LOUISIANA DEPARTMENT OF EDUCATION

Support: Student Generated Questions

ELA	Math	Science	Social Studies
➔ develop text-dependent questions for discussion ➔ develop questions to self-assess comprehension of a complex text	➔ develop text-dependent questions for discussion	➔ develop text-dependent questions for discussion ➔ drive cycles of inquiry based on complex scientific reading	➔ develop text-dependent questions for discussion ➔ Develop questions to self-assess ➔ Drive inquiry about information in primary and secondary sources

Who could this support? Students developing discussion questions based on their reading.

Purpose:

- To support students with developing open-ended, text-dependent questions to drive academic discussions and/or support reading comprehension.

Communicating the purpose: It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

Before

Prework

- Students should have already read the text(s) for which they will be developing questions.
- Create 1-2 open-ended example questions and 1-2 non-examples to model for students. Ensure questions prompt discussion, are rooted in the text, and align with unit goals, lesson objectives, and assessment components.
  - **Example of an open-ended question**: How does the author's use of suspense in chapter 5 enhance the reader's understanding of the characters' perceptions of one another? Explain.
  - **Example of a close-ended question:** In the Great Gatsby, who lives in East Egg? Who lives in West Egg?

During

Step 1

Analyze the prompt for discussion.

Step 2

Present examples and non-examples of open-ended questions. Have students discuss their similarities and differences with a partner, then share findings with the class. Develop a class definition of a good open-ended question from these findings.

Some possible components of a good definition:

- requires an explanation of the answer
- needs evidence to support the answer
- there can be more than one right answer
- answers need justification
- cannot be answered in one word like yes or no

Step 3

Show students Bloom's Taxonomy levels and examples. Discuss which types (application, analysis/synthesis, evaluation) are best for open-ended discussions. Then, have students write a question in one of these styles about the text they will discuss.

Step 4

Have students check each other's work by sharing their questions with another student and asking for feedback. Monitor this process and give feedback accordingly.

Step 5

Let students know they may use these discussion questions in the whole class discussion. If they share their question, they will want to have some text-based discussion points ready.

I Know I'm Successful When...

- Students can write open-ended discussion questions about a text that can be effectively used in a whole class discussion or to help monitor comprehension.

Additional Considerations

- Further Support options for students who are struggling:
  - Provide them with question stems from the various categories of Bloom's Taxonomy.
  - Walk them through question generation with other methods. For example, present a relevant image and have them generate questions. Categorize the questions as open-ended or not, discuss the differences, and refine them into one solid open-ended question.
    - See the reference from Colorin Colorado
- All students who need extra support should have clear steps for how to duplicate, and may even benefit from small group instruction with an additional model and think-aloud.

Additional Considerations (Continued)

- Collaborative groupings are also a great structure for additional support. Allow students to brainstorm possible claims in their groups, or give each other feedback prior to checking it. Model what these conversations should sound like and circulate to ensure they are meaningful.
- Extension:
    - Proficient students bring topic-related questions to small groups. Share and refine these into one strong question per group. Record final questions on a shared Google doc for class discussion, ensuring relevance to the topic. This approach suits subjects like social studies, science, or EnglishLA with diverse texts for discussion.
        - To further enhance this, once all questions are on the board, have the class agree to use or revise them collectively before the discussion begins.
        - This can replace steps 3 and 4 or be assigned as homework/bellwork, ensuring students have their questions ready before group meetings.

References

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