

QUESTIONING FOR QUALITY THINKING

Recalling

Who, what, when, where, how _____?

Comparing

How is _____ similar to/different from _____?

Identifying Attributes and Components

What are the characteristics/parts of _____?

Classifying

How might we organize _____ into categories?

Ordering

Arrange _____ into sequence according to _____.

Identifying Relationships and Patterns

Develop an outline/diagram/web of _____.

Representing

In what other ways might we show/illustrate _____?

Identifying Main Ideas

What is the key concept/issue in _____?

Retell the main idea of _____ in your own words.

Identifying Errors

What is wrong with _____?

Inferring

What might we infer from _____?

What conclusions might be drawn from _____?

Predicting

What might happen if _____?

Elaborating

What ideas/details can you add to _____?

Give an example of _____.

Summarizing

Can you summarize _____?

Establishing Criteria

What criteria would you use to judge/evaluate _____?

Verifying

What evidence supports _____?

How might we prove/confirm _____?

STRATEGIES TO EXTEND THINKING

- Remember wait time
Provide at least five seconds of thinking time after a question and after a response.
- Ask follow-ups
e.g., "Why? How do you know? Do you agree? Will you give an example? Can you tell me more?"
- Cue responses to open ended questions
e.g., "There is not a single correct answer to this question. I want you to consider alternatives."
- Use think-pair-share
Allow individual thinking time, discussion with a partner, and then open up for class discussion.
- Call on students randomly
Avoid the pattern of only calling on those students with raised hands.
- Ask students to unpack their thinking
e.g., "Describe how you arrived at your answer."
- Ask for summary to promote active listening
e.g., "Could you please summarize our discussion thus far?"
- Challenge reasoning
Require students to defend their reasoning against different points of view.
- Survey the class
e.g., "How many people agree with the author's point of view?" (thumbs up, thumbs down)
- Allow for student calling
e.g., "Richard, will you please call on someone to respond?"
- Encourage student questioning
Provide opportunities for students to generate their own questions.