reader cannot answer questions with the information in the current sentence – i.e., it has to be a CONNECTION between information not just restating the information.

4) Check to make sure there are questions that require the reader to make either local or global connections in each text.
   a. Local: the connection required is between information that is close together in the story. Identified as the previous few sentences. We could identify this as the segment after the last question.
   b. Global – e.g., the connection required is between information that spans beyond the current section of text (i.e., before the last question). Typically this may be related to a GOAL or THEME of the passage.

5) Try to make sure that there is a CLEAR answer to each question.
   a. Do not have a mix of local and global answers for 1 question.
6) The inference to be made by each question should have a definite answer in the previous text OF THAT SEGMENT (local or global) – NOT FROM Background knowledge.

Writing Conventions

*Goal is to help create clear/clean final versions of the text.*

1) Check for appropriate (American English) spelling in all text segments and question/answers. Fix as needed.
2) Format as required by the intervention
3) Provide pronunciation for each newly-introduced character or place name
4) Identify words to be defined in each segment and include on a separate sheet for each story.
Question Development RUBRIC for Expository Texts

Identify Story Structure

Goal is to make sure the story will provide a good structure for the intervention.

1) Read through and make sure that the story is cohesive/coherent.
2) Make sure that each sentence logically follows from the previous sentences
3) Make sure you can understand the story without excessive background knowledge.
   a. Is there information in the story that needs to be elaborated-upon or added?
   b. Note where additional information may be included/needed.
4) Make sure the story is age-appropriate (appropriate 4th grade level; Flesch-Kincaid).
5) ID whether it is cause-effect or problem-solution structure
   a. **Identify the cause-effect structure in the text** (problems/events & their results/consequences) or (facts or ideas occur as result of an event – they are caused by the event);
      i. The text should ask a “why” or “how” question about the topic of the text.
         1. Example 1: Why do wolves Howl? (Fact - wolves howl)
         2. Because they are communicating with pack members about location. (Cause-reason: communicating location).
         3. This could also be interpreted as:
            a. Wolves need to communicate about location (event);
               Wolves howl in order to let each other know where they are (consequence of wolves needing to communicate location).
               i. In some ways this is a goal-action outcome – only reversed: Wolves need to communicate location therefore they howl – and effectively communicate.
      4. Example 2: What causes earthquakes? (Fact: earthquakes occur)
      5. Earthquakes are caused by layers of earth moving on top of each other or underneath each other. (Cause-reason: Earth’s tectonic plates move and cause the crust to rupture).
      6. This could also be interpreted as:
         a. The earth is made up of plates that move on top of each other (event); this results in earthquakes (consequence/result).
   b. **Identify the problem-solution structure in the text**
      i. The text poses a problem that needs to be addressed (problem-action-results/effect)
         1. Example 1: Earthquakes are difficult to predict (problem)
         2. There are some **warning signals** that indicate when an Earthquake is about to begin. (action)
         3. Earthquakes can be predicted (result).
         4. Example 2: How do polar bears survive in harsh cold? (problem)
         5. Polar bears have thick skin with a layer of blubber (solution)

6) Stories / story segments should have all the necessary background information for the questions to be answered in one intervention session. If not, then more information should be provided.
Write the Questions (and answers)

Goal is to help reader generate appropriate inference.

7) Read through the story with the text structure in mind and identify places where a reader would be likely to generate an inference or some other kind of connection.
   a. Read through the story sentence-by-sentence.
      i. Identify the main idea or topic sentence. Ask, “What is this story about?”
      ii. Cause-effect
         1. ID why/how questions asked in the text about an event, phenomena or trend.
         2. What are the identified effects of this event, phenomena or trend?
            a. These should provide places for causal questions to be inserted.
               i. There should be more than 1 effect listed as supporting information (examples).
         3. ID any complex ideas that might require additional information of vocabulary building for the reader.
            a. Keep track of these on separate document.
         4. Key words: Cause, Effect, Result, Because, Consequently
         5. Temporal focus (b/c cause has to come before effect).
      iii. Problem-Solution
         1. ID the overarching topic or a section that outlines the problem(s)
         2. Mark the section that proposes solutions (action)
            a. There should be more than one for supporting information.
         3. Mark the section that provides justification for these solutions. These are the reasons why the solution is needed. (results/effects)
            a. Discuss reasoning steps more clearly/potential fallacies – if not addressed, this may be problematic for question development (?)
         4. ID any complex ideas that might require additional information of vocabulary building for the reader.
            a. Keep track of these on separate document.
         5. Key words: Problem, Effect, Cause, Solution
   b. As you read each idea/sentence,
      i. Think of what information you are interpreting and connecting as you read sentences (your inferencing process). Specifically think about what may have caused this event/idea/phenomena?
      ii. Types of Question structures:
         1. Why did X occur?
         2. What was the effect of X?
         3. Why was X a problem? / How did X occur?
         4. What are the consequences of X?
   c. Write the questions (and answers) using wording that is consistent with the wording in the text.
d. When you write the question, write the answer; clarify if the information needed to answer the question is explicitly from the text (t) or from the reader’s background knowledge (bk).

8) Go through the text this way, generating multiple questions at various points in the story.
   a. Initially, generate multiple questions.
   b. Do not use the same question within 1 story (i.e., all unique questions).
   c. Question should probe for information stated earlier in the text that is necessary to understand the current sentence.
   d. Make sure that the question cannot be answered using background knowledge alone.
   e. The answer has an explicit text point (?) that could be identified in the text.
   f. One correct answer to the question (although the answer can require multiple parts).
   g. Make sure the reader cannot answer questions with the information in the current sentence – i.e., it has to be a CONNECTION between information not just restating the information.

Writing Conventions

*Goal is to help create clear/clean final versions of the text.*

9) Check for appropriate (American English) spelling in all text segments and question/answers. Fix as needed.
10) Format as required by the intervention
11) Provide pronunciation for each newly-introduced character or place name
12) Use Dictionary.com and copy the pronunciation in parenthesis. Identify words to be defined in each segment and include on a separate sheet for each story.