

FIGURE 7.6
Questioning Quad Strips

- I wonder if ...
- I wonder when ...
- Why do you think ...
- I wonder who ...
- I wonder how ...
- What would happen if ...
- What if ...
- Why did the author ...
- Do you understand why ...
- How were ...
- How did ...
- How many other ways ...
- When did you realize ...
- What happened before ...
- When will ...
- How did ...
- What is your opinion ...
- Why is the picture ...
- Can you take a guess ...
- What happened when ...
- Who found ...
- Who tried to ...
- When was ...
- Can you remember why ...
- When did you begin to think ...
- Why would it be necessary to ...
- Why was it important that ...
- How do you explain ...
- What was unique about ...
- What puzzled you about ...

by asking and responding to the question. Once the quad is complete, the students rotate roles and tackle a new passage.

The *My Contribution Roles and Goals* strategy sets a learning target for each student that involves asking good questions, responding politely to the questions that others ask, and listening respectfully when others are contributing to the discussion. Give each student a “contribution meter” for self-assessment before, during, and after a class or group discussion. Although the example we share in Figure 7.7 is appropriate for elementary and middle school students, the same points apply to high school discussions and can be shared as a simple checklist.

After the students complete the self-assessment of their discussion roles, encourage them to set goals for what they intend to do better, more of, or differently in the next discussion. Teachers can also use the completed forms to lead a class discussion on the use of effective questioning skills.