

Question-Generation Instructional Procedure

Davey, B., & McBride, S. (1986). The effects of question generation training on reading comprehension. *Journal of Educational Psychology, 78*, 256-262.

Pressley, M., & Woloshyn, V. (2000). *Cognitive strategy instruction that really improves children's academic performance*. Saline, MI : McNaughton & Gunn.

This reading comprehension strategy was designed to prompt students to generate "think-type" questions while reading, and in doing so encourage students to be more active readers and increase their awareness of whether they are comprehending or not. The rationale that Davey and McBride provided their students with after reading a passage was that "think-type" questions, "help you remember key information; they help you to know if you need to reread; they also help you to anticipate test questions." Pressley & Woloshyn adapted this as follows:

Explain the Rationale and Basics

- Explain why generating 'think-type' questions will help comprehension.
- Explain and practice identifying the distinction between think and locate questions.

Teach How to Generate Questions

- Have students practice generating questions while you provide feedback regarding whether they are good 'think-type' questions.

Teach How to Identify Important Information

- Demonstrate and have students practice identifying the most important information in passages.
- Have students practice generating questions related to this content.

Teach Students How to Monitor their own Strategy Use

- Provide children with questions to be used to monitor their own use of the question generation strategy, e.g. "How well did I identify important information?"

Provide Practice and Feedback

- Provide ample opportunity to practice generating questions, identifying important information, and monitoring strategy use. Provide feedback on each of these aspects during instruction.