

## Questions to Check for Understanding

Question	Purpose	Examples
Elicitation questions	To unearth misconceptions and check for factual knowledge	Who ...? What ...? When ...? Where ...? Why ...? How ...?
Divergent questions	To discover how the student uses existing knowledge to formulate new understandings	Why does water look blue in a lake, but clear in a glass?  Do good governments and bad governments have anything in common?
Elaboration questions	To extend the length and complexity of the response	Can you tell me more about that?
Clarification questions	To gain further details	Can you show me where you found that information?  Why did you choose that answer?
Heuristic questions	To determine the learner's ability to problem-solve	How would you set up this word problem?  If I were looking for information about spring in this book, where could I look?  How do you know when you have run out of ways to answer this question?
Inventive questions	To stimulate imaginative thought	If you could, what advice would you have given to Napoleon at the Battle of Waterloo?  Who would you recommend this book to?

## Prompts for Early Readers

<b>Graphophonics</b>	<b>Syntax</b>	<b>Semantics</b>	<b>Pragmatics</b>	<b>General Problem-Solving</b>
<p>Does it look right?</p> <p>Cover the _____ to make the sound.</p> <p>Does that word look like another word you know?</p> <p>Did you see that word before on this page?</p>	<p>Does it sound right?</p> <p>Can you change the words so it will sound right?</p> <p>How would you say it?</p> <p>Make it sound like talking.</p>	<p>Does it make sense?</p> <p>Is that the word you expected to see there?</p> <p>What do you expect to happen next in the story? Check to see if you're right.</p> <p>Is there another word that would fit there and still make sense?</p>	<p>Does that seem true to you?</p> <p>Think about what you already know about _____.</p> <p>Think about who is talking in the story.</p> <p>Would _____ do (or say) that?</p>	<p>Where is the tricky part?</p> <p>Were you right?</p> <p>How can you fix that?</p> <p>What can you do to help yourself?</p>

## Prompts for Older Readers

<b>Before the Reading</b>	<b>During the Reading</b>	<b>After the Reading</b>
<p>Based on this title, what do you expect this book will be about?</p> <p>Have you read other books by this author? What do you expect?</p> <p>What do you already know about _____ before you begin reading?</p> <p>When you read the reviews on the back cover, did it change your expectations?</p>	<p>What do you know about _____ so far?</p> <p>What do you expect will happen next?</p> <p>What has happened so far? Take a look in the text for clues.</p> <p>Have you experienced something like this?</p>	<p>What surprised you? Was that what the author wanted?</p> <p>Does this remind you of any other books you've read?</p> <p>If a person wanted to know more about this subject, where could they look?</p> <p>Who would you recommend this to?</p>

### Examples of verbal and emphasis cues

Verbal Cues	Emphasis Cues
<p>”You need to underline... “</p> <p>“Listen carefully to this next direction...”</p> <p>“This is important...”</p> <p>“Be sure to write this down in your notes...”</p> <p>“Get your mouth ready to say this word.”</p> <p>“You said _____. Does that sound right?”</p> <p>“Try that again.”</p> <p>“Try it another way.”</p> <p>“Look at that last part of that paragraph.”</p> <p>“The next step is...”</p> <p>“This is a tricky part. Be sure...”</p> <p>“Watch out! This is where lots of people make a mistake.”</p> <p>“Remember to...”</p>	<p>Repeating a student’s statement</p> <p>Using intonation to stress a word or phrase</p> <p>Slowing the rate of speech</p> <p>Changing the volume of speech to emphasize a word or phrase</p> <p>Pausing after beginning a statement in order to allow the student to complete the thought.</p>