Beyond Open/Closed Questions:
Developing Language, Creativity & Thinking

New Jersey ELAS Workshop
HOW TEACHERS TALK TO CHILDREN

- Procedural
  - Giving directions and managing behavior
- Informational
  - Stating facts and answering questions
- Praise or reprimand
  - Acknowledging children’s actions
- Questions invite children to talk
  - Closed questions
  - Open-ended questions
BLOOM’S TAXONOMY
OF EDUCATIONAL OBJECTIVES
SIX MAJOR COGNITIVE OPERATIONS

Lower Levels

L1 Knowledge – Information gathering
• These are questions that check the basic facts about people, places or things.

L2 Comprehension - Confirming
• These are questions that check understanding & memory of facts.
BLOOM’S TAXONOMY

Higher Levels

L3 Application – Illuminating
• Application questions test your ability to use your knowledge in a problem-solving, practical manner.

L4 Analysis – Pulling apart of pieces
• These are questions in which we select, examine, and break apart information into its smaller, separate parts.
BLOOM’S TAXONOMY

Higher Levels

L5 Synthesis – Creating
• Synthesis questions are those in which you utilize the basic information in a new, original, or unique way.

L6 Evaluation – Judging, predicting
• These are questions which help us decide on the value of our information. They enable us to make judgments about the information.
CREATIVE QUESTIONING

• Ask open-ended questions
• Ask children to use their senses
• Ask children about changes
• Ask question with many answers
• Ask “What would happen if…” questions
• Ask “In how many different ways…” questions
LITERATURE FACTS

• The Horn Book Magazine reviews approximately 4,000 new hardcover books for children each year.
• The single most important influence on children’s reading motivation and achievement is the opportunity to enjoy high-quality literature.
• Children who engage in daily discussions about what they read are more likely to become critical readers and learners.
• The single most important activity for building those understandings and skills essential for reading success appear to be reading aloud to children.
Quality children’s books:

• Begin with enjoyment.
• Provide support for emergent reading.
• Increase vocabulary, comprehension, and thinking skills.
• Develop insight.
• Build self-image and transmit social values.