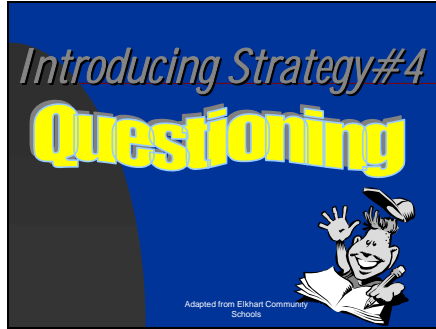
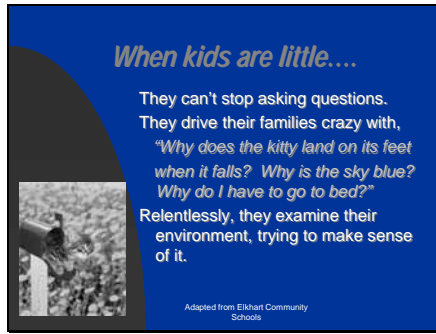


Slide 1

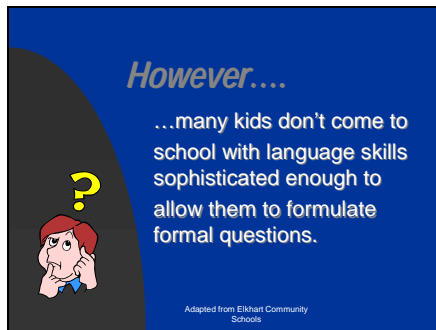


Slide 2



Spontaneous questioning occurs as children are curious about their world. As Harvey says, "Human beings are driven to find answers and make sense of their world. . .We must strive to create classrooms that celebrate passionate curiosity."

Slide 3



Research has shown that there are great differences in the language experiences of children entering school.

Slide 4

*How Questioning Skills Help With Learning*

"Absolutely crucial to building conceptual frameworks or *schema* is the ability to ask a question syntactically."

"When an individual cannot ask questions, he/she is like a computer without a keyboard. It is very difficult to *access* data."

Ruby Payne


Adapted from Elkhart Community Schools

According to Ruby Payne, "If a student cannot ask questions syntactically, his ability to learn is significantly reduced, because he cannot identify what he does NOT know nor can he systematically access what he DOES know."

Slide 5

*The Importance of Building "Schema"*

Building conceptual frameworks or schema is the way in which the mind stores and retrieves data.



Abstract words are important in building schema because they allow the mind to group data.

Adapted from Elkhart Community Schools

Schema is the sum of our background of knowledge and experience. "Frontloading" means to provide as much reading support as possible prior to reading. Reading support involves the use of our six pack of comprehension strategies. Connecting to the text and questioning are important parts. Students may look at the book's cover, title, pictures and subheadings to begin asking questions. Ask students what they would like to know. Record them on chart paper.

Slide 6

Good questioning skills require...


*Formal*  
*Language*  
*Structures*

Adapted from Elkhart Community Schools

Slide 7

With *formal* language:

- Sentences follow standard syntax
- Questions are posed in syntactically correct form
- Word choices are "specific"



Adapted from Elkhart Community Schools

Formal language is used in the school setting especially on standardized tests and in the workplace. This slide outlines what's required of someone using "formal language". Formal language is not a superior one; it is a different one for a different purpose.

Slide 8

Why is this important?

Many children come to school able to only use *casual* language or *heritage* Language.

- When casual or heritage language is used, only about 400-500 vocabulary words are employed.
- The words used are *general* and not *specific*.
- A "listener" is dependent upon *nonverbal* cues.

Ruby Payne (adapted)  
Adapted from Elkhart Community Schools


We talk differently to friends than we do in the work place. Learning to switch language styles at the appropriate time is part of education. Formal language needs to be taught to students as "code switching." Many children use the casual register of language which is the language people use with friends. They need to be explicitly taught formal language. Casual language relies on body language, "writing" is a difficult task for a student only versed in casual or "heritage" language. The words are not readily

available to communicate the nuances of language.

Slide 9

*Unable to use the kind of language school requires...*

... many kids tend to sit back and let the teacher ask the questions. They fail to get engaged in the process of trying to understand their school world.




Adapted from Elkhart Community Schools

The traditional question and answer process is not conducive to active learning.

Slide 10

*Being able to ask questions...*

- helps students establish a purpose for reading and be more focused.
- encourages students' curiosity enough to stay with the material until they understand.




Adapted from Elkhart Community Schools

Slide 11

**Being able to ask questions...**


- helps to make the text clearer.
- takes students to deeper meaning to help them understand text



Cris Tovani (adapted)  
author of *I Read It, But I Don't Get it*

Adapted from Elkhart Community Schools

Slide 12



**Teaching Questioning Strategies**

Adapted from Elkhart Community Schools

Slide 13

**The Gradual Release of Responsibility**

Independent Application  
Independent Practice  
Guided Practice  
Teacher Modeling




Adapted from Elkhart Community Schools

The gradual release of responsibility is assumed in teaching all the strategies. In the beginning, students are given a great deal of support and responsibility for learning and working is gradually released to the students.

Slide 14

**Step 1 – Teacher Modeling**

*When we show kids how we reap big rewards.*



Adapted from Elkhart Community Schools

Step 1, Teacher Modeling is a step that CANNOT be missed. This is where we show kids HOW to do what we're asking.

Slide 15

**Thinking Aloud**

*"The think aloud gives students the opportunity to see our thinking when we read, the connections, we make, the questions we ask, our inferences, and our predictions."*

*"It is through the read aloud that teachers show students their thinking process when reading."*

from Strategies That Work


Adapted from Elkhart Community Schools

Remember that the strategies are not something you can teach on Monday and expect mastery of on Friday. Teacher modeling of the strategies is essential and will need to be repeated frequently. One very effective way of modeling the strategies is through a "think aloud". This can be done while the teacher is reading something or just when the teacher is thinking through a problem of some kind. It can be done with any subject area.

Slide 16

**Modeling a Think Aloud**

- personal reading material
- photos / illustrations
- picture books
- classroom materials
- short text / lifted text
- poetry / musical lyrics




Adapted from Elkhart Community Schools

Picture books are great tools to use when first demonstrating questioning. The teacher can model how the pictures and the text cause the reader to create questions. Short text or lifted text can assist the teacher in choosing a passage which helps demonstrate a certain kind of questioning. Poetry and musical lyrics invite questions also. Photos and book illustrations can also be used to generate questions.

Slide 17

**Teacher to Students...**  
*"Last night I was reading this book and while I was reading, I found myself asking several questions about the text." Let me read this passage to you ...*




Adapted from Elkhart Community Schools

Bringing in our personal reading material and showing kids how teachers have questions when they're reading is a powerful tool. It's important that students realize that teachers have real questions when they read text.

Slide 18

**Model to students that questions can come....**




- ✓ Before Reading
- ✓ During Reading
- ✓ After Reading

Adapted from Elkhart Community Schools

It's fine to teach students these question types as a beginning strategy. Students need to realize that certain types of information connects with each type of question. A "Who?" question is a person; "What?" is an object or activity; "When?" is a time; "Where?" is a place; "How?" is a process and "Why?" is a reason.

Slide 19

**Structure of Questions**  
Most of us think of these words when we think of questions:



- Who?
- What?
- When?
- Where?
- How?
- Why?

Adapted from Elkhart Community Schools

Slide 20

But questions can also look like this...

- Which of the following statements fits with . . . ?
- Can you think of an example. . . ?
- Could, should, would. . . ?
- If this story happened . . . ?
- Does she/he mean that. . . ?
- In what ways. . . ?

Adapted from Elkhart Community Schools

The slide features a blue background with a white graphic of a musical note and a globe on the left side.

Students need modeling of different question phrasing. As students become more proficient with the types of questions they can ask, their thinking and reasoning can be elevated beyond the literal, and interaction with the text can be more meaningful.

Slide 21

**Step 1 – Teacher Modeling**

Guided Practice provides kids with a *scaffold* to help them grow towards independence.

Adapted from Elkhart Community Schools

The slide features a blue background with a white graphic of a suspension bridge on the left side.

Vygotsky describes scaffolding as the process of providing, and gradually removing, external support for learning. During scaffolding, the task itself is not changed, but what the learner initially does is made easier with assistance. As the learner takes more responsibility for performance of the task less assistance is provided.

Slide 22

**Guided Practice**

- KWL Charts
- “I wonder” Charts
- Thick and Thin Charts
- QAR Charts

Adapted from Elkhart Community Schools

The slide features a blue background with a white graphic of a musical note and a globe on the left side.

When introducing a new topic, unit of study or text, questions can be written on a KWL, QAR, or Thick and Thin chart with multiple columns to identify the types of questions being posed. Students can then analyze the types of questions they are most likely to ask and explore a greater variety of questions through discussions with others.



Slide 23

### Guided Practice


**Teaching "I wonder..." statements:  
(during)**

Sometimes students find it easier to pose questions in the form of "I wonder..." statements. After generating the I wonder statements, teachers can demonstrate how the statement can be changed to a question with the question word coming first.

Adapted from Elkhart Community Schools

Slide 24

### Using a photo or picture to teach questioning:



- I wonder where the truck is going.
- I wonder what the truck is carrying.
- I wonder if the economy will allow truckers to keep their jobs.
- Tell a partner.. "I wonder..."


Adapted from Elkhart Community Schools

Beginning any comprehension strategy with pictures appeals to the concrete thinker. It is not intimidating and puts all students on a level playing field.

Slide 25

### Thick Questions (during and after)


**THICK questions address large, universal concepts...**



For instance, "What is photosynthesis?" You could not answer that question with one word. The answers are long and involved and need to be researched.

Adapted from Elkhart Community Schools

Slide 26



### THIN QUESTIONS (during and after)

Questions that can be answered with a number or a simple “yes, or no” fall in this category.

For instance, “How many planets are there?”

You use thin questions to understand specific details.

Adapted from Elkhart Community Schools

Slide 27

### Guided Practice

**QAR (during and after):**

- Questions which require only a brief answer that can be found in the text. Who? When? Where?
- Questions which ask the reader to infer an answer by gathering and interpreting information found in the text. Describe, explain, or analyze are key words.
- Questions which may not have right or wrong answers that call for speculation and application of information to a new situation. What if? How might? What can?
- Questions which cause the reader to interact with ideas presented by the author. How will? Where could? What would?

Adapted from Elkhart Community Schools

Slide 28

### Guided Practice

**Reciprocal Teaching: (during)**

Facilitates a group effort between teacher and students as well as among students in the task of bringing meaning to text.

Students and teacher take turns in leading a dialogue about text. Four activities are incorporated into the technique: prediction, questioning, summarizing and clarifying.

Students then take these strategies into their own reading and apply them in student-led groups.

Adapted from Elkhart Community Schools

Slide 29

**Guided Practice**

**Teaching coding for questioning**

Are questions:

- Answered directly in your text - A
- Answered from someone's background knowledge- BK
- Inferred (figured out) from text- I
- Answered by further discussion-D
- Requiring further research- RS
- Signaling confusion- Huh?

Harvey and Goudvis

Adapted from Elkhart Community Schools

Slide 30

**Step 3: Independent Practice**

*Students need to be able to use questioning strategies "on their own" (OTO) to become meta-cognitive, strategic readers. They need to learn to use the tools available to them that lead them to independent application.*

Adapted from Elkhart Community Schools

Over time, the teacher gives more and more responsibility to the student. The teacher's role is to observe, confer with students, and provide the students with some tools to assist them in practicing their questioning skills.

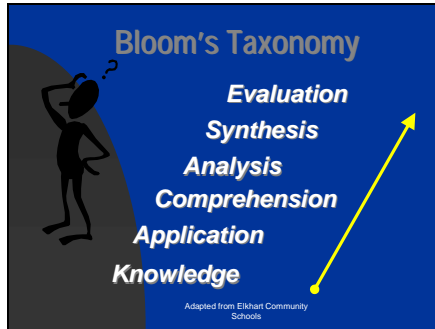
Slide 31

**Independent Practice**

- Display anchor charts and previously worked on charts in the room
- Provide tools such as Bloom's Taxonomy to support the writing of a variety of questions
- Cornell Note-Taking system with notes in the right-hand column and questions in left-hand column
- Small group and / or work in pairs
- Provide sticky notes for coding text
- Monitor implementation of strategies

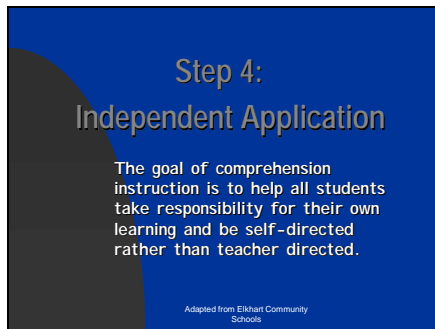
Adapted from Elkhart Community Schools

Slide 32



Providing a list of “Bloom’s” verbs encourages students to use higher thinking questioning.

Slide 33



Ultimately we want students to reach Step 4 and become independent strategic readers.

Slide 34



The goal of questioning strategies along with the other 5 strategies is to increase metacognition, or an awareness of thinking, in our students. Metacognition is the umbrella over all the strategies

Slide 35



*The Payoff*

You understand that hearing others' questions inspires new ones of your own; likewise, listening to others' answers can also inspire new thinking."

**Debbie Miller**

Adapted from Elkheart Community Schools

Students and teachers can learn from each other. It's a dynamic process with huge payoffs in the end.