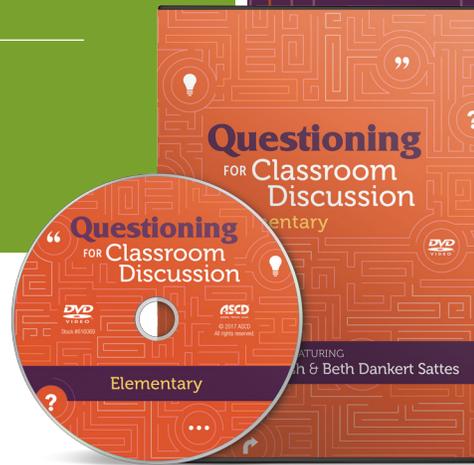


ASCD STUDY GUIDE

Questioning for Classroom Discussion–Elementary

Overview of Questioning for Classroom Discussion–Elementary

Walsh and Sattes offer a number of frameworks to use in developing student capacity for engagement in productive discussions. As you view the opening section of the program, think about how each of the following three frameworks might assist you in planning and facilitating discussions that advance students’ ability to participate in such discussions.



Intentional focus on the development of student **discussion skills** is key to advancing productive classroom discussions. Given your experience with student discussion, what do you believe is the most important outcome of each of the three major skill sets outlined below?

Skill Set	Most Important Outcome
Social Skills <ul style="list-style-type: none"> • Speaking • Listening • Collaborating 	
Cognitive Skills <ul style="list-style-type: none"> • Making connections • Questioning • Creating 	
Use-of-Knowledge Skills <ul style="list-style-type: none"> • Text-based • Prior academic • Experiential 	

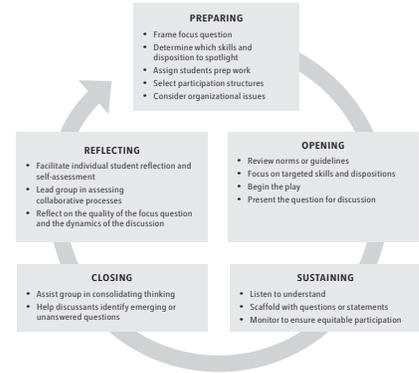
Quality questioning is the foundation of effective discussion. How, specifically, do you believe each of the four core practices associated with quality questioning might contribute to a productive discussion?

Questioning Practice	Contributions to a Productive Discussion
Frame a Quality Question <ul style="list-style-type: none"> • Identify an issue • Craft the question • Anticipate student responses 	
Promote Equitable Participation <ul style="list-style-type: none"> • Set expectations • Use structures that include all 	
Scaffold Student Responses to Deepen Thinking <ul style="list-style-type: none"> • Pose follow-up questions • Afford time for thinking • Facilitate peer assistance 	
Create a Culture for Thoughtful Discussion <ul style="list-style-type: none"> • Expectations related to the purposes of questions • Expectations related to use of think times • Expectations related to participation 	

STUDY GUIDE | Questioning for Classroom Discussion—Elementary

Five core components comprise a **cycle of discussion**, an organizer for teacher thinking and planning. What questions, if any, do you have about each of the components listed below?

Core Components of Discussion	Questions About this Component
Preparing	
Opening	
Sustaining	
Closing	
Reflecting	



Quality Questioning Practices

Christie Lambert, a 2nd grade ELA teacher, and Emily Hurst, a 3rd grade science teacher, are intentional in their use of quality questioning practices to guide student discussions in their respective classrooms. As you view their classes, look and listen for the usage of the four practices associated with quality questioning.

Quality Questioning Practice	Specific Examples	
	Christie's 2nd Grade ELA Class	Emily's 3rd Grade Science Class
Frame a Quality Question		
Promote Equitable Participation		
Scaffold Student Responses to Deepen Thinking		
Create a Culture for Thoughtful Discussion		

Shifting Roles and Responsibilities—Helping Students Take the Reins

Marti Smith, a 5th grade math teacher, is committed to releasing control and intentionally sharing with her students the responsibility for structuring and monitoring their own and their classmates' learning. During the videotaped lesson, Smith uses a small-group structure to support the development of identified student discussion skills and provides direct coaching and scaffolding when needed. Look and listen for the moves Smith makes to shift responsibility to her students and for evidence of students' acceptance of responsibilities that are assumed by teachers in more traditional settings.

Teacher Moves	Student Roles and Responsibilities

In your view, what are the potential benefits of shifting from a more traditional, teacher-directed lesson to the type Smith planned for her students?

Discussion Skills

Small-group structures can potentially nurture and support students' development of key discussion skills. You'll have an opportunity to observe this in action in three different classroom settings. The first classroom features 2nd grade ELA students co-taught by Pam Kosove and Carly Wotman. These teachers are using *See-Think-Wonder*, a thinking routine, to scaffold students' use of identified discussion skills. Next, you'll visit the 5th grade math class of Kristen Bucchignano, where students work with *Elbow Partners* to investigate a number line and prepare for discussion and final evaluative thinking in *Three Corners*. Finally, Vera Caetano's 3rd grade math students work collaboratively, using *Noticings and Wonderings* to examine and evaluate different strategies for solving a word problem. They move to a *Fishbowl* discussion to share findings. As you watch these classrooms in action, think about which discussion skills are scaffolded by each of the identified small-group structures.

	Social	Cognitive	Use of Knowledge
See-Think-Wonder (2nd Grade ELA class)			
Elbow Partners Solution-Finding (5th Grade Math Class)			
Three Corners (5th Grade Math Class)			
Noticings/Wonderings (3rd Grade Math Class)			
Fishbowl (3rd Grade Math Class)			

Why do you think small-group structures are effective in scaffolding these student skills?

Cycle of Discussion

The 4th grade students in Jamie Kushner and Allie Bekerman’s social studies class are finishing a unit of study on garbage. These students, who have been working on advancing their discussion skills throughout the school year, are using the student-driven structure *Inside-Outside Circles* to engage in collaborative thinking, speaking, and listening. The teachers attend to all five discussion cycle components during their lesson planning and facilitation. Identify evidence of the teachers’ consideration of each component, along with the impact this appears to have upon the quality of the students’ engagement in discussion. Note: The five components will not always appear in sequential order in the video.

Component of Discussion	Evidence of Teacher and/or Student Use in Planning and/or Facilitation	Impact on Student Engagement in Discussion
Preparing		
Opening		
Sustaining		
Closing		
Reflecting		

Final Reflection

Consider the three forms of discussion displayed over the course of this program: teacher-guided, structured small group, and student-driven.

- Why do you think each is valuable to student learning?
- What factors would you consider as you decide which form to use?

	What is the value?	What factors would you consider in deciding which to use?
Teacher-Guided		
Structured Small Group		
Student-Driven		

Which of the practices and strategies featured in this program will you consider incorporating as you continue the journey of questioning for discussion? What, specifically, do you hope will result from your intentional use of identified practices/strategies?