Effective Questioning for Diverse Classrooms

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Giving Kids the Gift of Academic Language
We will explain the effectiveness of specific questioning strategies that boost achievement in secondary classrooms. We will discuss the strategies and write about how they help us meet the needs of diverse learners. 

This is differentiating for a struggling learner by...
Why is it important for students to speak in class?
When you can complete this frame, put your hand on your chin...

It is important for students to speak in class because...
Q, Triple S, A

• **Question:** Ask a question based upon a key concept
• **Signal:** Provide a way to indicate readiness
• **Stem:** Provide a sentence starter for answering the question (with vocabulary)
• **Share:** How students will respond to the question using the stem
• **Assess:** Randomly select students to share or ask everyone to write their response
Q, Triple S, A

• **Question:** Why is it important for students to speak in class?

• **Signal:** Put your hand on your chin.

• **Stem:** “It is important for students to speak in class because…”

• **Share:** Elbow partner

• **Assess:** Dice
How did the structure support you?

This supported me by...
Excerpt from
*Boosting Achievement*
p. 67 (handout)
This is differentiating for a struggling learner by…..
Why do you think that?

Is there another way to say that?

Tell me more about that.
bit.ly/SSquestioning

Achievement for ELs in Social Studies with Effective Questioning

#VirtuEL18
Effective Questioning in Social Studies for the VirtuEL18 Conference

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<table>
<thead>
<tr>
<th>QSSSA Script</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class, without calling out answers, think about this question.</td>
<td>Linked to objectives and lesson goals, to activate prior knowledge for ELLs.</td>
</tr>
<tr>
<td>(QUESTION)</td>
<td></td>
</tr>
<tr>
<td>When you think you have an answer in mind, let me know by _______.</td>
<td>Build in wait time for ELLs to process.</td>
</tr>
<tr>
<td>(SIGNAL)</td>
<td></td>
</tr>
<tr>
<td>When you discuss your answers, I want you to respond in this format...</td>
<td>Provides opportunity for students to practice targeted academic language.</td>
</tr>
<tr>
<td>(When you talk with your partner, I want it to sound like this... )</td>
<td></td>
</tr>
<tr>
<td>(I'm listening for &quot;............&quot;)</td>
<td></td>
</tr>
<tr>
<td>(STEM)</td>
<td></td>
</tr>
<tr>
<td>Turn to your partner and discuss... (Please find someone who..... and use a complete sentence to discuss.) (Please compare ideas with your partner.) (SHARE)</td>
<td>Low stress opportunity to talk. Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.</td>
</tr>
<tr>
<td>Select students to share or ask everyone to write their response.</td>
<td>Scaffolds for ELLs, ensures students are prepared to respond.</td>
</tr>
<tr>
<td>(ASSESS)</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from script by @MrsGill_  

QSSSA is adapted from 7 Steps to a Language Rich, Interactive Classroom - John Seidlitz and Bill Perryman
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