

Build a Question

Purpose: There are three build a question charts: one for narrative, expository, and functional (see sample on this page) text. These charts display sentence stems to form questions from all the Bloom's Taxonomy thinking levels. Levels one and two are simple questions, so the answers can be found directly in the text or by searching and piecing together information in several places in the text. On the other hand, levels three and four are thoughtful questions which require reading between the lines, background knowledge, and problem solving in order to infer, analyze, synthesize, and evaluate for answers.


Not only do these questions range from concrete to abstract levels, but the words have been carefully selected to match standardized testing language. Now students will form questions at various thinking levels, while becoming familiar with the verbiage typically used on testing formats. This format will familiarize students with test-taking strategies. Generating questions requires higher-level thinking. Combining test-taking skills with the ability to synthesize information to formulate questions provides many types of learning in one activity. Students use text from the core, reading groups, or independent reading to generate questions. The chart is leveled (levels 1-4) from concrete to abstract thinking. See Bloom's Taxonomy levels chart to identify each level. For maximum usage, the lower levels are suggested to teach in the beginning, while slowly moving up the chart to the higher-level thinking questions.

Build a Functional Text Question

1

Know

What time does the ___? How long do you ___?
Where does the ___? Who does the ___?



2

Comprehend

What is the first thing you need to do? Which of these is found in the ___ section of the map?
What do you do before/after ___? Which direction is the ___ from ___?
When do you ___? What will ___?

3

Apply & Analyze

The word ___ means the same as ___? Look at the blank in the chart. Which of these best fit there?
According to the rules/directions/passages ___ is? According to the schedule/poster, who will/how will/which of these ___?
Which of these statements express an opinion/fact? Study the dictionary entry. Which definition of the word is used in the following?
Which page will probably have info. about ___? The word ___ is shown in the dictionary as which part of speech?

4

Synthesize & Evaluate

What would happen if you ___? If you want to make/go ___ how much ___?
Why did ___ go to the ___? What would you need to ___?
Why were the directions listed in a certain order? What can you learn from the graph about ___?
This announcement probably appeared in ___? Which route would take you more directly to ___?

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Bloom, B.S. (Ed.) 1956. *Taxonomy of Educational Objectives. The Classification of Educational Goals: Handbook I, Cognitive Domain.* New York.

Process: Knowledge

List, Define, Identify, Show, Label, Examine, Quote, Name: Who, What, When, Where.

Process: Comprehension

Summarize, contrast, describe, predict, interpret, associate, estimate, differentiate, discuss, extend, distinguish

Process: Application

Apply, demonstrate, calculate, illustrate, solve, show, discover, experiment, classify, modify, examine, complete, relate, change.

Process: Analysis

Analyze, order, separate, connect, classify, arrange, divide, compare, select, explain, infer.

Process: Synthesis

Combine, integrate, modify, rearrange, plan, create, substitute, design, invent, compose, formulate, prepare, imagine, generalize, rewrite.

Process: Evaluation

Assess, decide, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, rank.

Build a Narrative Text Question



Know

1

Who is the main character?
Where/When does the story take place?
How many _____?

Comprehend

2

Which of these events happened first/second/last?
Which of these could not have been the reason ____?
Read passage. Which part of the story does this tell about?

In the beginning of the passage, why was the character/setting ____?
Why did the character ____?
Read the two sentences. Choose the word that correctly completes both sentences.

Apply & Analyze

3

Why did the author or character ____?
Which of these sentences states an opinion/fact? Why?
What will ____ do next?
What does the author mean by the phrase or word ____?
The author writes about ____ as if it were (simile/analogy).

Which of these would be the best title/main reason for the story?
The story is mostly about ____?
How do you think ____ felt when ____?
Choose the word that means the same or about the same as ____.
Which of these details from the story shows that it probably took place ____?

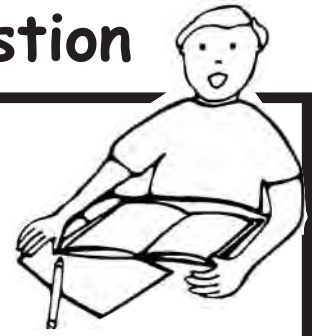
Synthesize & Evaluate

4

What kind of genre is this?
Which of these events will most likely happen after the end of the passage?
Which of the following sentences will best conclude the story?
How does the character/story remind you of another? (Compare & Contrast)

What did ____ mean when she ____?
From the passage you can conclude:
that you learned ____.
the main idea was ____.
in the future ____ will ____.
the author's purpose was ____.
the character probably felt/knew ____ because ____.

Build an Expository Text Question



1

Know

What happened after ___?
What did the ___ do?
How does the ___ work?
What is one fact you learned?

Who ___?
What ___?
Where/When do the events in the passage take place?

2

Comprehend

What did _____ do first/next/last?
Give one reason why _____.
Evidence for reason needs to be stated in the text.

According to the passage:
which ___?
what ___?
why ___?

3

Apply & Analyze

Which of these is the most important when ___?
Infer and read between the lines:
Why do ___?
Another way to ___ would be ___?
This text was written mainly to ___?
Give a reason why ____.

Which of these would be the best title of the passage?
Make a prediction:
Could _____ happen?
What will happen next?
What do you think will happen if _____?

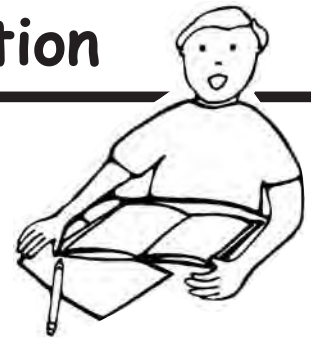
4

Synthesize & Evaluate

How would you _____?
Is this passage fact or opinion?
Evaluate how important _____ is.
How does this information fit in with what you already know about this topic?

There is enough information in this selection to show that _____.
Compare this article with another you have read. How are they similar/different?

Build a Functional Text Question



Know

1

What time does the ___? How long do you ___?
Where does the ___? Who does the ___?

Comprehend

2

What is the first thing you
need to do?
What do you do
before/after ___?
When do you ___?

Which of these is found in the
___ section of the map?
Which direction is the ___
from ___?
What will ___?

Apply & Analyze

3

The word ___ means the
same as ___?

According to the
rules/directions/passages
___ is?

Which of these statements
express an opinion/fact?

Which page will probably have
info. about ___?

Look at the blank in the chart.
Which of these best fit there?

According to the schedule/poster, who
will/how will/which of these ___?

Study the dictionary entry. Which
definition of the word is used in
the following?

The word ___ is shown in the
dictionary as which part of speech?

Synthesize & Evaluate

4

What would happen if you ___?

Why did ___ go to
the ___?

Why were the directions listed
in a certain order?

This announcement probably
appeared in ___?

If you want to make/go ____,
how much ___?

What would you need to ___?

What can you learn from the
graph about ___?

Which route would take you more
directly to ___?

Questioning Sheet

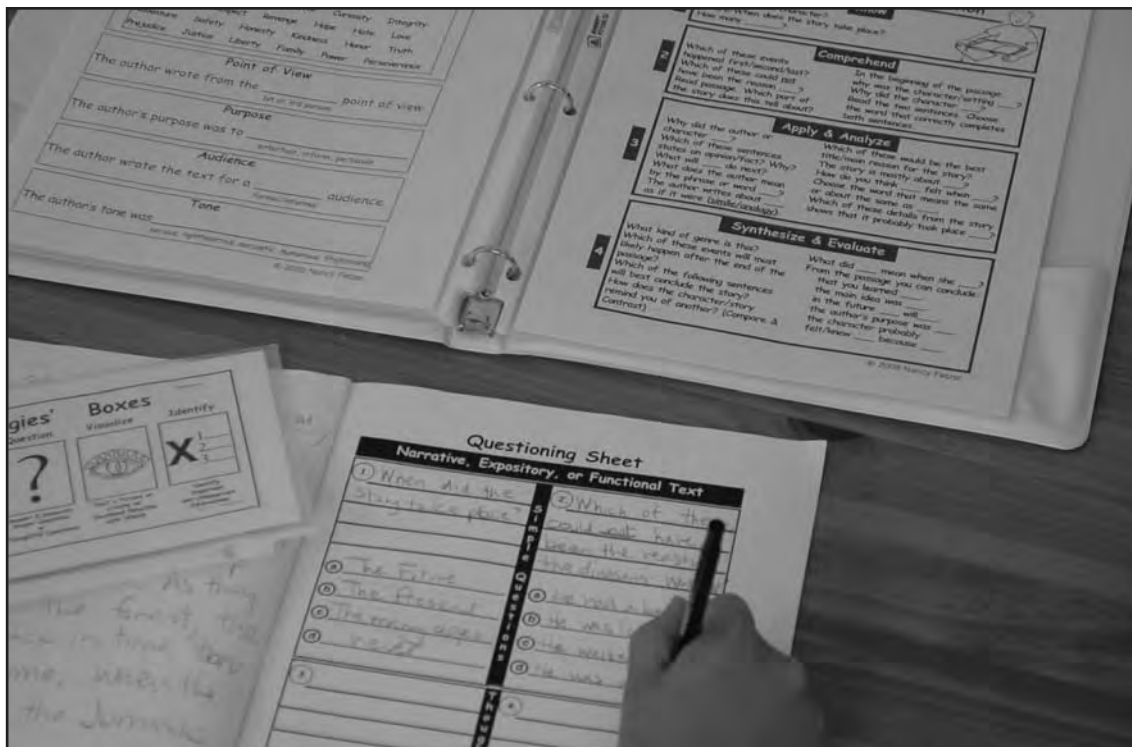
Questioning Sheet	
Narrative, Expository, or Functional Text	
1. <i>How many pieces of gold did the pirate need for his adventure?</i>	2. _____
a <i>three pieces of gold</i>	a _____
b <i>a million pieces of gold</i>	b _____
c <i>five pieces of gold</i>	c _____
d <i>none of the above</i>	d _____
3. _____	4. _____
a _____	a _____
b _____	b _____
c _____	c _____
d _____	d _____

Directions: Students need step-by-step procedures in order to write these questions independently. The teacher models writing a question on the questioning sheeting (see a sample level one question in the box).

The teacher states: *I need to write a question about the story we have just read. I think I will use the build a narrative question chart to help me form four different levels of questions. There are four boxes on the questioning sheet, one for each level of questioning. I can write my questions and answers on the questioning sheet. First, I will write a level one question. I know level one is for simple questions. This means the answer to my question needs to be found directly in the text.*

Next, the teacher models how to write the answers to the level one question using the a-d lines on the in the level one box. *The first answer I write will be the correct answer. I don't need to put it on the "a" line. No, I think I'll put it on the "c" line. Next, I need to write a second question that's close to being correct. Now my last two answers "b and d" will have answers that are silly or incorrect. In order to help students make connections from this activity to a standardized testing format, the teacher states, While you learn to write these questions and answers, you will learn how to take tests. You will learn to cross-out the silly or incorrect questions and then compare the last two answers for the best choice.*

Questioning Sheet



Students need to practice answering questions the teacher generated. After a few lessons answering teacher generated questions from the different levels, the students are asked to write their own using the build a question chart (see photo above).

Suggestion: Students may need to practice writing simple questions (levels 1-2), while continuing to answer thoughtful questions generated by the teacher. After they master writing the simple level questions, they then try writing thoughtful questions (levels 3-4).

Suggestion: Once students have learned how to write the different leveled questions, this activity can be extended. In small groups, students form four questions (with a-d answers for each). These questions can be written on the question form or individual student whiteboards. The teacher circles the room, supporting students and finally reviewing each table's questions. At each table group, the teacher selects the each team's best question, then hands the team an overhead transparency and pen to record their questions (with a-d answers). Next, each group presents their questions on the overhead projector. When the class reads each group's question, they must identify the level of the question, and the strategy they will use to answer the question (see Q & A Strategies at the end of this chapter). Next, each group works together to strategically find the correct answer. The teacher circles the room reinforcing or scaffolding their problem solving and thinking.

Questioning Sheet

Narrative, Expository, or Functional Text

<p>1.</p> <hr/> <hr/> <hr/> <hr/> <p>a</p> <hr/> <p>b</p> <hr/> <p>c</p> <hr/> <p>d</p> <hr/>	<p>S i m p l e Q u e s t i o n s</p>	<p>2.</p> <hr/> <hr/> <hr/> <hr/> <p>a</p> <hr/> <p>b</p> <hr/> <p>c</p> <hr/> <p>d</p> <hr/>
<p>3.</p> <hr/> <hr/> <hr/> <hr/> <p>a</p> <hr/> <p>b</p> <hr/> <p>c</p> <hr/> <p>d</p> <hr/>	<p>T h o u g h t f u l Q u e s t i o n s</p>	<p>4.</p> <hr/> <hr/> <hr/> <hr/> <p>a</p> <hr/> <p>b</p> <hr/> <p>c</p> <hr/> <p>d</p> <hr/>