
Introduction

The language used by teachers and students in their classrooms has a significant impact on what is learned. Active participation in classroom activities (including question-and-answer exchanges) increases students' access to learning and improves their long-term educational outcomes. Students who lack communicative competence in the classroom may experience educational failure because they do not have equal access to the curriculum (Wilkinson & Silliman, 2000).

No-Glamour Question Structure: Wh- Questions is written to help students gain fuller access to the curriculum. It is a straightforward, picture-based program to help students formulate questions, enabling them to participate more actively in question-and-answer exchanges in their classrooms. The target audience for this book is students ages seven and older with oral and written language deficits, including young students with language delays, older students whose written language is significantly weaker than their oral language, students whose second language is English, and students with autism. These students often have particular difficulty formulating relevant questions using correct word order. It is recommended that students have the prerequisite skill of producing a variety of statements incorporating present progressive verbs and auxiliaries with singular and plural nouns and pronouns before beginning the tasks in this volume.

Each unit begins with a list of 20 target questions and a modeling script to teach the format to the student. Within each unit, questions are grouped in a hierarchy of difficulty. Two picture sequences are presented on each of the following 20 pages in the unit. The first picture sequence presents a statement. The second picture sequence elicits a question about the previous statement (e.g., "The girl is happy" elicits the question "Who is happy?"). Each of the question picture sequences begins with a large question symbol containing the initial question word (Who, Where, When, etc.). Some students may need verbal cues for the question words.

If the primary goal of intervention is oral language, the student can dictate responses to be written in each blank. When the student becomes proficient in formulating the questions aloud, you can elicit a written response from him.

Verb tenses for stimulus items can be easily changed to reflect an individual student's goals. Adjectives can be incorporated to make the tasks more difficult. Copies of the stimulus pictures can be colored to elicit adjectives within the questions. Students may also add adjectives and adverbs not pictured in the illustrations.

Both nouns and pronouns are used in the stimulus items. These may also be changed as needed. A picture symbol key of the pronoun symbols is presented on page 6. It will be helpful to familiarize students with these symbols before beginning the units.

A review is provided at the end of each unit. Each review presents one stimulus picture for each of the 20 practice items in the unit. The student is asked to formulate questions beginning with specific question words. The student is not expected to repeat the questions verbatim as stated or written on the previous practice sheets. Any relevant, grammatically correct question beginning with the target word is acceptable.

The Wrap-Up section at the end of the book presents ten new stimulus pictures. Beneath each picture, four initial question words are presented. The goal is for the student to formulate novel questions beginning with each of the target words. There are no expected correct responses to these items. Rather, it is an opportunity for students to creatively formulate a variety of questions. This section also provides a natural carryover to question formulation using pictures from other sources.

The ultimate goal of *No-Glamour Question Structure: Wh- Questions* is for students to develop competence in question formulation, enabling them to use these forms naturally in their classrooms and when interacting with peers at school. Students who need additional practice in question formulation may benefit from the companion volume for formulating questions, *No-Glamour Question Structure: Interrogative Reversals*.

I hope you will find this volume easy-to-use and effective in helping your students develop skills in question formulation.

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Wilkinson, L.C., & Silliman, E.R. (2000). Classroom language and literacy learning. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr, (Eds.), *Handbook of reading research: Vol. III*. Mahwah, NJ: Lawrence Erlbaum Associates.