

TABLE 18.3

## Question Stems for Reciprocal Questioning

TYPE OF PROMPT	PURPOSE	EXAMPLES
Comprehension checking	To enable students to test themselves	<ul style="list-style-type: none"> <li>• What does . . . mean?</li> <li>• Describe in your own words . . .</li> <li>• What is a new example of . . . ?</li> </ul>
Knowledge constructing	To construct new knowledge and integrate it with prior knowledge by: <ul style="list-style-type: none"> <li>• explaining</li> <li>• making evaluative, comparative, or evidential connections within the material</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why . . . .</li> <li>• Explain how . . . .</li> <li>• How do you account for . . . ?</li> <li>• How does . . . tie in with what we learned before?</li> <li>• What conclusions can you draw about . . . ?</li> <li>• What would happen if . . . ?</li> <li>• How would . . . affect . . . ?</li> <li>• What do you think causes . . . ?</li> <li>• What are the strengths and weaknesses of . . . ?</li> </ul>
Thought provoking	To create cognitive conflict through expression of different points of view	<ul style="list-style-type: none"> <li>• What do you think would happen if . . . ?</li> <li>• Do you agree or disagree with this statement? Why or why not?</li> <li>• What is the best . . . and why?</li> </ul>
Metacognitive	To monitor thinking and learning	<ul style="list-style-type: none"> <li>• What made you think of that?</li> <li>• What is your reasoning?</li> </ul>

SOURCE: Adapted from King, 2002.