

# Oral Language Questioning Techniques



CELDT Level		Question Starters	Expected Responses
1	Beginning	<ul style="list-style-type: none"> <li>➤ Point to</li> <li>➤ Find the</li> <li>➤ Match</li> <li>➤ Is this a ?</li> </ul>	<p>Students use non-verbal communication or single words to...</p> <ul style="list-style-type: none"> <li>➤ Identify information</li> <li>➤ Retell basic general information</li> <li>➤ Answer literal questions</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Yes/No questions</li> <li>➤ Either/Or questions</li> <li>➤ Literal questions</li> <li>➤ Questions that generate a list of words</li> </ul>	<p>Students use phrases or simple sentences with minor errors to...</p> <ul style="list-style-type: none"> <li>➤ Describe using simple vocabulary</li> <li>➤ Retell specific information</li> <li>➤ Ask and answer literal questions</li> </ul>
2	Early Intermediate	<ul style="list-style-type: none"> <li>➤ Tell me about</li> <li>➤ Talk about</li> <li>➤ What do you think about?</li> <li>➤ Describe</li> <li>➤ Explain</li> <li>➤ Retell</li> </ul>	<p>Students use simple sentences or more detailed sentences with minor errors to...</p> <ul style="list-style-type: none"> <li>➤ Describe using sensory details</li> <li>➤ Retell specific information using visual clues</li> <li>➤ Ask and answer literal questions, and answer inferential questions with support</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Why?</li> <li>➤ How?</li> <li>➤ Given an example of</li> <li>➤ What is your opinion?</li> <li>➤ Should?</li> <li>➤ Summarize</li> <li>➤ What is the evidence?</li> </ul>	<p>Students use complex sentences with minor errors to...</p> <ul style="list-style-type: none"> <li>➤ Describe using general academic vocabulary</li> <li>➤ Retell specific information using idiomatic expressions</li> <li>➤ Ask and answer literal and inferential questions</li> </ul>
3	Intermediate	<ul style="list-style-type: none"> <li>➤ Using evidence from the text, explain why.</li> <li>➤ Using evidence from the text, explain how.</li> <li>➤ What are the reasons that</li> <li>➤ What would happen if</li> <li>➤ Compare</li> <li>➤ How are these different?</li> <li>➤ How are these the same?</li> </ul>	<p>Students use complex and detailed sentences to...</p> <ul style="list-style-type: none"> <li>➤ Describe using specific academic and/or figurative language</li> <li>➤ Retell specific information with native-like speech</li> <li>➤ Ask and answer literal and inferential questions with native-like speech</li> </ul>
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4	Early Advanced	<ul style="list-style-type: none"> <li>➤ Why?</li> <li>➤ How?</li> <li>➤ Given an example of</li> <li>➤ What is your opinion?</li> <li>➤ Should?</li> <li>➤ Summarize</li> <li>➤ What is the evidence?</li> </ul>	<p>Students use complex sentences with minor errors to...</p> <ul style="list-style-type: none"> <li>➤ Describe using general academic vocabulary</li> <li>➤ Retell specific information using idiomatic expressions</li> <li>➤ Ask and answer literal and inferential questions</li> </ul>
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5	Advanced	<ul style="list-style-type: none"> <li>➤ Using evidence from the text, explain why.</li> <li>➤ Using evidence from the text, explain how.</li> <li>➤ What are the reasons that</li> <li>➤ What would happen if</li> <li>➤ Compare</li> <li>➤ How are these different?</li> <li>➤ How are these the same?</li> </ul>	<p>Students use complex and detailed sentences to...</p> <ul style="list-style-type: none"> <li>➤ Describe using specific academic and/or figurative language</li> <li>➤ Retell specific information with native-like speech</li> <li>➤ Ask and answer literal and inferential questions with native-like speech</li> </ul>
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## Sample Questions and Answers

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1	Beginning	Point to the main character.	(student points to Goldilocks)  <u>The main character is Goldilocks.</u>
2	Early Intermediate	How many bears are in the story?	<u>There are three bears in the story.</u>
3	Intermediate	Describe what Goldilocks saw when she entered the house.	<u>When Goldilocks entered the house, she saw three bowls of porridge on the table.</u>
4	Early Advanced	How did Goldilocks react when she tasted the porridge?	<u>When Goldilocks tasted the porridge, she reacted by deciding that the first was too hot and the second was too cold, but the third was just right.</u>
5	Advanced	How would the story have been different if the bears had finished their porridge before leaving the house?	<u>If the bears had finished their porridge before leaving the house, one way the story would have been different is...</u>