

it. After five minutes or so, extend these one-on-one conversations into a class discussion.

Because good readers ask questions of texts all the time, ask students to extend their earlier discussion by applying Bloom's Taxonomy to specific questions about "Digging." As you hand out the "Digging" Questions worksheet (pp. G-7–G-8), tell students that asking questions is essentially what a teacher does when she writes a study guide about a text. Explain that three kinds of questions related to Bloom's Taxonomy are literal, or "right-there" questions; interpretive, or "pulling-it-together" questions; and evaluative, or "author-and-me" and "on-my-own" questions. Each of these question types is included on the worksheet. Ask students to work with their neighbors to answer the questions about the poem and to label the questions. In the Justification column, they should explain why they've labeled each question as they have. Collect the worksheets to determine how well students understand the poem and Bloom's Taxonomy.

Wrap up by asking students to answer three more questions about "Digging." The questions, developed by Cris Tovani (2000), can be asked about any poem:

- What background knowledge do you have that helps you connect to what's happening in the poem?
- What picture do you see in your head when you think about the poem?
- What do you think the poem is about?

Conclude the class by asking students to identify whether the questions are *literal*, *interpretive*, or *evaluative*.

Tips for Teachers

Asking questions is one of the most important comprehension and interpretation strategies students can learn. Educator Taffy Raphael (as cited in Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999) has also created categories of questions that can be used with struggling students in place of the labels *literal*, *interpretive*, and *evaluative*. Raphael's categories include:

- *Right-there questions*, whose answers are easy to find in the text
- *Pulling-it-together questions*, whose answers are in the text, but must be pulled from different sections
- *Author-and-me questions*, in which the reader must supply some of his or her own background knowledge to answer.
- *On-my-own questions*, which have answers that are not in the text. The reader does not need to have read the text in order to answer this question, but the text helps the reader to more fully answer it.