



EXPEDITIONARY LEARNING

Questioning Strategies to Engage All Learners

Purpose

In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of high-order thinking skills. For more on developing strategic, focused and higher order thinking questions, see *Strategic Questioning*. See also *Total Participation Techniques* (citation here) for a variety of approaches to engaging all learners.

Building a Culture of Total Participation

1. Clarify with students the importance of everyone doing the thinking, learning and reflecting throughout each stage of every lesson.
2. Model how a variety of questioning strategies will be used in the classroom, reminding students that they can say “please come back to me” if they need more think time or are unsure and want to build on the ideas of their peers. However, be sure to let them know you will *always* come back to them.
3. Ensure you and your students have the materials needed, such as cold call cards or sticks, white-boards, dry-erase markers, poster board, computers/other technology, pencils, etc.
4. Practice questioning strategies with students. Repeat over several classes or as necessary until various strategies become routine.
5. Make think-time a regular routine. This means structuring thinking time of about 3 seconds after a question is posed in various ways:
 - a. During student responses—give students at least three seconds to articulate their responses
 - b. Before sharing, students pause to illustrate a response to a question
 - c. In response to questions, students synthesize their thinking with individual or group headlines: short, compelling phrases that capture their thinking like a news headline
 - d. Teachers ask recap questions and students review and add to their notes
 - e. Students stop and track their own questions during learning activities or after a question is posed
 - f. Students pose questions to each other and respond to teacher questions in chalk talks and written conversations with a peer or small group

Strategies

Cold Call

- Name the question before identifying students to answer it
- Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations
- Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student’s been called on, he or she is part of the continued conversation and class thinking

Sample Question Stems Based on Revised Bloom's Taxonomy

Remember	Understand	Apply
<p>Who? Where? Which one? What? How? Why? How much? How many? When?</p> <p>What does it mean? What happened after? What is the best one? Can you name all the ...? Who spoke to ...? Which is true or false?</p>	<p>What does this mean? Which are the facts? State in your own words. Is this the same as ...? Give an example. Select the best definition. Condense this paragraph. What would happen if ...? Explain why ... What expectations are there? Read the graph (table). What are they saying? This represents ... What seems to be ...? Is it valid that ...? What seems likely? Show in a graph, table. Which statements support ...? What restrictions would you add? Outline ... What could have happened next? Can you clarify. . . ? Can you illustrate . . . ? Does everyone think in the way that ... does?</p>	<p>Predict what would happen if ... Choose the best statements that apply. Judge the effects of ... What would result ...? Tell what would happen if ... Tell how, when, where, why. Tell how much change there would be if ... Identify the results of ... Write in your own words ... How would you explain ...? Write a brief outline ... What do you think could have happened next? Who do you think...? What was the main idea ...? Clarify why ... Illustrate the ... Does everyone act in the way that ... does? Draw a story map. Explain why a character acted in the way that he did. Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?</p>

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc, February 8, 2006; [http://eprntice.sdsu.edu/J03OJ/miles/Bloomtaxonomy\(revised\)1.htm](http://eprntice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm)

Common Core

Question Stems:

3rd Grade

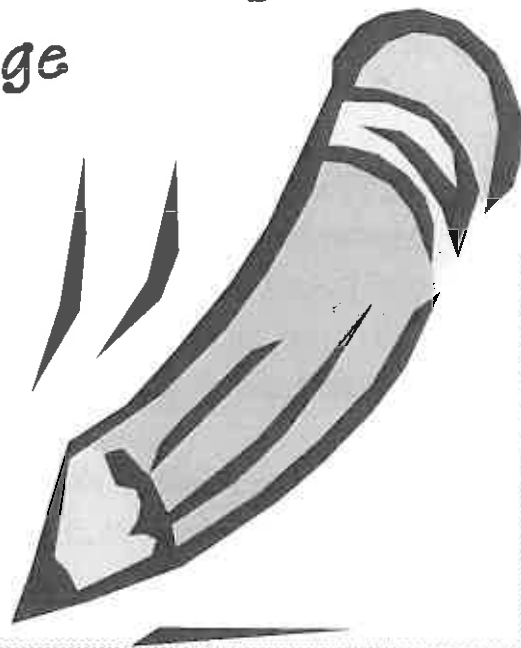
Reading: Literature

Reading: Informational Text

Writing

Speaking and Listening

Language



LACC.3.RL.2.5	LACC.3.RL.2.6
<ul style="list-style-type: none"> •What type of text is this? •What is similar and different about plays, poems, and stories? •Why are scenes important in a play or drama? •What is the purpose of stage directions in a play? •Why are stanzas important to a poem? What is their purpose? •What happened earlier in the story that is connected to this event? •What did you learn or read about earlier that helps you understand this part? 	<ul style="list-style-type: none"> •Who is telling these events? •Who is the narrator? •Is the narrator a character in the story? •What point of view is this text? How do you know? What are the clues? •Does the narrator know the thoughts and feelings of the characters? •How would you tell the story? •How would the story be different if a character was telling it?
LACC.3.RL.3.7	LACC.3.RL.3.9
<ul style="list-style-type: none"> •What does the illustration show you or tell you about the story? •How does this picture make you feel? •What words from the story match the illustration? •What does this illustration tell you about the character? The setting? The plot? •Draw an illustration to match the character's mood on this page. 	<ul style="list-style-type: none"> •How are _____ and _____ alike? •How are _____ and _____ different? •How is the character in this book similar or different than the character in that book? •Is the setting from this story the same or different? •What parts of both stories are similar? •What actions are similar in both books? •What themes are similar in both books?

LACC.3.RI.2.4	LACC.3.RI.2.5
<ul style="list-style-type: none"> •Are there any clues around the word to help you figure out the meaning? •What does this word mean in this sentence? •What does this phrase mean in this selection? •What can you use to help you find the meaning of this word? •Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? •Where else in the book might you look to help you figure out what the word means? 	<ul style="list-style-type: none"> •How can this text feature help you read the text? •Which text feature would you use to _____? •Show me a key word on this page. How does this key word help you? •Which text feature would you use to find the answer to this question? •Which text feature do you use the most when you are reading?
LACC.3.RI.2.6	LACC.3.RI.3.7
<ul style="list-style-type: none"> •What point of view is this text written in? •Who is giving you the information? •How is this different from if you were giving the information? •How does the person giving you the information feel about the topic? How do you know? 	<ul style="list-style-type: none"> •What information does this illustration tell you? •What does this map help you understand? •Why is this map included? •Why is this photograph included? •What detail does this photograph support? •What other illustration would match the details on this page? •What did you learn from this text? •When did this event happen?

LACC.3.RF.3.4	LACC.3.W.1.1
<ul style="list-style-type: none"> •Why did you choose to read this story? •Do you understand what you are reading? •What can you do when what you are reading doesn't make sense? •What strategies can you use to help you understand what you are reading? •Can you make that sound like you were talking? 	<ul style="list-style-type: none"> •What is your writing about? •What reasons will you include to match your opinion? •How did you choose which reason to put first, second, last? •Is your writing clear to the reader? •What words did you use to connect your reasons? •How did you end your writing?
LACC.3.W.1.2	LACC.3.W.1.3
<ul style="list-style-type: none"> •How will you begin your writing? •How will you group your ideas together? •What facts, details, or definitions will you include? •Are there illustrations that you add to help your reader understand your topic? •What other details and facts can be added to your writing? •What words will you use to connect your ideas? •How will you end your writing? 	<ul style="list-style-type: none"> •Who, when and where will your story be about? •Describe how _____ felt when _____ •What happened after _____ ? •How will you use dialogue to develop the plot and the characters? •What problems will the characters face in the story? •How will the characters respond to the problems in the story? •What actions will the characters take in response to the events in the story? •How does the character change throughout the story?

LACC.3.SL.1.1	LACC.3.SL.1.2
<ul style="list-style-type: none"> •Are you prepared? •Have you read what you were supposed to read? •What ideas will you discuss? •How will you explain your ideas to others? •What else could you add to that comment? •What questions could you ask of your partner? •What details could you add to answer that question? 	<ul style="list-style-type: none"> •What was the main idea from the information read aloud? •What were some important details from the text that was read aloud? •What are the main ideas presented in the presentation? •What is the main idea of this visual, illustration, or picture? •What is the main idea of the data? What are some of the details of the data?
LACC.3.SL.1.3	LACC.3.SL.2.4
<ul style="list-style-type: none"> •What questions could you ask someone who is speaking about _____? •Write two questions that you have after the speaker is finished. •How would you answer that question? •What details could you add to that answer? •What was the speaker's main topic or idea? 	<ul style="list-style-type: none"> •What idea will you be presenting? •How will you organize your ideas? •What details will you include in your report? •What story will you be telling? •What words have you included to make sure you describe your ideas clearly? •Have you rehearsed your story with a partner?

LACC.3.L.1.2	LACC.3.L.1.3
<ul style="list-style-type: none"> •Look at this sentence. Is it capitalized correctly? How do you know? •How are titles capitalized? Which words are not capitalized? •How do you use commas when you are speaking or addressing a person? •How do you write dialogue correctly? •What are possessive nouns? How can you make a noun possessive? •What strategies help you spell words? •What can you use if you don't know how to spell a word? 	<ul style="list-style-type: none"> •Who is your audience? •Have you used words and phrases that are just right for your audience? •What words are you using to hook your audience? •Do you have any exciting parts to your story? Show me the words you have used to make it exciting. •What word will you use to make this idea more clear?
LACC.3.L.2.4	LACC.3.L.2.5
<ul style="list-style-type: none"> •What strategies have you used to figure out that word? •What were some of the clues in the sentence? •Did you read past the word and then come back? •Look at this prefix. What does it mean? How does that help you? •Are there any parts of the word that you know? Can the word parts help you figure out the meaning? •Are there roots, suffixes or prefixes that you can use? •Can you use a dictionary to find definitions and keys to pronunciation? 	<ul style="list-style-type: none"> •When the author wrote _____ what does he or she really mean? •Can you think of something that reminds you of that word? •Look at this word. Do you know anyone who is like this? •Look at these two words. How are they similar? How are they different? •Look at these two words. How are they connected? •What does this really phrase mean?

Asking Questions About a Picture 1

Directions: Ask three questions about the picture below.



- 1) _____
- 2) _____
- 3) _____

Asking Questions About a Picture 10

Directions: Ask four questions about the picture below.



1) _____

2) _____

3) _____

4) _____

5W and How Model

TOPIC:

Who:
What:
When:
Where:
Why:
How:
Summary Statement:

Topic: _____

What are four great questions that could show how much we understand about this topic?

Initial Understanding

Developing An Interpretation

Making Connections

Critical Stance

Name _____

C.039.SS

Question Creation

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
Why						
How						

READING CLOSELY FOR DETAILS: GUIDING QUESTIONS

APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
 - ⇒ The content and information about the topic?
 - ⇒ The structure and language of the text?
 - ⇒ The author's view?

I take note of information about the text:

- What is the title?
- Who is the author?
- What type of text is it?
- Who published the text?
- When was the text published?

QUESTIONING TEXTS

Reading closely involves:

- 1) Initially questioning a text to focus my attention on its structure, ideas, language and perspective
- 2) questioning further as I read to sharpen my focus on the specific details in the text.

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:

- How is the text organized?
- How has the author structured the sentences, lines, paragraphs, scenes or stanzas?

Topic, Information and Ideas:

- What information/ideas are presented at the beginning of the text?
- What stands out to me as I first examine this text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What do I think this text is mainly about?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author's/narrator's stance or attitude about the topic or theme?
- How does the author's language show his/her perspective?
- What is the author's personal relationship to the topic or themes?

ANALYZING DETAILS

Reading closely involves analyzing and connecting the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, characters or ideas change across the text?
- How do the text's structure and features influence my reading?

Meaning of Language:

- How do specific words or phrases impact the meaning of the text?
- What words or phrases are critical for my understanding of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?