Answers to Chapter 2: Comprehension Questions

1. *Why are detail questions so important to the questioning sequence? What is the most important consideration when designing detail questions?*

Details are the building blocks of complex ideas and mental constructs. They provide the material for students to use as they engage in higher-order thinking. If students aren’t clear about the details of a topic, they will have trouble with more complex questions because they are missing key information. When designing detail questions, teachers should try to draw out what students already know about a topic. Additionally, detail questions can be designed to surface students’ misconceptions about a topic so that the teacher can correct them or help students clarify their thinking.

2. *During the category phase, how should teachers select appropriate categories for questioning sequences?*

The categories that a teacher decides to focus on should be determined by the learning goals for the unit. If the learning goals highlight several categories, the teacher might decide to focus on multiple categories during this phase. If this is the case, the teacher may want to divide students into groups, allowing each group to focus on one category as they proceed into the third and fourth phases of the questioning sequence.

3. *How is the argumentation process incorporated into the elaboration and evidence phases of a questioning sequence?*

Argumentation, or the process of making and supporting claims, is central to both the elaboration and evidence phases of the questioning sequence. During elaboration, students answer questions about the reasons, effects, and hypothetical outcomes of the characteristics they identified during the category phase. As they answer these questions, they form conclusions or claims about specific categories. Students then support and defend the claims during the evidence phase.

4. *What should students be able to explain about their elaborations or conclusions during the evidence phase?*

During the evidence phase, students should be able to explain the reasoning they used to construct their elaborations, qualify or restrict some of their conclusions, find errors in their reasoning, and examine their elaborations from different perspectives. Additionally, they should be able to provide sources that support their conclusions.