

**Figure 7.4** Types of Prompts

Type of Prompt	Definition	Example
Background knowledge	Reference to content that the student already knows, has been taught, or has experienced but has temporarily forgotten or is not applying correctly	<ul style="list-style-type: none"><li>When trying to solve a right-triangle problem, the professor says, “What do you recall about the degrees inside a triangle?”</li><li>As part of a science passage about the water cycle, the professor says, “What do you remember about energy transfer with the states of matter?”</li></ul>
Process or procedure	Reference to established or generally agreed-upon representation, rules, or guidelines that the student is not following due to error or misconception	<ul style="list-style-type: none"><li>When a student incorrectly orders fractions thinking the greater the denominator, the greater the fraction, the teacher might say, “Draw a picture of each fraction. What do you notice about the size of the fraction and the number in the denominator?”</li><li>When a student was unsure about how to start solving a problem, the professor said, “Think about which of the problem solving strategies we have used that might help you get started.”</li><li>When the student has difficulty starting to develop a writing outline, the professor says, “I’m thinking about the mnemonic we’ve used for organizing an explanatory article.”</li></ul>
Reflective	Promotion of metacognition—getting the student to think about their thinking—so that the student can use the resulting insight to determine next steps or the solution to a problem	<ul style="list-style-type: none"><li>The student has just produced a solution incorrectly, and the professor says, “Does that make sense? Think about the numbers you are working with and the meaning of the operation.”</li><li>A professor says, “I see you’re thinking strategically. What would be the next logical step?”</li><li>When the student fails to include evidence in their writing, the professor says, “What are we learning today? What was our purpose?”</li></ul>
Heuristic	Engagement in an informal, self-directed problem-solving procedure  The approach the student comes up with does not have to be like anyone else’s approach, but it does need to work	<ul style="list-style-type: none"><li>When the student does not get the correct answer to a math problem, the professor says, “Maybe drawing a visual representation would help you see the problem.”</li><li>When the student has difficulty explaining the relationships between characters in a text, the professor says, “Maybe drawing a visual representation of the main character’s connections to one another will help you.”</li></ul>

Type of Prompt	Definition	Example
		<ul style="list-style-type: none"><li>• When the student does not get the correct answer to a math problem, the professor says, “Maybe drawing a visual representation would help you see the problem.”</li><li>• When the student has difficulty explaining the relationships between characters in a text, the professor says, “Maybe drawing a visual representation of the main character’s connections to one another will help you.”</li></ul>

*Source:* Adapted from Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.