Figure 2.2: Options Within the Phases of a Questioning Sequence

## Details Categories **Elaborations Evidence Options** Options **Options** Options Ask students to explain · Ask questions about important · Ask students to identify · Ask students to identify details; areas of focus might examples within a category reasons for characteristics sources that support their include:

products Naturally occurring objects or animals

Organizations or groups

Intellectual or artistic

- Naturally occurring places
- Manmade objects
- Manmade places
- Events

People

- Natural phenomena
- Physical actions
- Mental actions
- · Feelings, conditions, or
- Human constructs (ways of organizing the world)
- · Use unit goals to guide selection of details and the categories into which they will be organized

- · Ask students to describe the general characteristics of a
- category Ask students to make
- comparisons within and across categories
- (Why? questions)
- · Ask students to describe the effects of specific characteristics
- Ask students to project what might occur under certain conditions (What if? questions)
- elaborations
- · Ask students to explain the reasoning they used to construct their elaborations
- · Ask students to qualify or restrict some of their conclusions
- · Ask students to find errors in the reasoning used to construct their elaborations
- · Ask students to examine their elaborations from different perspectives