Levels of Understanding

• Different levels of understanding can be experienced by creating questions for yourself.

• This would be like giving yourself a quiz to see:
  • If you remember the **important** information of whatever you’re trying to learn
  • Check you’re understanding beyond memorizing
  • If you’ve obtained deeper levels of understanding…so deep that you are able to go beyond the text or think “outside of the box”
Mary gave a patient in ward eight an injection of a strong pain medication.

Your response to a literal question is:
- Found directly in the text.
- Explicitly stated in the text.

Examples based on above mini-story:
What did Mary do?
- She gave the patient an injection.
What was in the injection?
- The injection was of a strong pain medication.
Mary gave a patient in ward eight an injection of a strong pain medication.

When responding to an inferential question:
• You use clues in the text and your background knowledge to come up with the answer.
• The response is not explicitly stated in the text, but implied.
• You build off what is being implied in the text to draw conclusions or make predictions.

Examples based on above mini-story:
What was Mary’s job?
• She was a nurse or doctor because she gave a patient a medicated injection and she was in a ward with this patient.

What was wrong with the patient?
• The patient was in pain because the patient was given a strong pain medication and was in a hospital.
Sample Question Stems Which May Lead to Inferential Responses

- Why…
- What can you conclude…
- What can you generalize about…
- What lesson does this text teach?
- What are the differences between ______ and ______?

Inferential questions should:
- Be based on important and difficult information
- Cause you to explain ideas in your response
Three little pigs

When responding to an **evaluative question**:  
• You give your opinion/judgement.  
• You support your opinion in your response.  
• Your response is not in text.

Example based on the above story:  
Do you think the mama pig in *The Three Little Pigs* was wise in sending out her three pigs to make their own lives?
Sample Questions That Lead to Evaluative Responses

The following are sample questions that help evaluate:

• Which section (or idea) in this reading do you think was most helpful? Explain why you think so.
• Do you think the information you just read will be useful for you? Specifically, why or why not for you?
• What is your opinion on this topic or idea? Support your opinion.
• Which strategy do you think is the most helpful for you? Explain why in your opinion.
• Out of these two concepts _________ and _________ which do you think is more important about_________? Why do you think so?
• Which concept is most important as it relates to_________? Why do you think so?

Your response to evaluative questions should include your opinion/judgment and an explanation of why this is your opinion. The answer is not in the text, it comes from you.
Three Little Pigs

When responding to an **appreciative question:**

- Response is based on the author’s **hidden** ideas.
- You use clues from text to understand author’s:
  - Point of view
  - Purpose
  - Tone
  - What is trying to be conveyed
- Clues from the text are used to support your response.

Example for above story:

What was the author’s purpose in creating this story?

- The author’s purpose in creating this story was to show that hard work brings positive outcomes. The pig which took the time and difficult task of building his home out of bricks rather than straw or sticks ended up being safe from danger.
Appreciative Question Example

You can ask questions about author’s purpose for particular ideas, examples, sections in your readings.

Why did the author include information on what each pig used to create their homes?

• The author was trying to show that the pigs that did not take the time and effort in picking out the right materials for creating a strong and good home had negative outcomes. The first and second little pigs made their home out of straw and sticks, materials which take less effort in using to make homes. Both homes were destroyed by a wolf quickly.
Appreciative Question Example

Why did the author of the READ 90 syllabus include a section on her philosophy?

• The author wanted to share the importance of being an independent learner especially at the college level, and that this is an important aspect to consider regarding this course. She mentions the various strategies which will be experienced during the READ 90 course, so that students can use to be independent learners.
Sample Questions That Lead to Appreciative Responses

- Why did the author include a section on……? (What was his/her purpose?)
- Why did the author include the quote, “…….” (what was he/she trying to convey?)
- Why did the author state, “….”
- What was the author’s purpose for including this chart about… (or table, story, example, and etc. which is connected to main topic)?

In other words, “What did the author want us to specifically get out of it?”

*Your response to appreciative questions should include your explanation of author’s hidden purpose and include support from text to prove author’s purpose.*
Guidelines for good questions and responses

All questions should be based on important and difficult information...think “test question”

Literal Questions

• Your response will be found in the text, so you want to use this question to help you remember the very important and complex ideas in the text.

Inferential Questions

• Should cause you to explain complex ideas in your response
• Your response should include your own explanation and support from text clues.
Guidelines for good questions and responses

**Evaluative Questions**
- Support your opinion in your response. Explain why this is your opinion.
- The answer is not in the text, it comes from you.

**Appreciative Questions**
- Your explaining author’s hidden ideas/purpose in your response.
- Remember to include support from text to prove author’s purpose in your response.