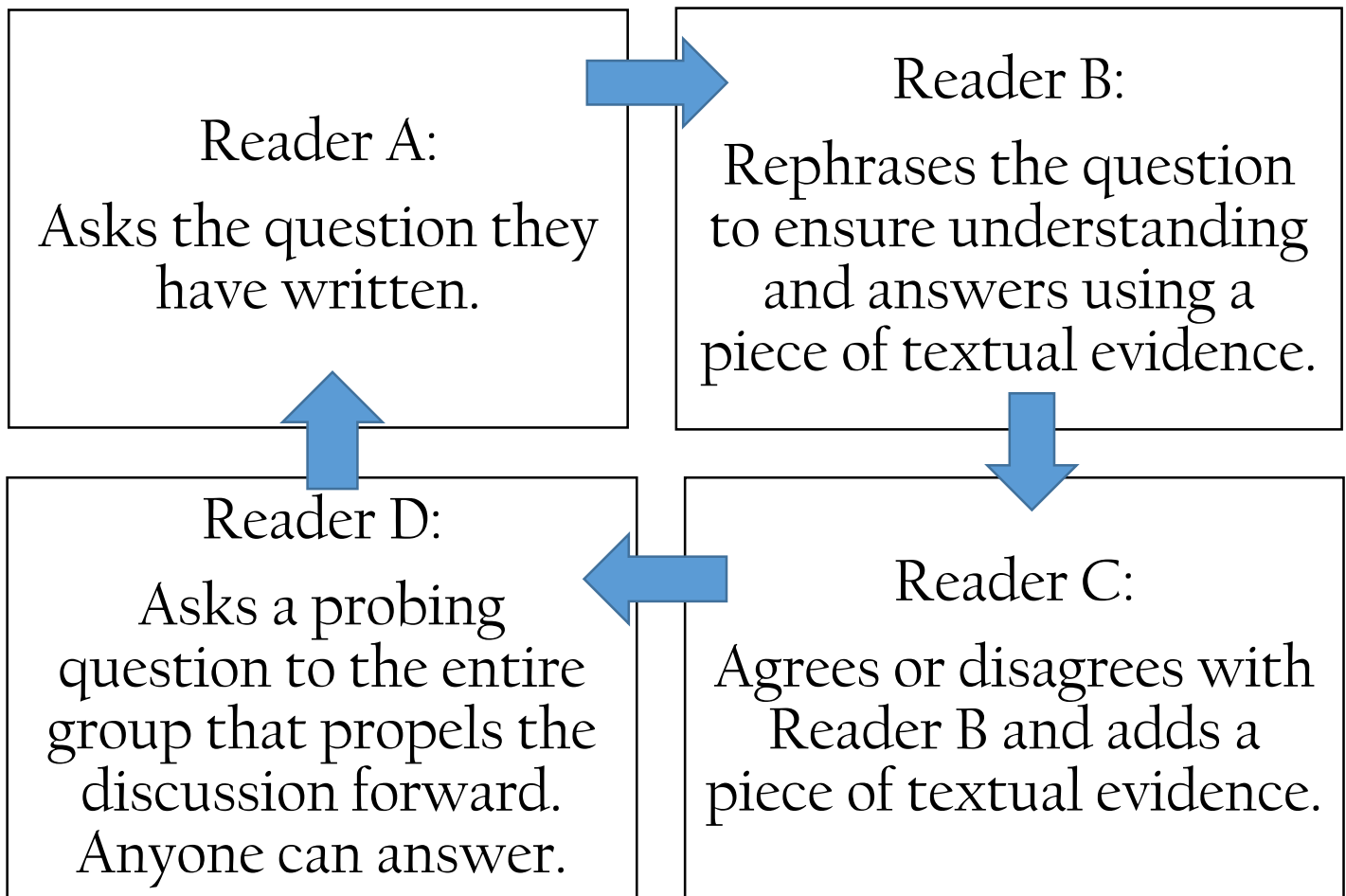


QUESTION QUADS

1. Develop a set of question stems that students can use with the text at hand. Place them on notecards.
2. Choose a text that is complex but not overly complex. Students should be able to understand it well enough to ask questions about it.
 - Consider using this strategy with a set of small texts (like a DBQ).
3. Place students in groups of four readers (A, B, C, D) and provide them with the stem cards.
4. Ask each student to pick a stem card and write two questions about the text using the stem.
 - Readers write two different questions in case someone who asks a question before them has written something similar.
5. Explain and ensure everyone understands the question quad protocol. (See graphic below.)
6. Begin the protocol. There is no cross talk as Readers A-C go through the protocol. Repeat the protocol (clockwise) so that each reader gets to ask a question.
 - Note: During the probing question section (Reader D), everyone can speak. Crosstalk is allowed during this section. There is a 90 second limit to this part of the conversation.
7. Allow students to reflect their understanding of the reading and their speaking and listening participation through a self-assessment.



Question Quads Stems

What text (graphics) help you to understand...

Why does the author include...

What examples does the author provide for the claim...

Why do you think the author...

What evidence is most (or least) credible to support _____? Why?

How does the author relate (insert two ideas)...

What structures does the author use to...

What words (visuals and graphics) stick out to you in terms of...

What evidence from the text shows...

What is the most effective...

Question Quads

Possible Probing Stems

You can ask any probing question. These are just a few ideas.

It seems like many of us talked about _____, but we didn't really look at _____. Why is that?

If the (choose one) context/time period/country/figure involved were different (provide example), how might our ideas shift?

How does this evidence seem to contradict _____?

What other information would you like to know to _____?

How did this evidence/quote/etc. that we discussed impact your personal ideas/beliefs?

If you could ask the author a question, what would it be? Why?

Question Quad Reflection

Name: _____

Article/Documents: _____

Author(s): _____

The Questions I Prepared:

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On a scale of 1-5 (five being great), I rate my participation in this activity a _____
because _____

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Other: _____

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The most interesting idea presented in our discussion was _____

The quote from this article/document that I most want to remember is:
