

## Answers to Chapter 5: Comprehension Questions

1. *How can teachers track students' work during questioning sequences that occur within a single lesson?*

Teachers can use academic notebooks or sheets of paper to track students' work during a questioning sequence. Since questioning sequences that occur within a single lesson often do not involve extended research in external sources or extensive development of claims and evidence, students can simply write down their claims on a piece of paper and then list evidence that supports those elaborations. These can be kept in students' academic notebooks or turned in to the teacher at the end of class.

2. *What are the three types of support for a claim? What are the four types of errors that often occur in evidence?*

Claims are supported with grounds, backing, and qualifiers. Grounds are the reasons one believes a claim to be true and are often signaled by the word *because*. Backing provides information about why the grounds are true. There are three types of backing: (1) factual information, (2) expert opinion, and (3) research results. Qualifiers are exceptions to a claim; they explain instances or circumstances under which a claim might not be true. The four types of errors that occur in evidence are (1) errors of faulty logic, (2) errors of attack, (3) errors of weak reference, and (4) errors of misinformation.

3. *What effect does the use of external sources have on a questioning sequence?*

Typically, the use of external sources requires a questioning sequence to extend beyond a single class period. Since students need time to find, read, and gather information from external sources, teachers will often begin a questioning sequence in one class, allow students time to consult external sources between classes, and continue the questioning sequence during class the next day.

4. *What aspects of a questioning sequence should a teacher plan in advance?*

First and foremost, a teacher should identify the focus of a questioning sequence by analyzing the specific aspects of knowledge and skill articulated in a standard or learning goal. Then, the teacher should consider the extent to which students will consult external sources, the extent to which students will be asked to formally generate and defend claims, and when students will work individually and in groups during a questioning sequence. These three aspects (consulting external sources, generating and defending claims, and working in groups) will likely extend the questioning sequence across multiple class periods. When planning questioning sequences that extend across several class periods, the teacher should determine which phases will occur during which class periods and how much time will be allotted for students to engage in extended tasks related to the questioning sequence.