



## QUESTIONING STRATEGIES



Teachers tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time limits students' thinking and learning. Benjamin Bloom and his colleagues (Bloom, et al., 1956) identified a taxonomy of learning domains to classify learning objectives. Students can be supported in developing and using academic language by modeling and having them practice asking and responding to varying levels of questions. Try to utilize higher order questions to help students understand concepts and texts beyond the surface, or literal, level. These questions require much more "brain power," eliciting a more extensive and elaborate response (Costa, 1985).

### 1. Recall or Factual Questions

- Have only one correct answer
- Can usually be answered by pointing to a passage in the text
- Informational for gathering and recalling information
- Used to reinforce learning and check on student retention
- Reliant on memory

*What is your name? (identify)*

*Where were you born and what is it like? (name, describe)*

*What does the author or character say? (recall)*

*How does "The Road Not Taken" begin? (recite)*

*How many times did you visit the store? (count)*

*What is (the definition of) transpiration? (recite)*



### 2. Interpretive Questions

- Have more than one reasonable answer that can be supported with evidence from the text
- Analytical
- Draw conclusions from one or more sources of information
- Make sense of gathered information
- Process information through retrieval of stored information

*What is unique about you? (infer)*

*How is this school different than your last school? How is it the same? (compare and contrast)*

*What parts of English are you good at? (analyze)*

*What does the author or character mean? (literary question)*

*In "The Bet" by Chekhov, how do the lawyer and the banker differ in their attitudes toward punishment?*



### 3. Evaluative/Universal Questions

- Asks us to decide if we agree with the author’s or character’s ideas or point of view
- The answer depends on our personal experiences, values, and interpretation of the literature
- Judging
- Hypothetical and creative
- Applying and evaluating information
- Take knowledge and apply it to new situations
- Use to determine whether students are making generalizations
- Create new information from previously processed (and stored) thoughts

*What is your favorite band and why? (defend an opinion)*

*Do you agree that the government should pay for your public education until 12<sup>th</sup> grade? (evaluate)*

*If you were an animal, which would be most like you and why? (hypothesize)*

*Do I agree with what the author or character is saying? (evaluate)*

*Which of the characters in Great Expectations do you think suffered the most? (judgment).*

*In Catcher in the Rye, how might Phoebe, years later, describe Holden to her children? (informed speculation)*



Good questions are ...	Avoid ...
<p><b>Thought-provoking</b> They stimulate thought and response</p> <p><b>Clear and brief</b> Stated in as few words as possible in a way that students understand what is meant</p> <p><b>Followed by wait time</b> At least 5- 10 seconds of silence after the question</p> <p><b>Purposeful</b> Asked to achieve a specific purpose</p>	<p><b>Yes-no</b> “Did you go to the ocean station?”</p> <p><b>Vague</b> Doesn’t give students a clear idea of what is asked for: “Tell me about the water cycle.”</p> <p><b>Tugging</b> “Come on, think of one more reason.”</p> <p><b>Guessing</b> Encourages random speculation rather than careful thought and consideration: “How long do you think water molecules spend in the ocean?”</p>



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Skills Categories	Cognitive Tasks (Thinking Skills)		Types of Questions
<b>KNOWLEDGE</b> Memorizing Recalling identification Recalling information Recognizing Remembering	Complete Count Define Describe Identify List Locate	Match Name Observe Recite Select Tell	What is the definition of...? Who did...? When did... occur? How much/many ...?
<b>COMPREHENSION</b> Describing in one's own words Interpreting Organization and selection of facts and ideas Paraphrasing Translating from one medium to another	Arrange Combine Compare Construct Contrast Describe relationships Distinguish Estimate Experiment Group Infer	Invent Make an analogy Organize Plan Produce Report Retell Separate Sequence Use	How did...occur? Why does...occur? What are examples of ...? Name types of ...?
<b>ANALYSIS</b> Applying information to produce some result Finding the underlying structure of a communication Identifying motives Problem solving Separation of a whole into component parts Subdividing something to show how it is put together	Analyze Apply principles or rules Build a model Classify Compile Create Discuss Extrapolate	Expand Forecast Generalize Hypothesize Imagine Predict Project Speculate	What are the parts or features of ...? Classify ... according to ... Outline/diagram ... How does ... compare/contrast with ...? What evidence can you list for...? If...occurs, what would happen? If ... changes, what would result? How is ... an example of ...? How is ... related to ...? Why is ... significant?
<b>SYNTHESIS</b> Combination of ideas to form a new whole Creating a unique, original product that may be in verbal form or may be a physical object	Analyze and classify Arrange Assimilate Associate Blend Combine Compose Coordinate	Incorporate Integrate Merge Organize Synthesize Unify Unite	What would you predict/infer from ...? What ideas can you add to ...? How would you create/design a new ...? What might happen if you combined ...? What solutions would you suggest for ...?



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<b>EVALUATION</b> Development of opinions, judgments or decisions Making value decisions about issues Resolving controversies or differences of opinion	Advise Agree or disagree Argue for or against Choose Evaluate Express an opinion Judge Justify Propose Present advantages or disadvantages Recommend	Do you agree that ...? What do you think about ...? What is the most important ...? How would you place the following...in order of priority? How would you decide about ...? What criteria would you use to assess ...? What is the best solution? Why?