
Taxonomy of Questioning

Knowledge :

What is ...?

Who is...?

When did it happen?

Comprehension:

What was the main idea...?

Who is the main character?

What information or ideas show...?

Application:

What examples can you find of ...?

What questions would you ask ...?

How would you show that you understand ...?

Analysis:

Why do you think ...?

What evidence can you find to ...?

What are the problems with ...?

Synthesis:

Can you improve ...?

Can you suggest a better way of ...?

What would happen if ...?

Evaluation:

What do you think about ...?

In Shared Reading

The teacher reads out loud and the students follow the text, joining in at appropriate points.

Students feel safe while reading.

The teacher models fluent and expressive reading.

The text is often revisited to allow students to practice new concepts or strategies.

Students focus on meaning-making and comprehension.

It provides opportunities for students to engage with texts of all types that may otherwise be too difficult; to be introduced to new words and language; and to be freed from the task of decoding to concentrate on thinking.

Taken from eworkshop.on.ca

In Guided Reading Groups

Students are grouped according to their specific instructional needs, which have been determined from running records or other assessment data.

Texts are carefully chosen to match specific skills or abilities that need addressing.

The teacher introduces the text; all students then read it aloud, but quietly, as they practice previously learned skills.

Students are actively involved in reading, thinking, and discussion as they try to understand the meaning of a text.

Problem-solving skills and higher order thinking are honed as students think about their reading.

Grouping is flexible, changing as individual students master skills or demonstrate a need for more assistance.

Assessment is based on observation of individual students and on evidence gathered from regular, ongoing assessments, using tools such as running records.

The setting is comfortable and secure, supporting the development of skills.

Taken from eworkshop.on.ca

Robust Thinking Tasks

A robust thinking task is: open ended; explores complexity – makes us think about our opinions, values, thoughts, experiences and connecting those with the text; guided by a purpose; makes you go “off the page”; centered around the Big Idea; embeds higher order thinking – activate prior knowledge, make connections. These tasks require students to use critical thinking skills such as inquiry, inferencing, synthesizing, analyzing, etc.

Taken from **Robust Thinking Tasks and The Ontario Catholic Graduate Expectations**

“Students need to be taught how to view and gather information then weigh ideas, develop judgment and build knowledge. Just as important, teachers need to help students to remember, care, choose and take action.” (Daniels and Harvey, 2009.)