

Marzano Questioning Fact Sheet

<i>Level of Thinking Skill</i>	<i>Processes Involved</i>	<i>Verbs Involved</i>	<i>Question Stems to Use</i>
Knowing	<ul style="list-style-type: none"> • focusing on needed information • defining the problem • setting goals for solving problems • obtaining information through the senses • formulating questions for inquiry • storing information in long-term memory • recalling information from long-term memory 	<ul style="list-style-type: none"> • categorize • group • classify • compare • contrast 	<ul style="list-style-type: none"> • Who did ___? • When was ___? • What is ___? • Identify the ___ in the ___. • Describe • Which ___ best defines ___? • Which ___ is characteristic of ___? • Which ___ is an example of ___?
Organizing	<ul style="list-style-type: none"> • comparison – noting similarities and differences • classifying – grouping and labeling entities • ordering – sequencing entities by a criterion • representing – changing the form but not the substance of information 	<ul style="list-style-type: none"> • categorize • group • classify • compare • contrast 	<ul style="list-style-type: none"> • Categorize ___ according to ___. • Classify ___ according to ___. • How is ___ alike or different from ___? • What is most (or least) important about ___? • In your own words, tell ___.
Applying	<ul style="list-style-type: none"> • using information for practical purposes • demonstrating prior knowledge within a new situation • bringing together appropriate information for problems • using generalizations to solve problems 	<ul style="list-style-type: none"> • apply • make • show • record • construct • demonstrate • illustrate 	<ul style="list-style-type: none"> • Give some instance which ___? • How is ___ related to ___? • How is ___ an example of ___? • How would you use this information? • What do you need to solve this problem? • What are possible solutions to ___?
Analyzing	<ul style="list-style-type: none"> • clarifying information by studying parts and relationships • identifying attributes and components • determining the characteristics of an entity • identifying relationships and patterns • identify the main idea or central element • establishing the hierarchy of key ideas • identifying errors and logical fallacies 	<ul style="list-style-type: none"> • outline • diagram • differentiate • analyze 	<ul style="list-style-type: none"> • What are the attributes of ___? • What evidence can you list for ___? • What are the components, parts or features of ___? • What patterns or relationships do you see in ___? • Outline, web, or diagram ___? • What are the main ideas ___? • What can be concluded about ___?

<p>Generating</p>	<ul style="list-style-type: none"> • producing new information, meaning, or ideas • inferring – going beyond available information • predicting – anticipating next events or outcomes • elaborating – explaining by adding additional details, examples, or other relevant information 	<ul style="list-style-type: none"> • conclude • predict • infer • explain • elaborate 	<ul style="list-style-type: none"> • How many ways can you think of to ___? • What would happen if ___? • Predict what would be true if ___. • How can you explain ___? • Elaborate about ___? • What would you predict/infer from ___? • What solutions would you suggest for ___? • If you were ___, how would you have ___?
<p>Integrating</p>	<ul style="list-style-type: none"> • connecting and combining information • summarizing – restructuring information efficiently • restructuring – changing existing knowledge structures to incorporate new information 	<ul style="list-style-type: none"> • combine • summarize • design • imagine • generalize 	<ul style="list-style-type: none"> • Devise a plan ___. • Summarize ___. • How many ways can you think of to ___? • Conclude what the result would be if ___. • What generalizations can you make? • If you could pull this all together in 3-4 sentences, what you would say?
<p>Evaluating</p>	<ul style="list-style-type: none"> • assessing the reasonableness and quality of ideas • establishing criteria for judging • verifying the accuracy of claims 	<ul style="list-style-type: none"> • judge • evaluate • rate • verify • assess • define criteria 	<ul style="list-style-type: none"> • What do you think about ___? Why? • Which ___ is most significant and why? • What are your sources? How do you know they are credible? • Did you detect any biases? • Judge what would be the best way to ___ • What criteria did you use? • What is your point of view about this? • Are there other points of view about this? • How effective was ___?

Mentor Texts for Writer's Workshop:

Grade K

Fancy Nancy
Eats Shoots and Leaves
Honey I Love You
Brave Irene
Punctuation Takes a Vacation
Bunny Cakes
Roller Coaster
Hey Pancake

Grade 1

Fancy Nancy
Eats Shoots and Leaves
Honey I Love You
Brave Irene
Punctuation Takes a Vacation
How A House Is Built
Busy Toes
Hello Ocean
Hey Pancake
Roller Coaster

Grade 2

Fancy Nancy
Eats Shoots and Leaves
Honey I Love You
Brave Irene
Punctuation Takes a Vacation
How A House Is Built
Busy Toes
Hello Ocean
Hey Pancake
Roller Coaster
Meet Danita Brown

