

**FIGURE 4.8:**  
**QUESTIONING FOR HIGH-LEVEL THINKING**

Engaged students should elaborate, clarify, and support ideas with examples, paraphrase as they build on and question input from others, and synthesize and reach decisions as group work concludes. Provide time for academic conversations so students use key vocabulary in context, learn from one another, benefit from multiple points of view, and extend meaning beyond prior knowledge. To facilitate critical and creative thinking, ask these questions as you interact with students or provide a selection of these questions as guides to small groups applying respectful questioning.

- "Tell me about your work."
- "What do you already know and understand about this?"
- "How would you \_\_\_\_\_?"
- "Why did you \_\_\_\_\_?"
- "How do you know \_\_\_\_\_?"
- "How did you decide whether \_\_\_\_\_?"
- "Describe what you did."

**AS STUDENTS WORK, ASK...**

- "Elaborate what you mean."
- "How did you figure that out?"
- "Why do you think that?"
- "Is that a reasonable answer? Why?"
- "What if \_\_\_\_\_?"
- "How is this like \_\_\_\_\_?"
- "How could you do this another way? "
- "What is a significant question you would ask? "
- "Identify a potential problem or issue."



**AFTER STUDENTS FINISH, ASK...**

- "How did you arrive at your answer?"
- "What evidence do you have to support that?"
- "Who might have a different perspective? Why?"
- "How might someone get the same answer but by a different way of reasoning?"
- "How would you explain this to someone else?"
- "What question is essential to this topic?"
- "How could you use this to \_\_\_\_\_?"
- "What is the most important thing you learned?"
- "What do you not understand?"
- "What is something you are doing to help yourself learn?"
- "Does this lead you to another question or problem? Explain."