Advantages to Common Core State Standards

• A focus on college and career readiness
• Inclusion of the four strands of English Language Arts:
  • Reading
  • Writing
  • Listening and speaking
  • Language
• The benefits of an integrated literacy approach – all educators have a shared responsibility for literacy instruction, regardless of discipline or content area.
• A focus on results rather than means – . . . “the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed.” (p. 4)
• Efficiencies of scale – common standards allow for greater collaboration among states in the areas of:
  • Professional development
  • Resource development
  • Teaching tools
The Value of Authentic Questioning:

- All students should learn how to formulate their own questions.
- All educators can easily teach this skill as part of their regular practice.

What does this mean?

- Questions are the most common form of interaction between pupils and teachers.
- Research suggests that the majority are **recall** and **comprehension** - lower order questions which do not require pupils to actively process information.
- Active processing is the skill in which students will achieve deep level learning.
Expectations for instructional delivery:

In order to raise pupils' levels of achievement they need **regular practice** in higher order thinking - analyzing, synthesizing and evaluating.

Focusing on the kinds of questions we ask in classrooms and the strategies we use can help us achieve this.
Bloom’s Taxonomy according to Andy Griffith

Andy Griffith You Tube
Example Questions:

Closed-ended Memory Level Questions

• “What is the acceleration due to gravity?”
• “What does the “I” stand for?”
• “How do you form the past tense?”
• “What is the setting in the short story?”

Suggestions to Consider:

- Question Formulation Technique (QFT)
- Educator leads the process of questioning
- Use a foldable
- Clarify multiple definitions for verb structures
- Shuffle the verb structures
- “Back solve” strategy
Question Formulation Technique (QFT):

- Produce Your Own Questions
- Improve Your Questions
- Prioritize Your Questions
Example Questions:

Open-ended Comprehension Questions

• Amplify: “Tell me more about that.”

• Clarify: “What do you mean when you say such and such? Explain that a bit more.”

• Paraphrase/Summarize: “Tell me what happened in your own words.”

• Cause/Effect: “Which happened first? Did that lead to something? Why? What were the causes?”
Example Questions:

- Compare Contrast: “What do these two have in common? How are they different? Have you learned anything like this before? What does this information remind you of?”

- Example: “Can you give an example of this?”

- Definition: “How would you define this?”

- Characteristic: “What’s a characteristic of this?”

- Qualification: “When is this not true? Are there any exceptions to this?”
Suggestions to Consider:

- Planning for fewer, better questions...write them prior to the lesson
- Clarify your learning intentions - link your key questions to them
- Plan a few key questions to use, perhaps collaboratively
- Extend the key questions with subsidiary questions to ask.
- Consider the techniques you will employ
- Analyze the answers you are given and decide on the "follow-up"
Overcoming boredom:

- Timing is everything
- Randomly elicit responses
- Number desks-utilize a room shift
- Use post it notes to write one sentence summaries
What is “Think Time”?

Bloom suggests that what pupils need most is "think time".

Analyze the answers you are given and decide on "follow-up" responses.

Make the questions a focus for recall then accelerate the level of cognition.

Decide on the level and order/timing of questions.

Stage them so that the level of challenge increases as the lesson proceeds.
Strategies for wait/think time:

**If you find it hard to wait you could try:**

Suggesting pupils have half a minute to share their answer with a partner before feeding back. This also promotes confidence as it is a "joint effort"

Planning to use strategies such as "Think, Pair, Share" or snowballing at key points for "big" questions

Plan to ask the question, move to another part of the room and repeat it before taking any answers

"You are not allowed to answer this question in less than 15 words..."
Instructional Practice:

- Unpack the CCSS standard
- Define verb structures in class
- Post verb structures on board or wall
- Practice and apply verb structures/questioning focus
Instructional Practice continued:

- Differentiated instruction utilized
- Cooperative learning applied
- Students write their own questions for recall/application
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Close Reading Skills
- Build and apply background knowledge
- Making connections
- Interact w/ the text
- Questioning the text
- Evaluate the text

Establish a claim
- Understand requirements of task
- Use close reading to formulate claim
- Understand and use criteria to formulate claim

Identify relevant details/info.
- Rereading the text/annotations
- Evaluating textual evidence and prioritizing details to best support established claim
- Use background knowledge to draw inferences from relevant details in

Produce end product that synthesizes strong and thorough
Recommendations:

"This book begins with the seemingly simple request to get students to ask their own questions, but at heart it's a book about creating a classroom alive with dialogue, inquiry, and respect for students' minds."

— MIKE ROSE, author of Why School: Reclaiming Education for All of Us

MAKE JUST ONE CHANGE

Teach Students to Ask Their Own Questions

DAN ROTHSTEIN and LUZ SANTANA

Foreword by WENDY D. PURIEFOY

Quality Questioning

Research-Based Practice to Engage Every Learner

Jackie Acree Walsh
Beth Dankert Sattes
Websites:

- http://kms.sdcoe.net/differ/137.html
- http://www.muskingum.edu/~cal/database/general/questioning.html
Questions/Comments

Contact: Suzanne_Skipper@scps.k12.fl.us