

*Possible Question-Starters for Higher-Level Types of Questions*

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Type of Question	Question-Starters (taken from Ciardiello, 1998, 2012/2013)
Divergent Thinking	<ul style="list-style-type: none"><li>• If...then...</li><li>• How might...?</li><li>• Can you create...?</li><li>• What are some possible consequences...?</li><li>• Can it be inferred that...?</li><li>• What is another way to interpret...?</li><li>• What are other ways to think about...?</li><li>• What predictions can be made from...?</li><li>• Imagine that...</li><li>• Suppose so and so...</li></ul>
Evaluative Thinking	<ul style="list-style-type: none"><li>• What do you think...?</li><li>• What is your opinion...?</li><li>• Have I found sufficient evidence to support...?</li><li>• How can I defend my position?</li><li>• Do I need to pause and ponder before...?</li><li>• Do I have enough information...?</li><li>• How can I justify my belief...?</li><li>• How can I assess my ability to...?</li><li>• Can I make the assumption that...?</li></ul>

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Ciardiello, A. V. (1998). Did you ask a good question today? Alternative cognitive and metacognitive strategies. *Journal of Adolescent and Adult Literacy*, 42(3), 210-219. Retrieved from <http://www.jstor.org/stable/40014681>

Ciardiello, A. V. (2012/2013). Did you ask a good common core question today? The cognitive and metacognitive dimensions of enhanced inquiry skills. *Reading Today*, 30(3), 14-16

*Signal Words, Phrases and Question Stems*

Researcher and Year	Signal Words, Phrases and Question Stems
King, 1999	<ul style="list-style-type: none"> <li>• How are _____ and _____ alike?</li> <li>• What is the main idea of _____?</li> <li>• How does _____ tie in with what we have learned before?</li> </ul>
Gunn, 2008	<ul style="list-style-type: none"> <li>• What do you think might occur if _____?</li> <li>• What information do we already have about?</li> <li>• How does it apply to _____?</li> <li>• Are there any differences between _____ and _____? Explain.</li> <li>• _____ appears to be a problem because ____.</li> <li>• What are possible solutions?</li> <li>• The author(s) states that _____.</li> <li>• Explain why this statement is true or false.</li> <li>• Compare _____ and/with _____ in regards to _____.</li> <li>• Explain your answer.</li> </ul>
Raphael, 1984, 1986	<ul style="list-style-type: none"> <li>• Contrast                      Compare</li> <li>• Explain                        Summarize</li> <li>• How can you conclude _____?</li> <li>• What biases or beliefs are _____?</li> <li>• How do you know _____?</li> <li>• Do you believe _____</li> </ul>

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Gunn, T.M. (2008). The effects of questioning on text processing. *Reading Psychology: An International Quarterly*, 29 (5), 405-442.

King, A. (1994). Autonomy and question asking: The role of personal control in guided student- generated questioning. *Learning and Individual Differences*, 6(2), 163-185.

Raphael, T. E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading*, 27(4), 303-311.

Raphael, T. F. (1986). Teaching question-answer relationships, revisited. *The Reading Teacher*, 39(6), 516-522.

