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Please feel free
to email with questions ☺

Sincerely,
Karen Haag

Add standardized test question stems to the discussion.

Main Idea
- What conclusions can you make?
- Most important information the author wants you to know?
- Main theme?
- Main reason?
- Main idea?
- Which information is least useful?

Author's purpose
- Purpose of the author?
- Purpose of the words - - - ?
- Benefit of reading?
- How does the author make the passage interesting to you?
- How does the author explain the word - - -
- How does the author/poet feel?
- The ending of the passage leads you to believe - - -?

Comparing and Contrasting
- How can you compare?
- How are - - - and - - - alike?

Accuracy of Information
- Separate accurate sources from inaccurate
- Most current information?
- Which question stays unanswered?

You (Students need to know that "you" means "a majority of people."
- How would you decide?
- Most important information for you to know?
- How would you classify this passage?
- How does the author make this passage interesting to you?
- How do you know that - - - ?

Extension
- What does the last line add to?
- If you were to add another stanza/paragraph - - - ?

Structure of the text
- Why is - - - in quotation marks?
- Why are the words - - - in dark print?
- Which sentence lets you know - - -?
- Which stanza?
- Which pair of words mean - - - ?
- Which lines rhyme?
- Why does the author repeat - - - lines?

Vocabulary
- What word?
- What word best describes?
- Which word means the same as - - - ?
- What pair of words mean - - - ?
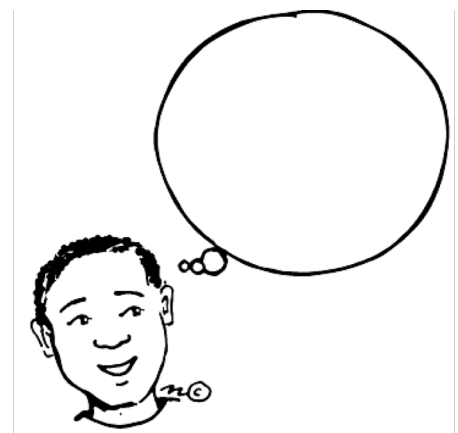
Collect question words...

Question Words

Who?
What?
Where?
When?
Why?
How?
Did you know---?
Have you thought about-?
Do you think --- ?
Do you agree with---?
Can you explain ---?
Will you ---?
What if ---?
I was wondering ---
Is ----- the same as---?
My question is ---
I didn't understand ---
What does this word---?
I'm confused where ---
Can you help me ---?
I can't figure this out.
What does this mean to you?

Discussion Language

I agree and…
That's true and…
Good point! I also learned that…
That's interesting. Did you also think about…
I'm curious what you thought about…
What did you think when…
What about…
Tell me more about…

Explicit or formal instruction on these comprehension strategies is carried out by a classroom teacher who demonstrates, models or guides the reader on their acquisition and use. When these procedures have been acquired, the reader becomes independent of the teacher.
---National Reading Panel (4-40)

The information that follows is adapted from the CORE webpage. To paraphrase: "North Carolina's DPI adapted this table of comparison to represent a model of higher order thinking. It is a collapsed version of eight higher-order thinking skills into seven. Use these skills to guide and support the problem sharing and problem solving processes."

Marzano's Question Categories   Bloom's Taxonomy

Marzano			Bloom	
Knowledge	When content is new, students must be guided in relating the new knowledge to what they already know and then using the new knowledge. Items of this type are factual and content-specific.		**Remember**	Students know information. Students can recall information, make lists, name names, memorize, and define.
Organizing	Organizing is used to arrange information so it can be understood. This is a higher level of what Bloom referred to as comprehension. Organizing includes comparing, classifying, sequencing, visualizing, symbolizing.		**Understand**	Students understand concepts. Students can review, describe, identify, restate, translate, match, explain, summarize, and define.
Applying	Students must have prior knowledge in order to apply new knowledge. Application requires that a child use the new knowledge in a new situation without being told how to use the information. The students should be able to draw on what they know to solve a problem in new formats and structures.		**Apply**	Students use information in other situations. Students can act, solve, illustrate, demonstrate for others, identify.
Analyzing	Students are analyzing when they examine the parts and relationships of existing information. Students should be able to name the parts and the attributes of the parts that go together to make a whole. Students should be able to articulate the interrelationships of the components and identify patterns. Students will recognize spatial relationships, equivalence, symmetry, similarity, difference, contradiction, and exclusion.		**Analyze**	Students can take information apart. Students can compare, contrast, diagram, debate, arrange, outline, put information in a graphic organizer.
Generating	Generating is what Bloom calls inferring. This is the first step of what Bloom calls synthesis and Marzano calls integrating. Students use the available information to figure out what can be deemed as reasonably true. Furthermore, students can predict the likelihood of an outcome based on prior knowledge of how things turn out. Students elaborate by adding details, explanations, examples, analogies, metaphors and other relevant prior knowledge to improve understanding.			
Evaluating	Evaluating requires assessing the appropriateness and quality of ideas. Students should be able to establish criteria for setting standards and then judge the value or logic of ideas. They should be able to verify, confirm, and/or prove the truth of an idea using an established set of criteria. Checking the accuracy of facts, checking the meaning or accuracy of authors' statements by looking back at the text, and using research to verify hypotheses are all part of evaluating.		**Synthesize**	Students can take information and create new ideas. Students can invent, compose, predict, hypothesize, estimate, build, forecast, infer, imagine, discuss "so what?"
Creating	Integrating connects or combines prior knowledge and new information to build new understanding. Bloom calls this synthesis. It involves condensing information, selecting what is important and what is logical. Students who can integrate can restructure existing knowledge to include new information into a new understanding.		**Create**	Students evaluate beliefs in light of new information. Students can choose, criticize, evaluate, write, defend, argue, verify, and decide.