Purposeful Questioning & Discussion Strategies to Deepen Student Understandings

Lawndale Elementary School District

https://padlet.com/lisa_christensen1/CABE2019
Who are we?

Lisa Christensen, Ed.D. : Language Arts Specialist
Sarah Kemen, M.Ed. : English Learner Instructional Resource Teacher
Amy Heras, M.Ed. : 8th Grade ELA/ELD & newcomer ELD Teacher
Sidney Roles, M.Ed. : 7th Grade ELA & 6/7th Grade ELD Teacher
Ali Mulgrew: 7th Grade ELA & 6/7th Grade ELD Teacher

https://padlet.com/lisa_christensen1/CABE2019
## School Demographics

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>172</td>
<td>19.7%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>727</td>
<td>83.1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>95</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

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## Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>63</td>
<td>7.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>1.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>7</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>721</td>
<td>82.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>13</td>
<td>1.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5</td>
<td>0.6%</td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>5%</td>
</tr>
</tbody>
</table>
Lawndale Instructional Focus

Purposeful questioning and academic discourse to deepen student understanding and critical thinking

CALLI Vision

All students and teachers are actively engaged in purposeful, collaborative learning through meaningful academic discussions on a daily basis.
Objectives:

➢ Participants will better understand how to create more purposeful questions that encourage students to think more critically and more deeply about academic content.

➢ Participants will experience a discussion strategy that they can use with their students to elicit academic conversations that build and deepen content knowledge.
Essential Questions

1. What is purposeful questioning?

2. How might academic discussions lead to critical thinking in your content area?

https://padlet.com/lisa_christensen1/CABE2019
Share Out with 2 Partners!

- Take 2 minutes to share your initial response with a partner.
- Listen for & record any new ideas that will help you strengthen or clarify your initial response.
- Switch partners and repeat process
“A good question sparks conversation, brings up issues that have not yet been addressed, looks at different perspectives, and addresses big-picture and long-run issues.” (Zwiers & Crawford, 2011)

- “Focused open-endedness”
- How do you currently ensure that your students are engaging in a range of rigorous tasks across DOK levels?

- Looking at Hess’ Cognitive Rigor Matrix, what might you do to push your students to engage in more cognitively rigorous tasks?
Teacher Spotlight

Amy Heras
8th Grade ELA & ELD
Newcomer ELD
Heras - Class Demographics

I teach . . .
3 sections of 8th Grade Language Arts
1 section of 8th Grade Honors Language Arts
1 section of 8th Grade English Language Development
1 section of Newcomer 6th-8th English Language Development

Demographics:
83% Latino
1% Chinese
8% Black or African American
1% White
3% Asian Indian
2% Vietnamese
1% Samoan
1% Native Hawaiian
1% Korean

ELD Students: 22%
Special Ed Students: 5%
## Depth of Knowledge - Questioning

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Level 3</th>
<th>Requires strategic thinking</th>
<th>Level 4</th>
<th>Requires extended thinking and complex reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● What evidence supports ____?</td>
<td>● What further information would support your idea about ____?</td>
<td>● Analyze the impact of the incorporation of the Bill of Rights.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● How/why does the author ____?</td>
<td>● How would you evaluate ____?</td>
<td>● Design an experiment that demonstrates how the addition of hydrochloric acid affects the rate of the reaction.</td>
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</tr>
<tr>
<td></td>
<td>● Predict what would happen if ____?</td>
<td>● Create a(n) ____ that _____.</td>
<td>● Apply ____ and determine _____.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What conclusions can you draw ____?</td>
<td>● Design a(n) ____ that would _____.</td>
<td>● How would you prove/disprove ____?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Analyze how _____.</td>
<td>● Assess the validity of _____.</td>
<td>● Analyze the impact of _____.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Elaborate on _____.</td>
<td>● Apply ____ and determine _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● How would you test ____?</td>
<td>● How would you prove/disprove ____?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Do you agree/disagree with ____?</td>
<td>● Analyze the impact of _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain.</td>
<td>Explain.</td>
<td></td>
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</tbody>
</table>

*What evidence supports the author's claim use of social media lowers self-esteem?*

*Predict what would happen if you double the temperature.*

*Do you agree with the President’s speech? Explain.*
QUESTIONS FOR GROUP DISCUSSIONS

START HERE:
• What did you like? Dislike?
• What surprised you?
• What imagery interested you? Why?
• What questions do you have?
• What do you think will happen?
• What notes did you take on the chapter?
• What symbols or allusions did you find?

THEN MOVE YOUR DISCUSSION OVER HERE:
• Why would the author___?
• What theme is the author creating by using ___?
• Why does the author keep mentioning the element of ___?
• Who/what is ___ meant to represent, considering (this happens/is said)?
• What is your favorite quote/life lesson from the reading?
• Statements, insights, questions regarding symbolism, allegory, allusion, changes, theme, elements

ADAPTED FROM THE WORK OF MARISA THOMPSON. UNLIMITEDTEACHER.COM
Guidelines for Higher Level Thinking Questions

- Answers cannot be found in the text
- Makes connections to other works of literature, personal experiences or current events
- Must be an open-ended question
How? When? Why?

- **Socratic Seminar**
  - Active engagement
  - Encourages participation
  - Creates a sense of ownership
  - Encourages critical thinking skills
  - Provides meaty conversations

- **Reciprocal Teaching**
  - Provides scaffolding before the question is presented to the class
  - Encourages teamwork to answer questions
  - Small group discussion
Why do people abuse their power, even when it’s a little bit or a lot?

Pg. 36, Paragraph 5 “We all have this yardstick within, but it just isn’t sought enough.” What does Sophie mean by that?
## Why Academic Discussions Are Important:

(Zwiers & Crawford, 2011)

<table>
<thead>
<tr>
<th>Language &amp; Literacy</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Builds Academic Language</td>
<td>• Builds Critical Thinking Skills</td>
</tr>
<tr>
<td>• Builds Vocabulary</td>
<td>• Promotes Different Perspectives and Empathy</td>
</tr>
<tr>
<td>• Builds Literacy Skills</td>
<td>• Fosters Creativity</td>
</tr>
<tr>
<td>• Builds Oral and Communication Skills</td>
<td>• Fosters Skills for Negotiating Meaning and Focusing on a Topic</td>
</tr>
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<thead>
<tr>
<th>Content Learning</th>
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<tbody>
<tr>
<td>• Builds Content Understanding</td>
</tr>
<tr>
<td>• Cultivates Connections</td>
</tr>
<tr>
<td>• Helps Students to Co-Construct Understandings</td>
</tr>
<tr>
<td>• Helps Teachers and Students Assess Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social &amp; Cultural</th>
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</thead>
<tbody>
<tr>
<td>• Builds Relationships</td>
</tr>
<tr>
<td>• Builds Academic Ambience</td>
</tr>
<tr>
<td>• Makes Lessons More Culturally Relevant</td>
</tr>
<tr>
<td>• Fosters Equity</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Psychological</th>
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</thead>
<tbody>
<tr>
<td>• Develops Inner Dialogue and Self-Talk</td>
</tr>
<tr>
<td>• Fosters Engagement and Motivation</td>
</tr>
<tr>
<td>• Builds Confidence and Academic Identity</td>
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<tr>
<td>• Fosters Choice, Ownership, and Control over Thinking</td>
</tr>
<tr>
<td>• Builds Academic Identity</td>
</tr>
<tr>
<td>• Fosters Self-Discovery</td>
</tr>
<tr>
<td>• Builds Student Voice and Empowerment</td>
</tr>
</tbody>
</table>
What skills do academic conversations build?

The 5 Core Skills of Academic Conversation (Zwiers & Crawford, 2011)

- Elaborate and clarify
- Support ideas with examples
- Build on and/or challenge a partner’s idea
- Paraphrase
- Synthesize conversation points
Teacher Spotlight

Sidney Roles
7th Grade ELA
6th & 7th Grade ELD
Roles - Class Demographics

I teach . . .
3 sections of 7th Grade Language Arts
1 section of 7th Grade Honors Language Arts
1 section of 7th Grade English Language Development
1 section of 6th Grade English Language Development

Demographics:
84% Hispanic or Latino
3% Black
9% White
1% Asian
1% Filipino
2% Two or More Races

29% English Learners
6% Special Ed Students
WCW - Alter to fit your needs

- Can be simple - Write, Converse, Write
- Easily adaptable
  - Add more opportunities to converse with classmates, add videos, podcasts, specific questions to share with partners, etc.
- Can be a quick activity or can be a bigger assignment
**Animal Intelligence**

Write, Watch, Converse, Converse, Write

**Write**
What are the different ways that animals show intelligence? Think about personal experiences, ones you have read, podcasts you have listened to, videos you have seen, etc.

**Watch**
Observe how animals show intelligence in the video.
Observations:

**Converse**
Discuss how animals show intelligence with 2 different partners.
Discuss the videos you have watched and the articles you have read. Make connections to other classes, experiences.

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
<th>Partner 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas they shared with me</td>
<td>Ideas they shared with me</td>
<td>Ideas they shared with me</td>
</tr>
</tbody>
</table>

**Converse**
Discuss how animals show intelligence with your group.
Discuss the videos you have watched and the articles you have read. Use evidence that you have found from your partner discussions.

What I learned from my group:

- [Image]

**Write**
What are the different ways that animals show intelligence?

- [Image]

**Does Technology Help or Hurt Writing Skills?**

Write, Converse, Listen, Converse, Write

**Prompt:** Does technology help or hurt writing skills? Why?

WRITE your INITIAL response:

Technology _______ my writing skills because _______

CONVERSE with your partner. Share your answers and revise your initial response:

LISTEN to the podcast. Be ready to write down & discuss the answers to the questions on the handout.

CONVERSE with your partner regarding these questions. Share, listen, and synthesize your answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>What are the benefits of using technology in communications?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I say</td>
<td></td>
</tr>
<tr>
<td>My partner says</td>
<td></td>
</tr>
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</table>

We say The benefits of using technology in communications include:

- [Image]

**Question:** Why do you think technology is a good tool in some classrooms?

I say _______

My partner says _______

We say _______

**Question:** Do you think writing skills should be practiced more in class? Why or why not?

I say _______

My partner says _______

We say _______

**Prompt:** Does technology help or hurt writing skills?

WRITE your FINAL response:

Technology _______ my writing skills because _______
**The Outsiders**

**Chapter 4**

**Write**

Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

---

**Converse**

Talk to 2 different partners. Share your response. Ask your partner to elaborate, clarify, explain, and/or provide more evidence. Write down ideas, evidence, or language that you heard from your partners and might want to include in your response.

Themes or assumptions you made to the text:

Partner #1: ____________________

Partner #2: ____________________

---

**Converse**

Discuss if Johnny is guilty of murder or was it self-defense with your group.

Discuss the ideas you have read. Use evidence that you heard from your partner discussions. Make connections to other scenes, experiences, etc.

What I learned from my group:

---

**Write**

Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

Think about the assumptions you made to the text and ideas that you heard from your partner discussions and group discussion. Be sure to support your claim with evidence from the text.

---
Accountable Talk Sentence Frames

If you’re at a loss for words when...

... sharing your ideas, try:

1. The text evidence I chose was _______ text evidence _______ because
   _______ elaboration _______.
2. I believe _______ text evidence _______ shows that _______ elaboration _______.
3. Evidence from the text that proves _______ claim _______ is _______ text evidence _______ because
   _______ elaboration _______.

... paraphrasing, try:

1. I believe you are saying _______ summary in your own words _______. Is this correct?
2. In other words, you think _______ summary in your own words _______?
3. What I hear you saying is _______ summary in your own words _______. Is this true?

... you have a question or are confused, try:

1. What do you mean by that?
2. Will you please explain that again?
3. I have a question about that. Can you elaborate, please?
4. I was confused when you said _______ can you please repeat that?
WCW - Student Samples

The Outsiders

Chapter 4

Write, Converse, Converse, Write

Write

Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

"I think that Johnny is guilty of murder. He was acting under self-defense, but his actions were not justified. He should have tried to talk his way out of the situation."

Converse

Talk to 2 different partners. Share your response. Ask your partner to elaborate, clarify, explain, and/or provide more evidence. Write down claims, evidence, or language that you heard from your partner andights to include in your response. Review any revisions you made in the text.

<table>
<thead>
<tr>
<th>Partner A's Response</th>
<th>Partner B's Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think it was a case of self-defense. He was trying to protect himself.</td>
<td>I disagree. The evidence points to murder.</td>
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Converse

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Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

"I think that Johnny was acting under self-defense, but his actions were not justified. He should have tried to talk his way out of the situation."

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Write

Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

"I think that Johnny is guilty of murder. He was acting under self-defense, but his actions were not justified. He should have tried to talk his way out of the situation."

Converse

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Teacher Spotlight

Ali Mulgrew

7th Grade ELA

6th & 7th Grade ELD
I teach . . .

3 sections of 7th Grade Language Arts
1 section of 7th Grade Honors Language Arts
1 section of 7th Grade English Language Development
1 section of 6th Grade English Language Development

Demographics:
87% Hispanic or Latino
5% Black
3% White 37% Students Learning English
2% Asian 8% Special Ed Students
1% Filipino
1% Two or More Races
How can WCW be utilized / adapted across academic levels?

ELD - Encourage students to view their peers as language models. Focus on vocabulary.

Gen Ed. - Encourage students to view their peers as sources of valuable information. Focus on gathering details / relevant evidence.

Honors - Encourage students to use their peers’ unique perspectives to explore opposing opinions. Focus on identifying & refuting the counter-argument.
What does this look like?

*The Outsiders*

Focus Question: Is Johnny guilty of murder or was it self-defense?
Students Constructing Second Response
Highlighting and Adding New Evidence
Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

Johnny isn't guilty. It was self-defense to help Ponyboy.

For example, the text says, "They might of killed you. And they had a blade... they were gonna beat me up..."
This is significant because if Johnny didn't stab Bob, the Ponyboy would be dead and the boys would breathe easier to run away not pony and Johnny.

Think about the annotations you made to the text and ideas that you heard from your partner discussions and group discussion. Be sure to support your claim with evidence from the text.

Johnny went guilty. It was self defense to help Ponyboy. According to Ruby, she said it was self defense because Bob was drowning Ponyboy and he didn't want him to die so Johnny stabbed Bob. Johnny will never kill anything innocent but he had to do anything to save Ponyboy. This shows Johnny did do anything to help his friends. For example, Italy also said it was self defense because they would of killed Ponyboy and beaten Johnny. This is significant because Johnny would of been beaten if he never stabbed Bob and Ponyboy would of been dead.
Johnny isn’t guilty it was self defense to help Ponyboy. For example, the text says “they might of killed you. And they had a blade . . . they were gonna beat me up . . . “ This is significant because if Johnny didn’t stab Bob then Ponyboy would of been dead and the Socs would been the ones to run away not Pony and Johnny.

Johnny wasn’t guilty it was self defense to help Ponyboy. According to Ruby she said it was self defense because Bob was drowning Ponyboy and he didn’t want him to die so Johnny stab Bob. Johnny will never kill anything innocent but he had to do anything to save Ponyboy. This shows Johnny would do anything to help his friends. For example, Idaly also said it was self defense because they would of killed Ponyboy and beaten Johnny. This is significant because Johnny would of been beaten if he never stab Bob and Ponyboy would have been dead.
Write
Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

He is not guilty of murder because it was self-defense because Bob was drowning. Ponyboy so Johnny killed Bob to save Ponyboy's life. But also I think he is guilty because Johnny killed someone.

Gen Ed - Adding Detail / Evidence

Student is an RFEP
Student Met Standard on 17-18 ELA SBAC
He is not guilty of murder because it was self defense because Bob was drowning Ponyboy so Johnny killed Bob to save Ponyboy’s life.

He is not guilty of murder because it was self defense because in the book it states it was 5 to 2 and surely they were going to beat us up. And Johnny stabbed Bob because Bob was drowning Ponyboy so he stabbed Bob so he could save Ponyboy’s life. And you could tell Johnny was terrified by the look on his face. His face looked greenish-white and his eyes were huger than ever. He almost looked like a ghost.
Is Johnny guilty of murder or was it self-defense? Consider all that you know about Johnny and the circumstances of his life as you make your judgment.

In my opinion, Johnny is not a murderer. He had never done anything to the Socs, and in return, he was beaten half to death. He was the most innocent boy. Now that his friend was dying, he strikes the Soc without the intention of fighting. I am certain, but seeing his friend, this was just an out of self-defense. First, Johnny and Ponyboy were almost left dead numerous times; they had been threatened, and only once, they did something about it.

I strongly believe Johnny is not a murderer. I think this because Johnny is an innocent boy in the novel. Ponyboy explains how he was always broken by his father and that made him a secret weapon. This is significant because although he doesn’t show it, Johnny is insecure. With this, he wants to go around stabbing people to death. In early on page 21, Johnny tells Dally to leave Cherry alone. He was already frightened by his own gang and no longer has any control. He is with the Socs most of the time. If you are intimidated by someone, you don’t have the guts to stand up to them. Not only do his feelings trouble him, which led to him being threatened and beaten half to death, but his friends are too. People now think that he is telling the truth, was just 13, and he wasn’t even the one who started the whole thing. All he wanted to do was to stay in the same place as his friends. He had heard of the Socs that were bashing people, and he was scared of joining them. If he hadn’t been there, Ponyboy and Johnny would have been dead. And the gang would become stronger (more serious to become; weaker).
From my opinion, Johnny is not a murderer. He had never done anything to the Socs and in return, he was beaten half to death. He was the most innocent boy. Now that his friend was dying, he stabs the Soc without the intentions of wanting him dead, but saving his friend. This was just an act of self-defense. Twice Johnny and Ponyboy were almost left dead, numerous times they had been threatened, and only once did they do something about it.

I strongly believe Johnny is not a murderer. I think this because Johnny is an innocent boy. In the novel, Ponyboy explains how he was always beaten by his father and that made him a nervous wreck. This is significant because although he doesn't show it, Johnny's emotions make him too weak to go around stabbing people to death. In fact, on age 24, Johnny tells Dally to leave Cherry alone. If he was already frightened by his own gang member, imagine how afraid he is with the socs. Most of the time if you are intimidated by someone, you don't have the guts to stand up to them. Not only do his feelings make him innocent, but he was also threatened and beaten half to death by the Socials. People may think that the killing of Bob the Soc was just for revenge. However, if this was a revenge case, why was Johnny surprised when he stabbed Bob? On page 56 it says “his eyes were bigger than ever.” This shows that he killed Bob unintentionally. If this act hadn't been done, Ponyboy and Johnny would have been dead, and the gang would become deranged.
Share Out with 2 Partners!

- Take 2 minutes to share your initial response with a partner.
- Listen for & record any new ideas that will help you strengthen or clarify your initial response.
- Switch partners and repeat process
Essential Questions

1. What is purposeful questioning?

2. How might academic discussions lead to critical thinking in your content area?

https://padlet.com/lisa_christensen1/CABE2019
Contact Information

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Sidney Roles: sidney_roles@lawndalesd.net
Ali Mulgrew: ali_mulgrew@lawndalesd.net

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