

Higher Order Questioning in Fourth Grade

Presented By:

Carrie Usher

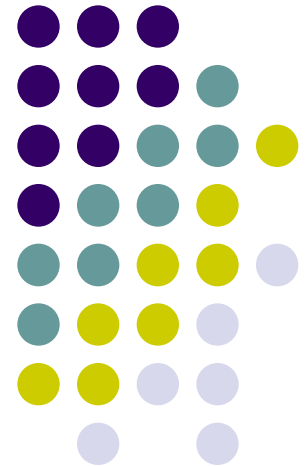
Ted Varga

Liesl Fressola

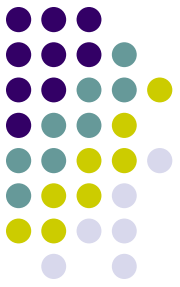
Kathy Gramolini

Kate Anderheggen

Courtney Martin

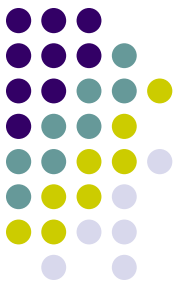


Impact on Daily Instruction



Raising the level of questioning has changed our instruction by:

- Leading us to create strategy groups using student feedback to target specific skills
- Has helped us to hold students more accountable to question each other during book club discussions through use of thinking sheets to develop their ideas



Example of a student thinking sheet:

Name: Keenan Pg. # 157-160

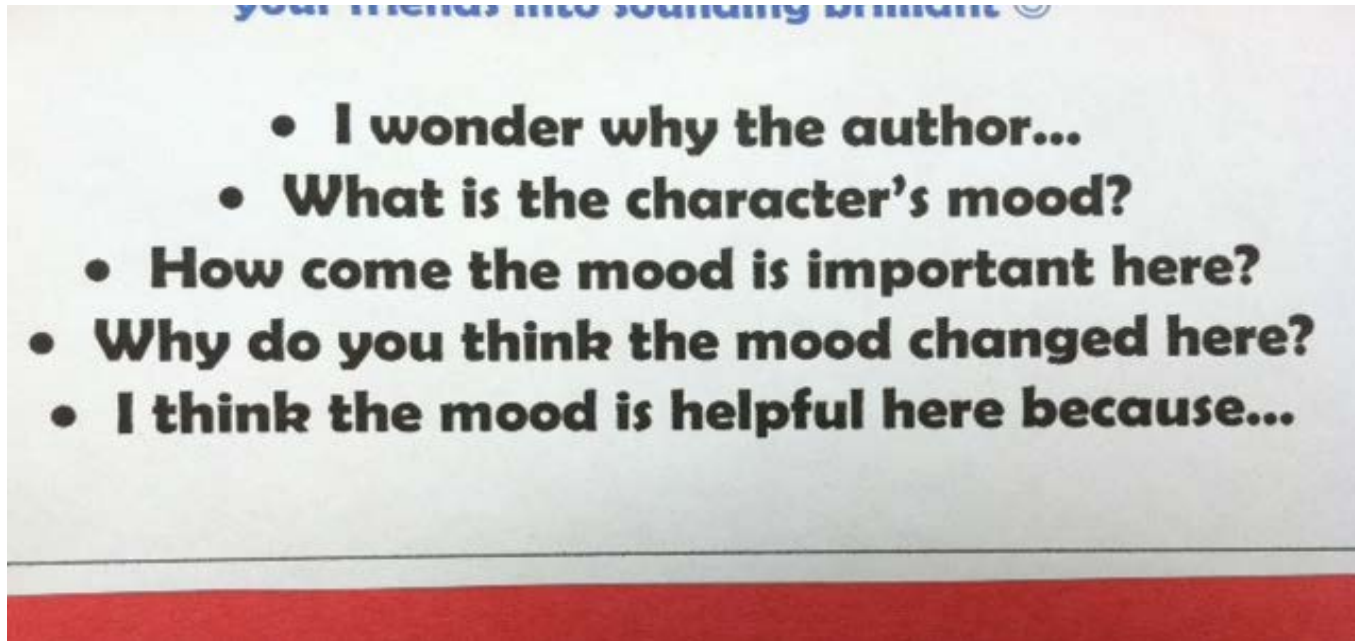
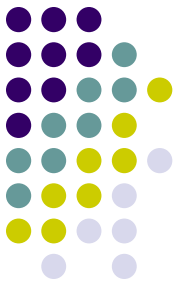
The place in the book where I thought the mood changed was...

Petra and Calder
thought that they had
found the Lady in
the basement of King
Hall. The mood went
from uncomfortable and
anxious to a very
nervous excitement.

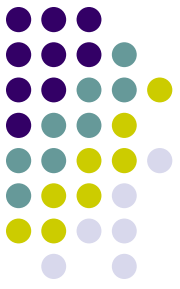
I think this was an important part because...

This where Petra and
Calder almost found
the missing Vermeer
painting

Question Stems Used to Guide Deeper Conversations:



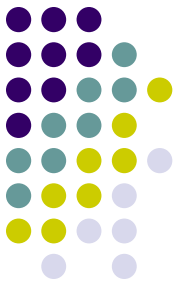
- I wonder why the author...
- What is the character's mood?
- How come the mood is important here?
- Why do you think the mood changed here?
- I think the mood is helpful here because...



Continued...

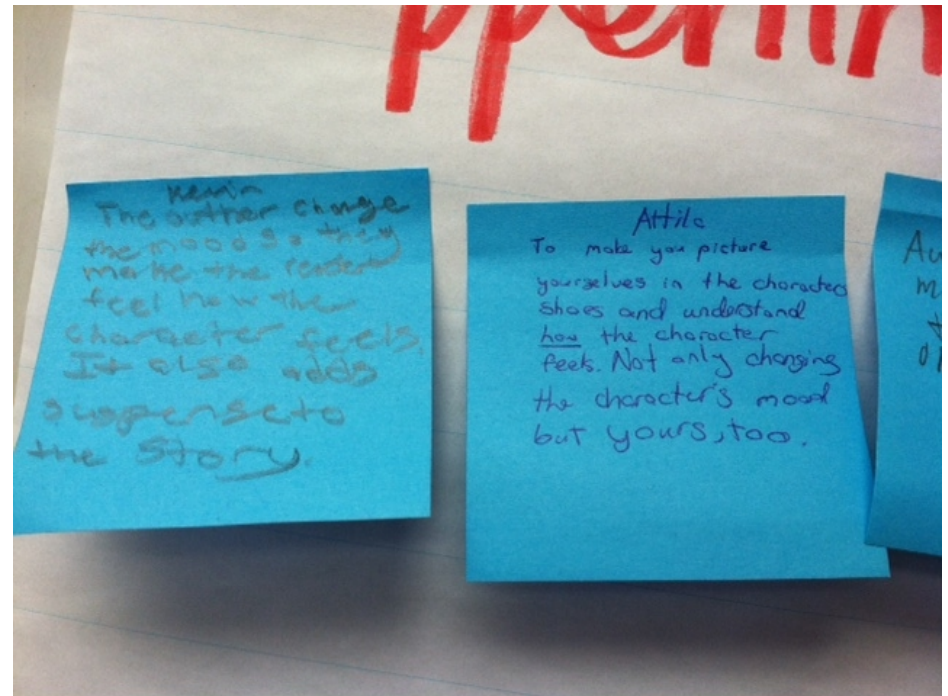
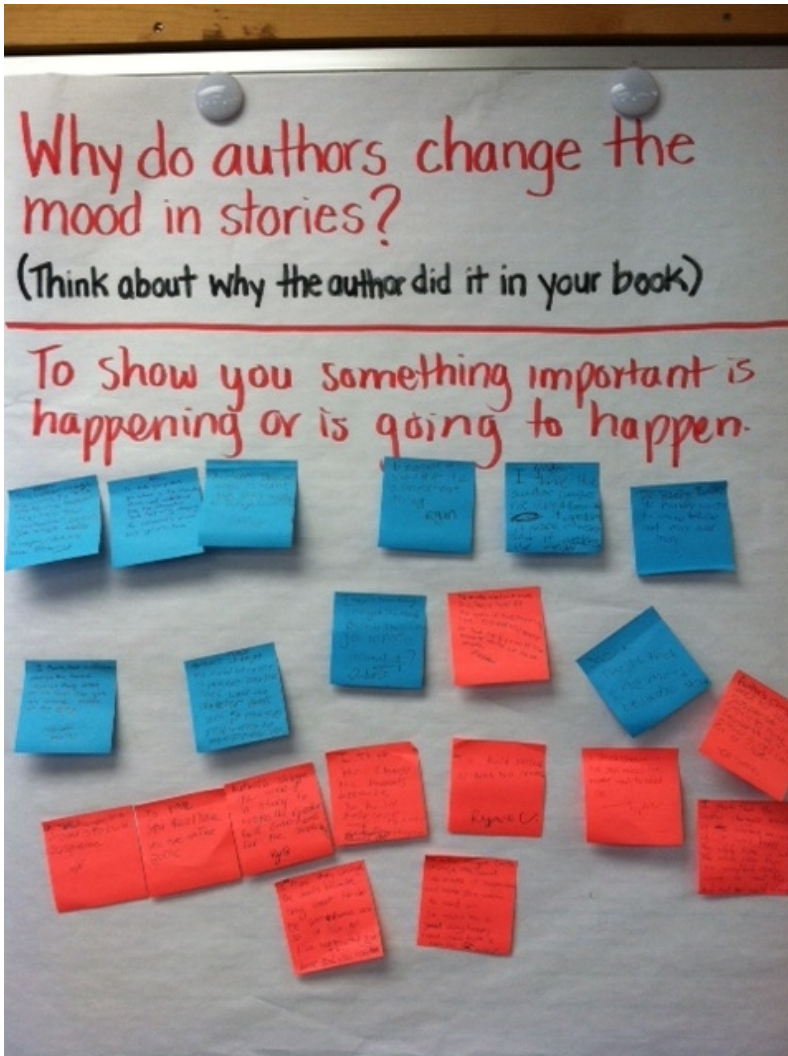
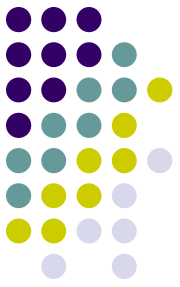
- Teachers have been modeling higher order questioning
- Teachers facilitate fish-bowls so students can model questioning in peer-to-peer discussions
- Teachers use higher order questioning during read-alouds
- Mid-workshop interruptions provide another opportunity to raise the level of questioning during peer discussions

Impact on Student Learning

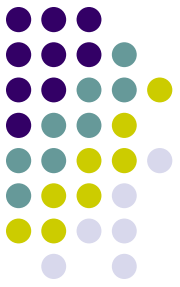


- Students are more motivated to read and are making deeper connections in and across texts
- Students are engaging in deeper conversations and are able to talk long and strong about the texts they are reading
- Students are creating new ideas by pushing each other to develop more complex thoughts

Assessment of Student Understanding

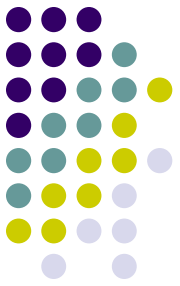


Higher Order Questioning in Our 21st Century Unit



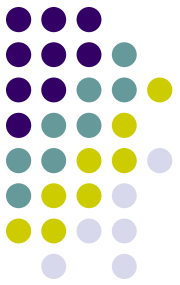
- Students are analyzing different ways to purify water in developing countries
- Students are comparing and contrasting different points of view and how they impact the water crisis
 - Politics vs. Economy vs. Environment vs. People
 - Questions used for interpreting the motivation of the author:
 - What is the purpose of the column? (Why was it written?)
 - What were the major themes of the column?
 - What facts are listed in the column?
 - What values, perspectives and points of view are represented in this column? Which are left out?
 - What message does this column send?
 - Do you agree with this message?
 - What are you unsure of? What would you still like to know?

Higher Order Questioning in Our 21st Century Unit Continued...

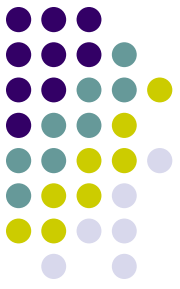


- Students are creating solutions to solve water issues
 - Invasive species in Lake Zoar
 - Water Sanitation Systems
 - Video Presentation to build awareness of Water Crisis
- Students are creating persuasive arguments to fundraise for Keplugutik Primary School

PLC Reflection



- Questions should lead students to longer, deeper conversations with their peers
- Teachers need to model the use of higher order questioning in order for the students to generate higher order questioning independently.
- Higher level questioning will be embedded in the Common Core. Exposing students to both fiction, non-fiction and a variety of other texts about the same topic, will lead them to analyze and evaluate higher level texts.



For More Resources:

- Book Club Videos
- PLC Video
- 21st Century Water Crisis Video

- Teacher Share
- 4th Grade Teacher Resources
- Video Examples: Anderson Questioning