Developing Skilled Thinkers: A Trial Run

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LEARNING: DIRECTION and FOCUS

IDENTIFY, CLARIFY, AND PHRASE A QUESTION

●▲◆★ initial exposure → mastery; ▩ maintenance

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Ask "yes" or "no" questions	★	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
2	Ask teacher-prompted open-ended questions	●	▲	★	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
3	Ask questions regarding specific information		●	▲	★	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
4	Convert statements into questions			●	▲	★	▩	▩	▩	▩	▩	▩	▩	▩	▩
5	Identify a question as different from a statement or a command			●	▲	★	▩	▩	▩	▩	▩	▩	▩	▩	▩
6	Ask open-ended questions, including "Why?"				●	▲	★	▩	▩	▩	▩	▩	▩	▩	▩
7	Ask related questions					●	▲	★	▩	▩	▩	▩	▩	▩	▩
8	Clarify questions through paraphrase					●	●	▲	◆	★	▩	▩	▩	▩	▩
9	Phrase a central question based on selected or collected information									●	●	▲	◆	★	▩
10	Refine questions to narrow results										●	▲	★	▩	▩

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[1] ASK "YES" OR "NO" QUESTIONS

GRADE	TARGET
K3	Each student asks "yes" or "no" questions

[2] ASK TEACHER-PROMPTED OPEN-ENDED QUESTIONS

TARGET

GRADE	TARGET
K4	With teacher guidance, each student asks teacher-prompted open-ended questions (e.g., a teacher may say, "We could ask, 'How…'" and students would complete the question)
K5	With teacher guidance as needed, each student asks teacher-prompted open-ended questions (e.g., a teacher may say, "We could ask, 'How…'" and students would complete the question)
1	Each student asks teacher-prompted open-ended questions (e.g., a teacher may say, "We could ask, 'How…'" and students would complete the question)

STRATEGY

What do I want to know?

What can I add to my teacher's words to ask the question?

Will the answer be more than one word long?

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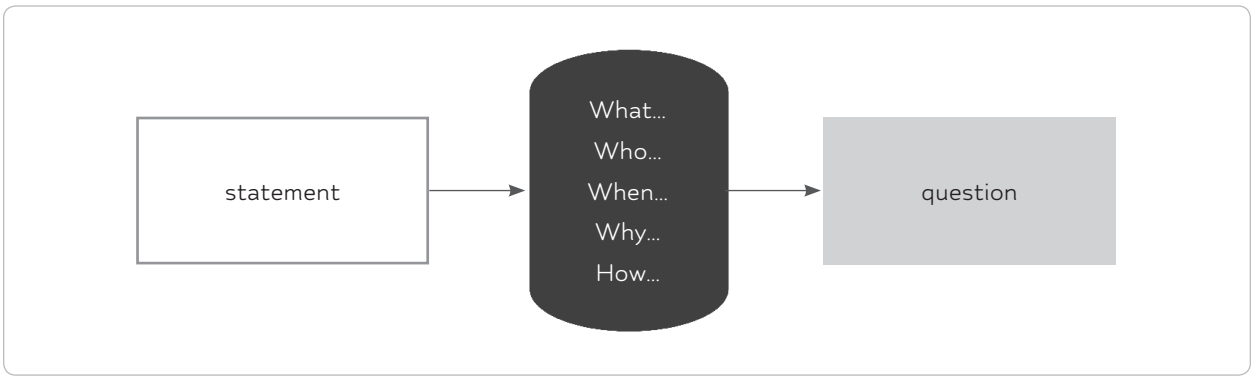
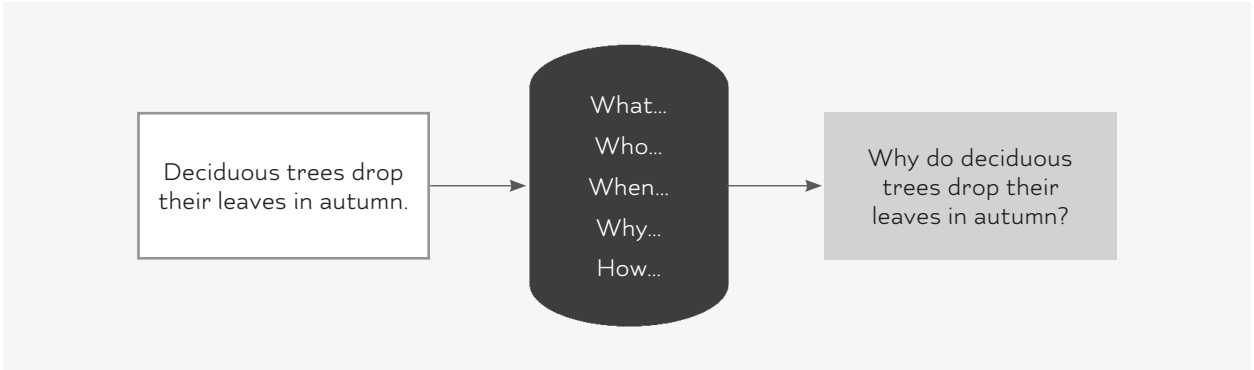
[2] ASK TEACHER-PROMPTED OPEN-ENDED QUESTIONS

TOOLS form & example





[3] ASK QUESTIONS REGARDING SPECIFIC INFORMATION

TARGET

GRADE	TARGET
K5	With teacher guidance, each student asks questions regarding specific information
1	With teacher guidance as needed, each student asks questions regarding specific information
2	Each student asks questions regarding specific information

STRATEGY

What do I want to know?

What words do I need to ask for that information?

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[4] CONVERT STATEMENTS INTO QUESTIONS

TARGET

GRADE	TARGET
1	With teacher guidance, each student converts statements into questions
2	With teacher guidance as needed, each student converts statements into questions
3	Each student converts statements into questions

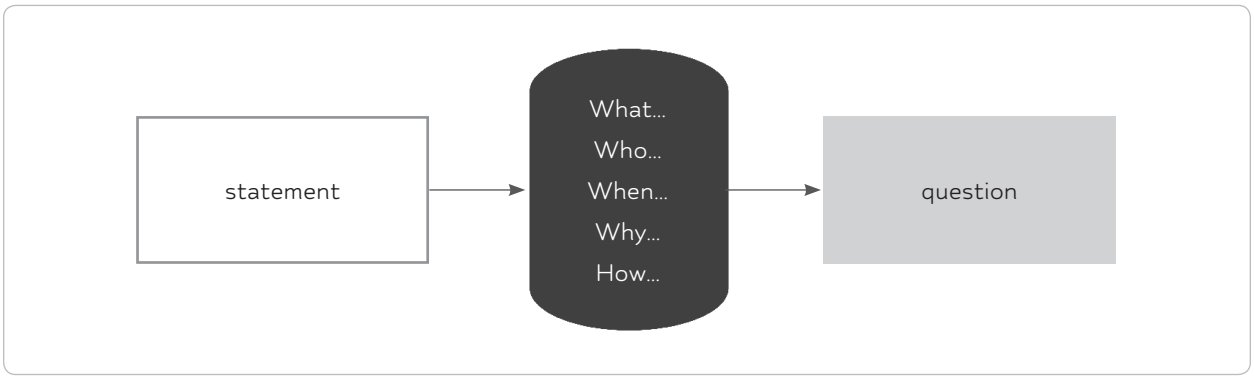
STRATEGY

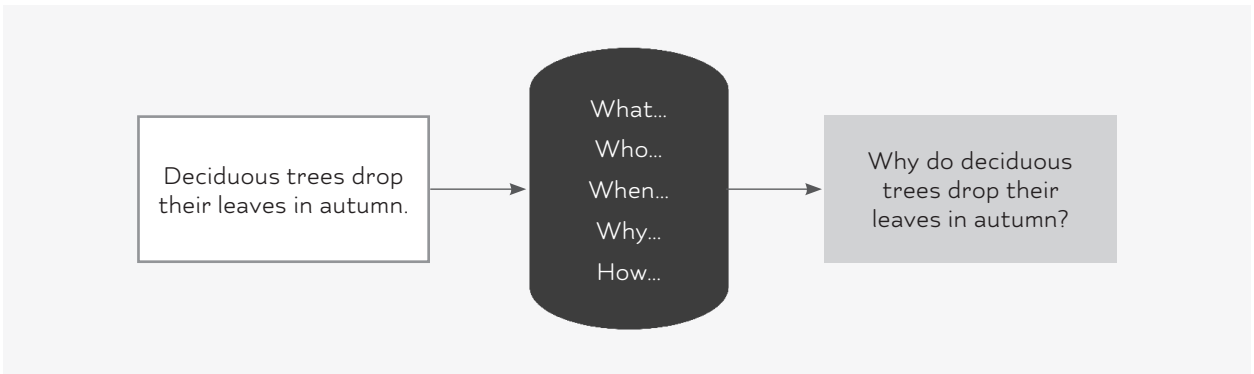
What does the statement say?

What question word do I need to start this question?

What words do I need from the statement to finish the question?

TOOLS form & example





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[5] IDENTIFY A QUESTION AS DIFFERENT FROM A STATEMENT OR A COMMAND

TARGET

GRADE	TARGET
1	With teacher guidance, each student identifies a question as different from a statement or a command
2	With teacher guidance as needed, each student identifies a question as different from a statement or a command
3	Each student identifies a question as different from a statement or a command

STRATEGY

What does the sentence say?

Is this sentence asking for information or an answer?

[6] ASK OPEN-ENDED QUESTIONS, INCLUDING "WHY?"

TARGET

GRADE	TARGET
2	With teacher guidance, each student asks open-ended questions, including "Why?"
3	With teacher guidance as needed, each student asks open-ended questions, including "Why?"
4	Each student asks open-ended questions, including "Why?"

STRATEGY

What do I want to know?

What question word do I need to start the question?

What words can I add to the question word to finish the question?

Will the answer be more than one word long?

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[7] ASK RELATED QUESTIONS

TARGET

GRADE	TARGET
3	With teacher guidance, each student asks related questions
4	With teacher guidance as needed, each student asks related questions
5	Each student asks related questions

STRATEGY

What is the topic?

What do I already know about this topic?

What else do I want to know?

What question can I ask about the topic that will help me find out what I want to know?

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[7] ASK RELATED QUESTIONS

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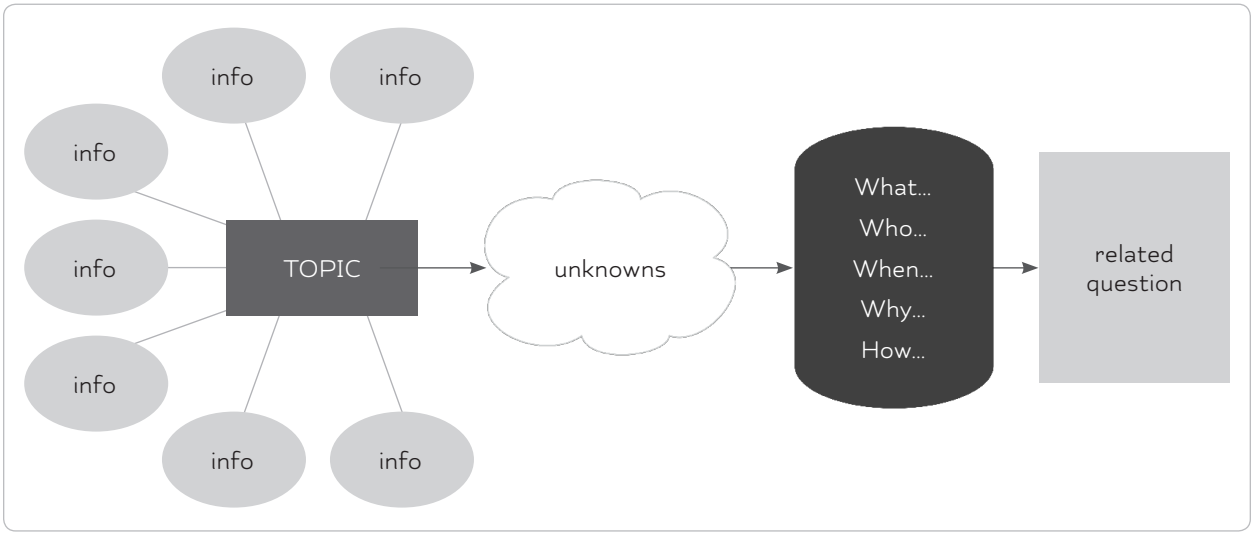

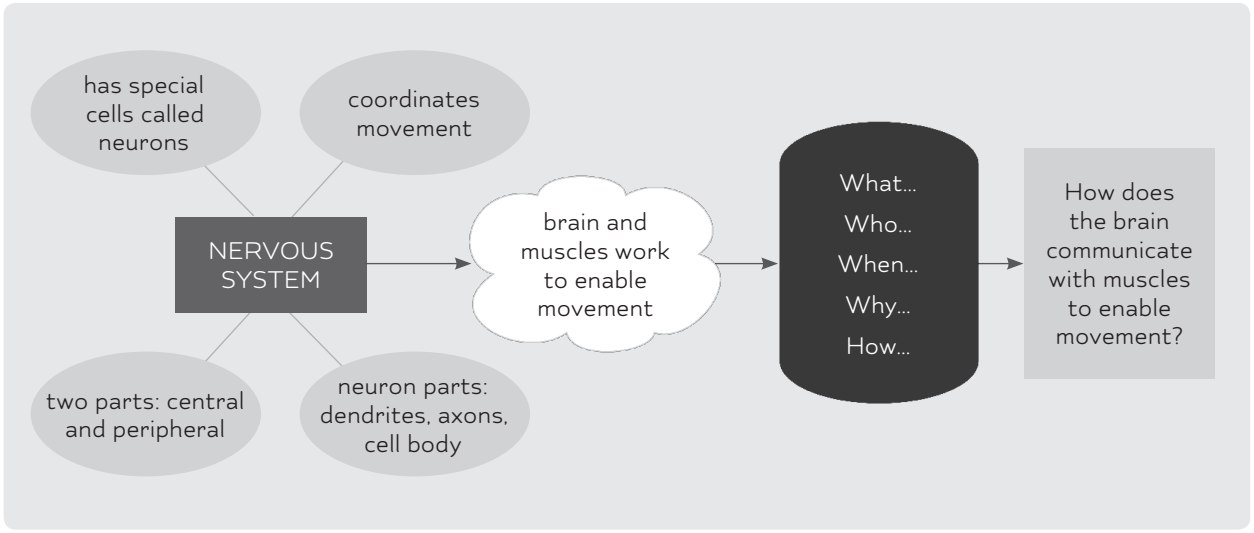

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[8] CLARIFY QUESTIONS THROUGH PARAPHRASE

TARGET

GRADE	TARGET
3	With teacher guidance, each student clarifies questions through paraphrase to increase his or her own understanding
4	With teacher guidance, each student clarifies questions through paraphrase to increase his or her own understanding
5	With teacher guidance as needed, each student clarifies questions through paraphrase to increase his or her own understanding
6	With teacher guidance as needed, each student clarifies questions through paraphrase to increase his or her own understanding
7	Each student clarifies questions through paraphrase to increase his or her own understanding

STRATEGY

Do I fully understand the question? Yes or No

If no, what word do I not understand? What synonym can I substitute or find for that word?

If yes, continue

How can I put what I think I understand into my own words?

How can I ask if my understanding is correct? (“Do you mean…”)

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[8] CLARIFY QUESTIONS THROUGH PARAPHRASE

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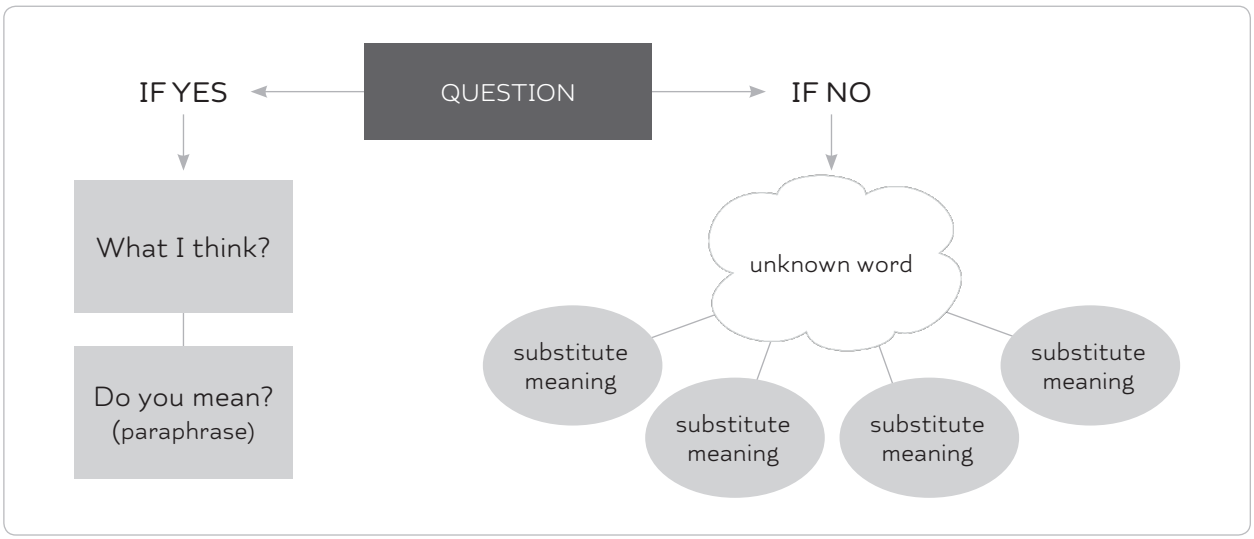

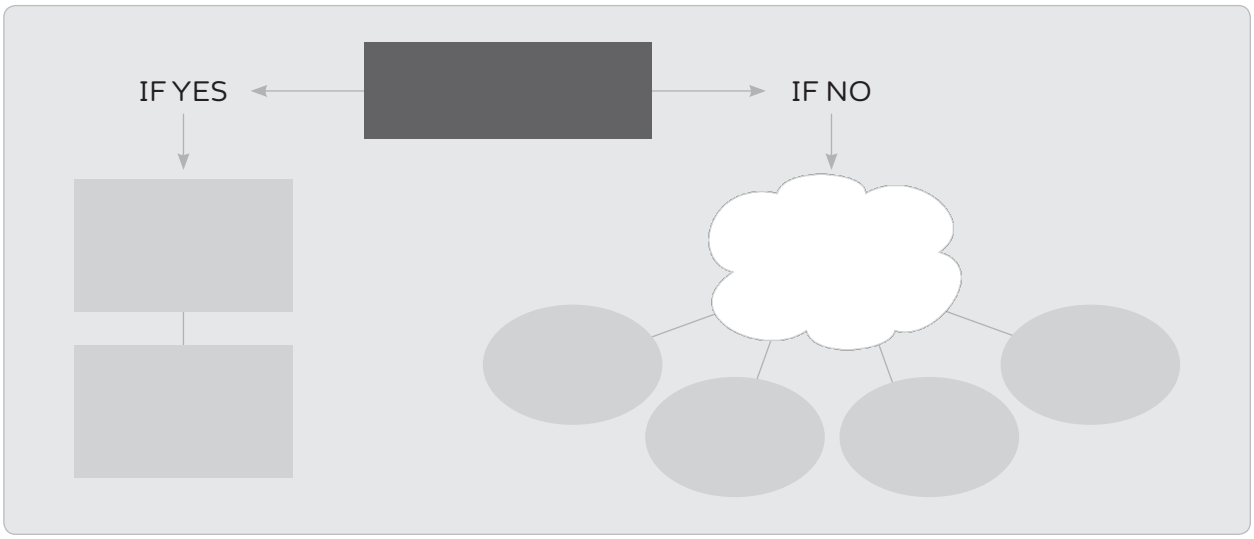

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[9] PHRASE A CENTRAL QUESTION BASED ON SELECTED OR COLLECTED INFORMATION

TARGET

GRADE	TARGET
7	With teacher guidance, each student phrases a central question based on selected or collected information
8	With teacher guidance, each student phrases a central question based on selected or collected information
9	With teacher guidance as needed, each student phrases a central question based on selected or collected information
10	With teacher guidance as needed, each student phrases a central question based on selected or collected information
11	Each student phrases a central question based on selected or collected information

STRATEGY

What is my topic?

What idea(s) are related to my topic?

What are the most important ideas addressed in the information?

Is there a broader idea that connects all the important ideas presented in the information?

What question includes the broader or most important idea?

Can I answer this question using evidence provided by the information?

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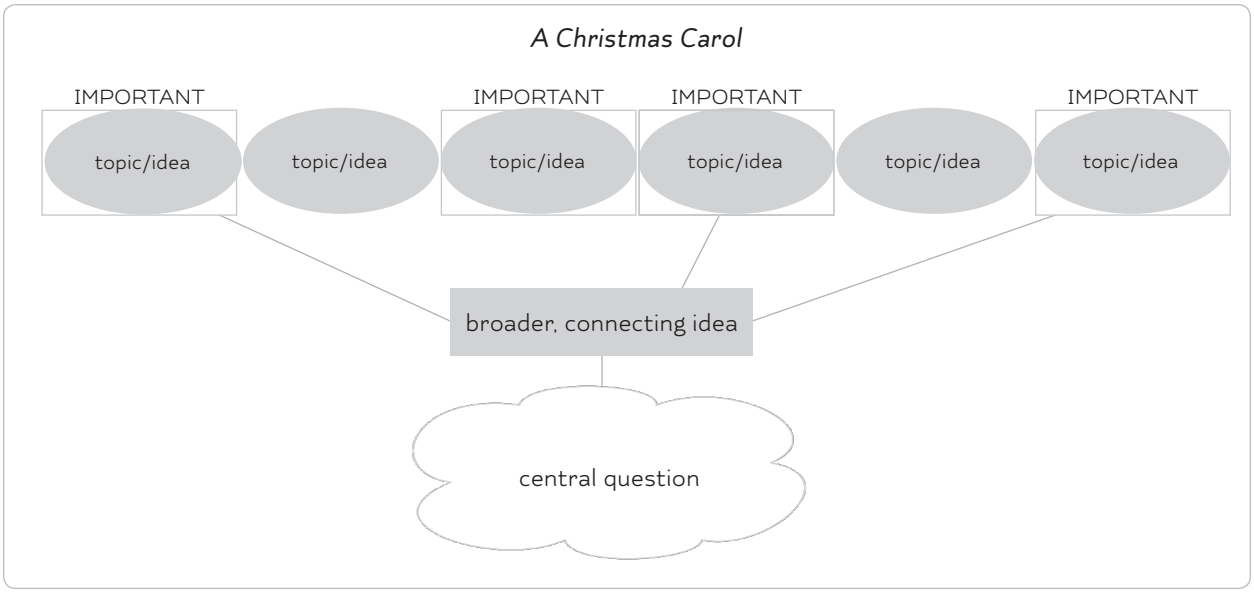
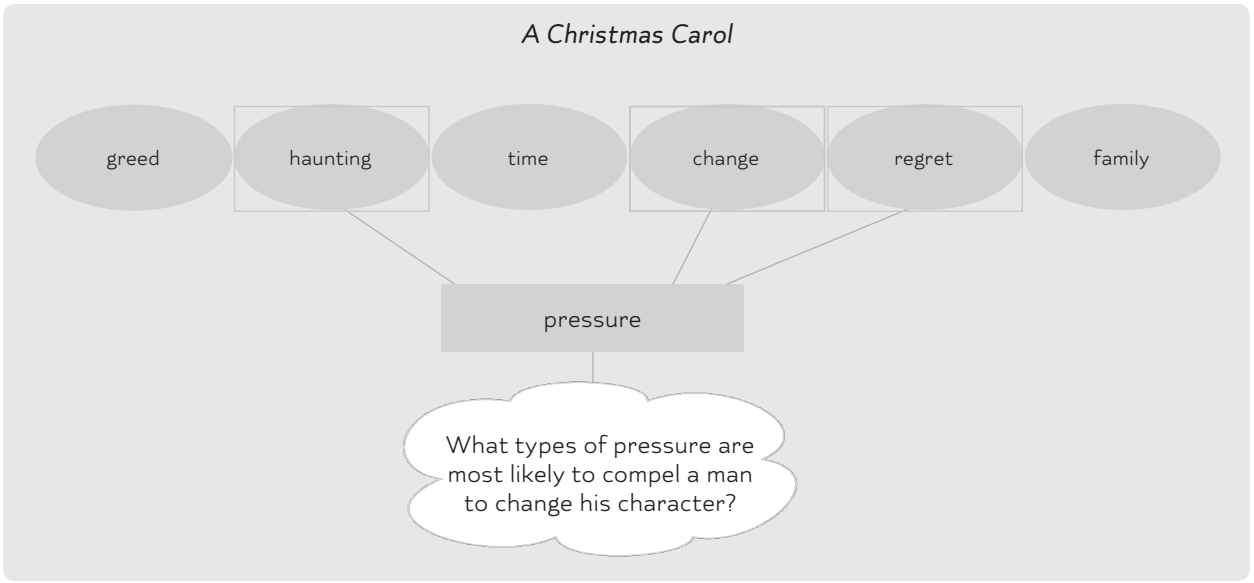
[9] PHRASE A CENTRAL QUESTION BASED ON SELECTED OR COLLECTED INFORMATION

TOOLS form & example





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[10] REFINE QUESTIONS TO NARROW RESULTS

TARGET

GRADE	TARGET
8	With teacher guidance, each student refines questions to narrow results
9	With teacher guidance as needed, each student refines questions to narrow results
10	Each student refines questions to narrow results

STRATEGY

What does the question say?

Is this question too broad or general?

How can I narrow the information in my question? (aspects, nouns, defining terms, more concrete/less abstract)

Does the question lead to a specific answer?

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