

## Scaffolding Level 3 Questions

- Break the text into smaller sections at first, but gradually increase the length.
- Provide a suggested number of questions to generate for each section.
- Indicate what types of prior knowledge would be helpful in making a connection to the passage.
- Regularly share students' questions and provide positive or corrective feedback.
- Return to modeling the routine with the whole class, pairs, small groups, or individual students, as needed.
- Remind students to use their question card and to make questions with stems, such as:
  - How is \_\_\_\_\_ like/similar to \_\_\_\_\_?
  - How is \_\_\_\_\_ different from \_\_\_\_\_?
  - How is \_\_\_\_\_ related to \_\_\_\_\_?
- Make sure students are combining information from the passage with other information they already know, have learned, or have read in another text.