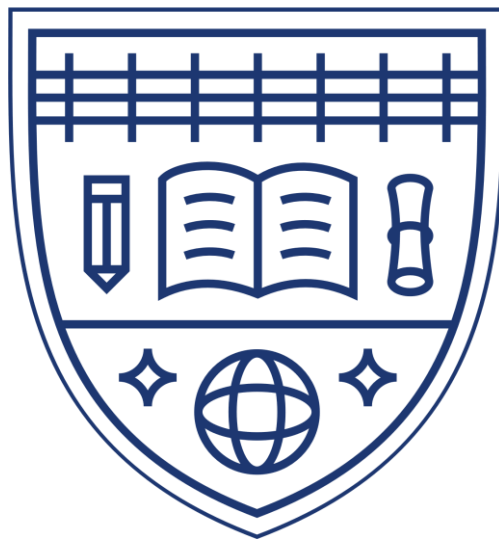


Question Stems

3rd Grade ELA

F C P S



P-12 Question Stems (pages 1-14)
3rd Grade ELA Question Stems (pages 15-28)
References (page 29)

Question Stem Purpose Statement:

Teachers can use Bloom's and Webb's question stems to enhance student learning and promote higher-order thinking skills. By incorporating these question stems into their instruction, teachers can challenge students to think critically, analyze information, and apply their knowledge in meaningful ways. These question stems provide a framework for designing rigorous and engaging lessons that go beyond simple recall and encourage students to delve deeper into the content. By using Bloom's and Webb's question stems, teachers can foster a classroom environment that promotes active learning, problem-solving, and the development of essential 21st-century skills.

Connection to the FCPS Comprehensive District Improvement Plan

Accelerated Learning- All schools will develop and implement standards-based instruction to accelerated learning.

Goal Alignment- Achievement Gap, Student Progress

Strategy- KCWP 1, 2

Activities- Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.

Measure/Monitoring- Walkthrough tools, PLC documentation, student artifacts, assessment outcomes

Connections to FCPS Instructional Playbook “Tights” and Next Steps

Planning and Environment

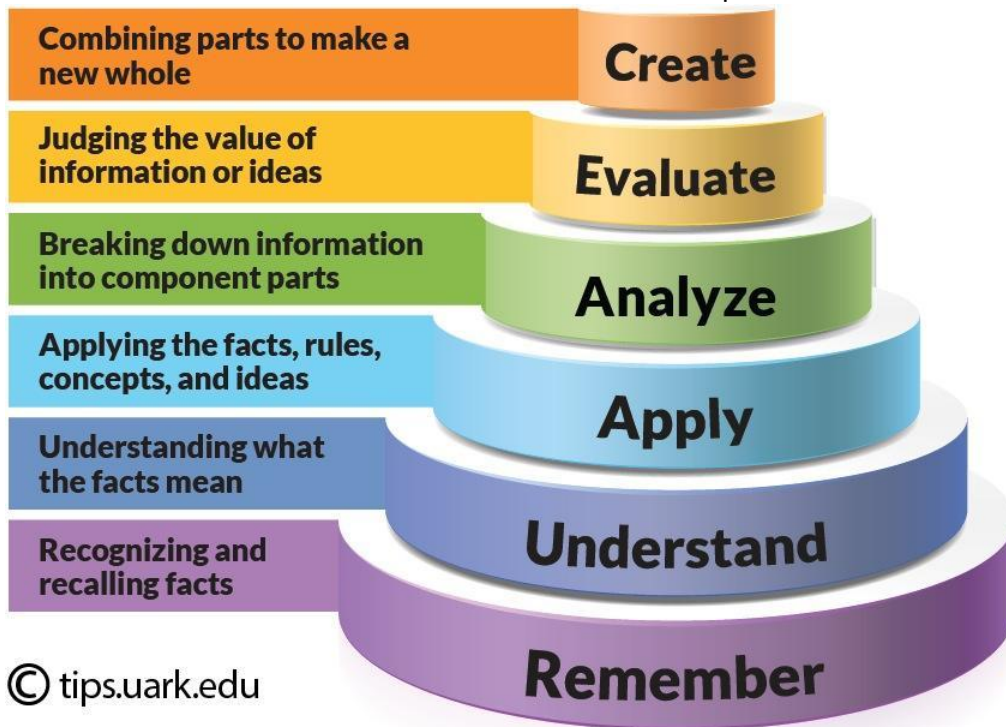
- Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
- Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of your course:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom's Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. We have updated this pyramid into a "cake-style" hierarchy to emphasize that each level is built on a foundation of the previous levels.



Bloom's Critical Thinking Skills

<p><u>LEVEL 1</u> <u>Remembering</u> Retrieval: Recognizing and Recalling</p>	<p>Cite, choose, define, describe, draw, enumerate, fill-in-the blank, find, list, identify, index, indicate, label, list, locate, match, meet, memorize, name, outline, point, quote, read, recall, recite, recognize, record, relate, repeat, reproduce, review, select, show, spell, state, study, tabulate, tell, trace, underline, who, what, when, when, where, why, what is, write</p>
<p><u>Level 2</u> <u>Understanding</u> Comprehension: Integrating</p>	<p>Add, approximate, articulate, associate, characterize, clarify, classify, compare, compute, contrast, convert, defend, describe, detail, differentiate, discuss, distinguish, elaborate, estimate, example, explain, express, extend, factor, generalize, give, illustrate, infer, interact, interpolate, interpret, observe, outline, paraphrase, predict, put in order, relate, rephrase, restate, retell in your own words, review, rewrite, show, subtract, summarize, trace, translate, visualize,</p>
<p><u>Level 3</u> <u>Applying</u> Analysis: Matching</p>	<p>Acquire, adapt, allocate, alphabetize, apply, ascertain, assign, attain, avoid, back up, build, calculate, capture, change, choose, classify, complete, compute, construct, customize, demonstrate, depreciate, derive, determine, develop, diminish, discover, draw, employ, examine, exercise, experiment, explore, expose, express, factor, figure, give an example, graph, handle, illustrate, interconvert, interview, investigate, manipulate, model, modify, operate, organize, personalize, plan, plot, practice, predict, prepare, price, process, produce, project, provide, relate, round off, select, sequence, show, simulate, sketch, solve, subscribe, tabulate, translate, use, utilize</p>

<p><u>Level 4</u> <u>Analyzing</u> Knowledge Utilization: Investigating</p>	<p>Analyze, audit, blueprint, breadboard, break down, characterize, categorize, classify, compare, conclusion, confirm, contrast, correlate, detect, debate, deduct, diagnose, diagram, differentiate, discriminate, discover, dissect, distinction, distinguish, document, ensure, examine, explain, explore, figure out, file, function, group, identify, illustrate, infer, inspect, interrupt, inventory, investigate, layout, list, manage, maximize, motive, optimize, order, point out, prioritize, proofread, query, relate, relationships, select, separate, simplify, subdivide, survey, theme, train, transform</p>
<p><u>Level 5</u> <u>Evaluating</u> Metacognition: Monitoring Clarity</p>	<p>Adapt, appraise, assess, build, change, choose, combine, compare, compile, compose, conclude, contrast, construct, counsel, create, criticize, critique, defend, delete, design, determine, develop, discriminate, discuss, elaborate, estimate, evaluate, explain, formulate, grade, happen, hire, imagine, improve, interpret, invent, judge, justify, maximize, measure, minimize, modify, originate, plan, predict, prescribe, propose, rank, rate, recommend, release, select, solve, solution, summarize, support, suppose, test, theorize, validate, verify</p>
<p><u>Level 6</u> <u>Creating</u> Self-System: Examining Motivation</p>	<p>Abstract, agree, animate, appraise, arrange, assess, assemble, award, budget, categorize, choose, code, combine, compile, compose, conclude, construct, create, criteria, criticize, cultivate, debug, decide, deduct, defend, depict, determine, develop, devise, dictate, disprove, dispute, enhance, estimate, evaluate, explain, facilitate, format, formulate, generalize, generate, handle, import, importance, incorporate, influence, integrate, interface, interpret, join, judge, justify, lecture, mark, measure, model, modify, network, opinion, organize, outline, overhaul, perceive, plan, portray, prepare, prescribe, prioritize, produce, program, prove, rank, rate, rearrange, recommend, reconstruct, relate, revise, rewrite, rule on, select, specify, summarize, support, value</p>

Webb's Depth of Knowledge

What is DOK?

DOK, which stands for Depth of Knowledge, is a component of the Webb Alignment Tool created by Dr. Norman Webb from the University of Wisconsin. It is used to align standards with assessments and focuses on the content standard required to successfully complete a task or assessment. DOK is not a taxonomy and is not determined by the difficulty of the task, but rather by the complexity of the thinking involved. There are four levels of cognitive complexity that represent the depth of knowledge, with each level describing the type of thinking required. Higher DOK levels require greater conceptual understanding and cognitive processing by students. Students who engage with and reach higher DOK levels tend to achieve higher levels of academic success. Here are the definitions used by Webb to describe the four levels of depth of knowledge.

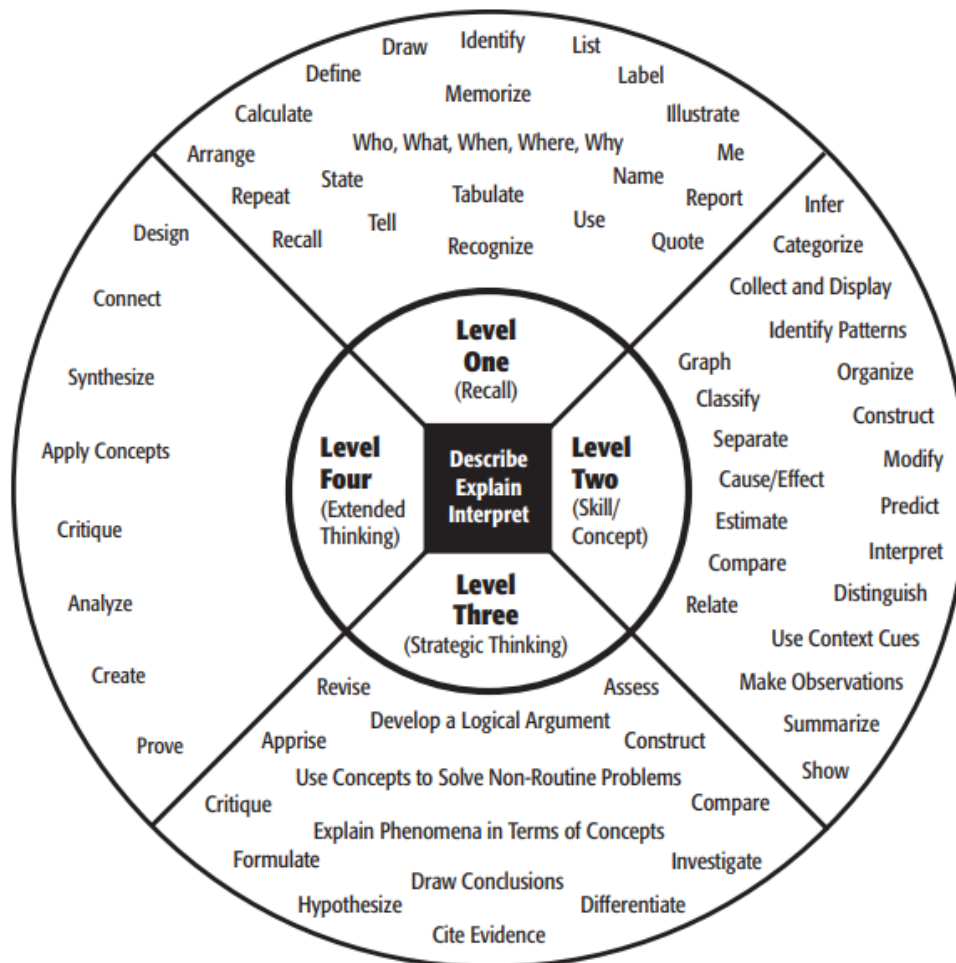
The Four Levels of Depth of Knowledge

- **DOK 1: (recall) Recall and Reproduction** — recall or recognition of a fact, information (definitions, terms, dates, etc.), concept, or procedure.
- **DOK 2: (skill/concept) Basic application of Skills and Concepts** — use of information, conceptual knowledge, following or selecting appropriate procedures, two or more steps with decision points along the way, routine problems, organizing/displaying data. This level requires mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.
- **DOK 3: (strategic thinking) Strategic Thinking** — requires reasoning, developing a plan or sequence of steps to approach a problem, some decision-making and justification, and abstract and complex thinking. DOK 3 items often have more than one possible answer (generally taking less than 10 minutes to do).
- **DOK 4: (extended thinking) Extended Thinking** — an investigation or application to real work; requires time to research, think, and process multiple conditions of the problem or task. This would include no routine manipulations across disciplines/content areas/multiple sources (requires complex reasoning, planning, developing, and thinking, most likely over an extended time, and requiring more than 10 minutes to do non-routine manipulations).

Depth of knowledge levels describes the process of thinking involved while considering the complexity of the task, not the likelihood that the task will be completed correctly. DOK levels can be cumulative; an item written to DOK 3 often contains DOK 1 and DOK 2 level demands, however, DOK levels are not additive. You cannot create a DOK level 2 activity with only DOK 1 demands, (i.e., a DOK 1 + DOK 1 does not equal a DOK 2).

Webb's DOK Levels

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006.

Webb's Question Matrix

	is are was	did do does	can	could should would	will	might
	Factual and Recall - DOK 1			Synthesis and Application - DOK 3		
Who	Who is...? Who are...? Who was...?	Who did...? Who does...?	Who can...?	Who could...? Who should...? Who would...?	Who will...?	Who might...?
What	What is...? What are...? What was...?	What did...? What do...? What does...?	What can...?	What could...? What should...? What would...?	What will...?	What might...?
Where	Where is...? Where are...? Where was...?	Where did...? Where do...? Where does...?	Where can...?	Where could...? Where should...? Where would...?	Where will...?	Where might...?
When	When is...? When are...? When was...?	When did...? When do...? When does...?	When can...?	When could...? When should...? When would...?	When will...?	When might...?
	Application and Analysis - DOK 2			Evaluating and Creating - DOK 4		
How	How is...? How are...? How was...?	How did...? How do...? How does...?	How can...?	How could...? How should...? How would...?	How will...?	How might...?
Why	Why is...? Why are...? Why was...?	Why did...? Why do...? Why does...?	Why can...?	Why could...? Why should...? Why would...?	Why will...?	Why might...?

Guidelines to use Bloom's Taxonomy and Webb's Depth of Knowledge

By combining Bloom's Taxonomy and DOK, teachers can enhance their lesson plans and assessments by accurately assessing the levels of thinking required from their students. For instance, a level 1 question may involve recalling a fact or definition, while a level 4 question may require students to analyze, evaluate, and synthesize information from multiple sources.

One way to incorporate Bloom's Taxonomy and DOK into classroom instruction is through the use of learning objectives. Teachers can align their objectives with the desired outcomes and tailor their lessons accordingly. These objectives serve as a guide for teachers in planning their lessons and assessing student learning.

To ensure effective learning objectives, they should be clear, specific, measurable, achievable, relevant, and time-bound (SMART). By incorporating Bloom's Taxonomy and DOK into the learning objectives, teachers can target specific thinking and cognitive levels of complexity.

Assessment is another area where Bloom's Taxonomy and DOK can be beneficial. Teachers can utilize both frameworks to design assessments that measure students' knowledge and understanding at different levels. This enables teachers to identify areas where students may require additional instruction or support.

Open-ended questions and tasks are valuable tools for incorporating Bloom's Taxonomy and DOK into the classroom. Open-ended questions encourage higher-level thinking and foster the development of critical thinking skills. Similarly, open-ended tasks require students to engage in various cognitive processes to complete them successfully.

By integrating Bloom's Taxonomy and DOK into classroom instruction, teachers can create effective lesson plans and assessments while assessing student knowledge and understanding at different levels. This approach provides students with opportunities to engage in higher-level thinking and develop critical thinking skills, ultimately leading to improved academic outcomes and a more rewarding teaching experience for educators.

DOK Level 1-----Recall Question Stems

Describe what happens when _____.

How is (are) _____?

How would you define _____?

How would you identify _____?

How would you outline _____?

How would you recognize _____?

List the _____ in order.

What do you remember about _____?

What is (are) _____?

What would you choose _____?

When did _____?

Where is (are) _____?

Which one _____?

Who was (were) _____?

Why did _____?

When did ___ happen?

How did ___ happen?

Who was ___?

How can you recognize ___?

What is ___?

How can you find the meaning of ___?

Can you recall ___?

Can you select ___?

Can you list three ___?

How would you write ___?

What might you include on a list about ___?

Who discovered ___?

What is the formula for ___?

Can you identify ___?

How would you describe ___?

How would you show _____?

DOK Level 2— Skills and Concepts Question Stems

Elaborate on _____.
How would you explain _____?
How can you describe _____?
How would you clarify the meaning _____?
How would you compare/contrast _____?
How would you differentiate between _____ and _____?
How would you express _____?
How would you generalize _____?
How would you identify _____?
What can you infer from _____?
What can you say about _____?
What did you observe _____?
What is the main idea of _____?
What would happen if _____?
Will you restate _____?
Can you explain how _____ affected _____?
How would you apply what you learned to develop _____?
How would you compare _____? Contrast _____?
How would you classify _____?
How are _____ alike? Different?
How would you classify the type of _____?
What can you say about _____?
How would you summarize _____?
What steps are needed to edit _____?
When would you use an outline to _____?
How would you estimate _____?
How could you organize _____?
What would you use to classify _____?
What do you notice about _____?
State or interpret _____ in your own words _____ how _____?
How will you rephrase this meaning?
What facts or ideas show _____?
Which statements support _____?
Can you explain what is happening _____?
What is meant _____?
Which is the best answer?

DOK Level 3— Strategic Thinking and Reasoning Question Stems

How would you develop _____?

How would you _____?

How would you change _____?

How would you modify _____?

How would you demonstrate _____?

How would you develop _____ to present _____?

How would you present _____?

How would you solve _____?

What actions would you take to perform _____?

What examples can you find that _____?

What other way would you choose to _____?

What would the result be if _____?

Why does _____ work?

How is _____ related to _____?

What conclusions can you draw _____?

How would you adapt _____ to create a different _____?

How would you test _____?

Can you predict the outcome if _____?

What is the best answer? Why?

What conclusion can be drawn from these three texts?

What is your interpretation of this text? Support your rationale.

How would you describe the sequence of _____?

What facts would you select to support _____?

Can you elaborate on the reason _____?

What would happen if _____?

Can you formulate a theory for _____?

How would you test _____?

How would you use _____?

Can you elaborate on the reason _____?

How would you solve _____?

How would you organize and show _____?

Show your understanding of _____?

How would you apply what you learned to develop?

What questions would you ask if you interviewed _____?

Make use of these facts to _____?

What elements would you choose to change?

What facts would you select to show _____?

What inference can you make?

Can you distinguish between _____?

How would you categorize _____?

What ideas justify _____?

DOK Level 4— Extended Thinking Question Stems

Discuss the pros and cons of _____.
How can you classify _____ according to _____?
How can you compare the different parts of _____?
How can you sort the parts of _____?
How is _____ connected to _____?
Based on what you know, how would you explain _____?
What are the advantages and disadvantages of _____?
What can you infer _____?
What can you point out about _____?
What evidence in the text can you find that _____?
What explanation do you have for _____?
What ideas support/validate _____?
What is the problem with _____?
What is your analysis of _____?
Why do you think _____?
What information can you gather to support your idea about _____?
Do you agree with the actions _____? With the outcome _____?
What is your opinion of _____?
How would you prove _____? How would you disprove _____?
Can you assess the value or importance of _____?
Why did they (the character) choose _____?
What would you recommend _____?
What would you cite to defend your actions _____?
How could you determine _____?
How would you prioritize _____?
What judgment would you make about _____?
How would you justify _____?
What data was used to make the conclusion _____?
How would you compare ideas/people _____?

Bloom's Level 5— Evaluating Question Stems

Create a poem/riddle/song that explains _____?

Devise a way to _____?

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you generate a plan to _____?

How would you improve _____?

How would you portray _____?

Predict the outcome if _____?

What alternative would you suggest for _____?

What changes would you make to revise _____?

What could you invent _____?

What facts can you gather _____?

What would happen if _____?

What changes would you make to solve _____?

What would happen if ...?

Can you elaborate on the reason ...?

How would you test...?

Can you predict the outcome if...?

How would you estimate the results for...?

What facts can you compile...?

How would you adapt ____ to create a different...?

How could you change (modify) the plot (plan)...?

What could be done to maximize (minimize)...?

What could be combined to improve (change)...?

Suppose you could _____ what would you do...?

Determine the value of _____.

How could you verify _____?

How would you determine which facts _____?

How would you grade _____?

Rank the importance of _____.

Rate the _____. Explain your rating.

What choice would you have made _____? Explain your reasoning.

What criteria would you use to assess _____?

What data was used to evaluate _____?

What information would you use to prioritize _____?

What is the most important _____? Tell me why.

Bloom's Level 6—- Creating Question Stems

Create a poem/riddle/song that explains...

What is your favorite _____? Create a _____.

What would you suggest _____?

What is your opinion of _____? Support your response by creating _____.

Write a thesis, drawing conclusions from multiple sources.

Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.

Write a research paper on a topic.

Can you invent _____?

Can you propose an alternative _____?

Can you formulate a theory for _____?

In what way would you design _____?

Can you construct a model that would change _____?

Can you think of an original way for _____?

3rd Grade KSA Reading Question Stems

Students may see these examples on the KSA assessment.

- How does the phrase ____ in paragraph __ help the reader understand ____?
- Which statement **best** reflects the lesson that the end of the story teaches?
- Which word **best** describes __ (character's name) __ character in paragraph ____?
- Which **two** sentences tell how paragraph ___ fits into the overall structure of the story?
- How does _____'s perspective shape the text?
- In paragraph _____, which word or phrase helps the reader better understand _____?
- Move **two** details into the correct boxes to show _____. (5 options given)
- Why is _____ so _____ in the (beginning, middle, end) of the story? Select **two** correct answers.
- Which evidence **best** supports the lesson that _____?
- How does paragraph __ fit into the structure of the story?
- What is the purpose of paragraph(s) _____?
- Why is the photograph of _____ included in the article?
- What does the author suggest by using the phrase “_____” in paragraph ___?
- Which detail in paragraph ___ **best** helps the readers understand the phrase “_____”
- The passage tells details about _____. Move the phrases to match the _____ with the _____.
- Which phrase **best** tells the purpose of paragraph(s) _____?
- Which details in paragraph _____ of the passage **best** show the main idea that _____? Select **two** correct answers.
- What happens **first** after _____?
- Which detail from paragraph _____ **best** helps the readers understand the phrase “_____”?
- How do both authors support the claim that _____? Support your answer with evidence from both texts. (short answer)
- Both passages are written about _____. How do the photographs in _____ contribute to the texts?
- What is the central idea in **both** passages?
- How is the information about _____ related in both passages?
- Explain how the two authors present different facts to support the idea that _____. Support your answer with evidence from both texts. (short answer)

****These would be great to use in daily exit slips or unit assessment questions.**

RL.3.2 - Key Ideas and Details

Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

DOK-1

What does the word theme mean?
 What is a central message?
 Which of these is the main idea of this story (fable, folktale, myth)?
 What is the message of this text?
 Tell me what happened when _____ (key detail)?
 What happened at the beginning, middle, and end of the text?
 What is a summary of this text?
 What is the lesson you should learn from this story?
 What is this story trying to teach?
 What is the moral of the story?
 What is the main idea or message of the summary?
 Can you identify any specific details or events mentioned in the summary?
 What information from the summary helps you understand the theme or lesson learned?
 Can you find any clues or hints in the summary that suggest the moral of the story?
 How does the summary provide insight into the cultural context of the fable, folktale, or myth?

DOK-2

What does _____ represent in the story?
 How does (character name) actions help you understand the theme?
 What are the most important events (key details) in the text?
 Which of these is a good summary sentence ____?
 Write a sentence to explain the theme of the text using text evidence to support your answer.
 How does _____ contribute to the theme of the text?
 Paragraph _____ is important to the theme of the story because it shows _____.
 How is the theme of _____ similar to the theme of _____? Explain using text evidence.
 How does the summary compare to other fables, folktales, or myths you have read?
 Can you analyze the cause-and-effect relationships presented in the summary?
 What connections can you make between the events in the summary and real-life situations?
 How does the summary illustrate the theme or lesson learned through the actions of the characters?
 Can you explain the significance of specific symbols or motifs mentioned in the summary?

DOK-3

How does the author convey the lesson or theme of the text?
 What is the most important information the author wants you to know?
 Can you explain how _____ affected _____?
 Summarize in a paragraph the theme or central message of the text?
 Which of these sentences does not support the theme of the text?
 Can there be another theme to the text? If so, explain your thought using text evidence.
 How can you evaluate the relevance and reliability of the information presented in the summary?
 Can you analyze the author's use of figurative language or literary devices to convey the theme or lesson learned?
 What connections can you make between the cultural context of the fable, folktale, or myth and its theme or moral?
 How does the summary reflect the values or beliefs of the culture from which it originated?
 Can you identify any underlying assumptions or biases in the summary that may influence the theme or lesson learned?

DOK-4

How might you rewrite the summary to emphasize a different theme or lesson learned?
 Can you create a visual representation or model that illustrates the relationships between the characters, events, and the theme or moral of the story?
 What alternative interpretations or analyses can you propose based on the summary and additional research?
 How can you develop a research-based argument or position using evidence from the summary to support your analysis of the theme or lesson learned?
 Can you generate new insights or perspectives by synthesizing information from the summary with other cultural or historical contexts?

RI.3.2 - Key Ideas and Details

Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

DOK-1

What is a relevant detail?

The author wrote this text mainly to _____.

What happens in this text?

What is the central idea of the entire passage? What details tell more about that idea?

What is the central idea of just this paragraph? What details support the main idea?

What is the main point or message of the summary?

Can you identify any specific details or examples mentioned in the summary?

What information from the summary helps you understand the central idea?

Can you find any clues or evidence in the summary that support the central idea?

How does the summary provide insight into the overall focus or topic of the text?

DOK-2

Which of the following quotes from the text supports the central idea?

Why is _____ a good title for this article? How do the details support this being a good title?

If you were going to make a new title, what would it be? What details gave you the idea for that title?

What do you think the author wants the reader to know?

Write a sentence to explain the central idea of the text using relevant details.

How does _____ contribute to the topic of this text?

How does the author use _____ to describe?

Which of these is not a relevant detail that supports the central idea of the text?

How does the summary compare to other texts you have read on a similar topic?

Can you analyze the cause-and-effect relationships presented in the summary?

What connections can you make between the details in the summary and real-life situations?

How do the examples or evidence in the summary contribute to the development of the central idea?

Can you explain the significance of specific details or examples mentioned in the summary?

DOK-3

How does the author develop the main topic using relevant details?

How does the author convey the central idea of the text?

What is the most important information about the central idea that the author wants you to know?

Which of these details does not support the central idea of the text?

Is _____ a good title for the text? Why or why not?

Summarize, in your own words, the central idea of the text, including relevant details.

How can you evaluate the relevance and reliability of the information presented in the summary?

Can you analyze the author's use of persuasive techniques or rhetorical devices to convey the central idea?

What connections can you make between the central idea and broader themes or issues?

How does the summary reflect the author's perspective or point of view on the topic?

Can you identify any underlying assumptions or biases in the summary that may influence the central idea?

DOK-4

How might you rewrite the summary to emphasize a different central idea?

Can you create a visual representation or model that illustrates the relationships between the details and the central idea?

What alternative interpretations or analyses can you propose based on the summary and additional research?

How can you develop a research-based argument or position using evidence from the summary to support your analysis of the central idea?

Can you generate new insights or perspectives by synthesizing information from the summary with other texts or contexts?

RL.3.3 - Key Ideas and Details

Describe characters in a story, including but not limited to their traits, motivations, actions, or feelings and how they affect the plot.

DOK-1

Which statement describes (character) best?
How does (character) feel about _____?
What happened after (character action)?
Which of these details (quotes) describes (character)?
What problem does (character) have in the story? How does he/she solve the problem?
Who are the main characters in the story?
Can you identify any specific traits or characteristics of the characters?
What actions or behaviors do the characters exhibit in the story?
How do the characters' feelings or emotions change throughout the story?
Can you describe the motivations or reasons behind the characters' actions?

DOK-2

Why did (character) do _____?
How does (character's) action contribute to (next event)?
How does the (character) feel at this part of the story? How do you know?
How does (character) actions change what happens in the story?
How is (character) different at the end of the story then at the beginning?
How does (character) react when _____? Why do they act this way?
How does (character) change throughout the story?
What are (character) personality traits? How does his/her personality affect what happens in the story?
In what ways do the characters think alike/different? Use text evidence to support your answer.
Which detail does the author provide to show us how the characters interact with each other?
How does the dialogue help you to understand the characters and their actions?
What can the reader conclude about (character)?
How do the traits of the characters influence their interactions with other characters?
Can you analyze the relationships between the characters based on their actions and behaviors?
What conflicts or challenges do the characters face in the story, and how do they respond?
How do the characters' motivations or goals drive the development of the plot?
Can you explain how the characters' traits contribute to the overall theme or message of the story?

DOK-3

Did _____ affect the outcome of the story?
How does (character) change throughout the story?
How did (character) actions affect the outcome of the story?
How are one character's actions affected by the main character's actions?
Summarize the main character's actions and the effects on the outcome of the story?
What might the main character do differently if he/she finds herself in a similar situation again?
At what point in the story were you certain that _____ had changed his/her mind about ____?
How can you evaluate the complexity or depth of the characters' traits and motivations?
Can you analyze the impact of the characters' actions on the development of the plot?
What connections can you make between the characters' feelings or emotions and their decisions?
How do the characters' relationships or interactions contribute to the resolution of the conflict?
Can you identify any internal conflicts or struggles within the characters that affect the plot?

DOK-4

How might you rewrite a scene or event from the story to explore a different aspect of a character's traits or motivations?
Can you create a visual representation or model that illustrates the relationships between the characters and their impact on the plot?
What alternative interpretations or analyses can you propose based on the characters' traits, motivations, and actions?
How can you develop a research-based argument or position about the characters' role in the story using evidence from the text?
Can you generate new insights or perspectives by synthesizing information about the characters with other texts or real-world contexts?

RI.3.3 - Key Ideas and Details

Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

DOK-1

What is the first (second) step in the procedure?
What are the most important events/ideas/steps to remember? Why are those the most important?
What caused (event)?
What effect did (event) have?
What is the effect of _____?
What happens right before _____?
Which part of the selection can the reader find information about _____?
Select the words in the text that show what information the illustration provides the reader.
In what ways does the author present information about?
What did you learn from the diagram that you did not learn from the reading?
What does the reader understand using the information from the text and the illustrations?
Who are the individuals/events/ideas/steps mentioned in the text?
Can you identify any specific details or examples that describe the individuals/events/ideas/steps?
What information from the text helps you understand the relationship between the individuals/events/ideas/steps?
Can you find any clues or evidence in the text that explain the connection between the individuals/events/ideas/steps?
How does the text provide insight into the overall progression or sequence of the individuals/events/ideas/steps?

DOK-2

How are these two ideas (events, scientific concepts) related/different?
How did the (person/animal/item) change?
How did (experiences) lead to (achievement)?
What would happen if you left out this step?
Explain why it is more efficient to use headings instead of an index to locate _____.
Why did the author use (a glossary/an index) at the end of this nonfiction text?
Which detail from the text supports the idea that _____?
What does the reader understand using the information from the text and the illustrations?
How does the text compare the characteristics or actions of different individuals/events/ideas/steps?
Can you analyze the cause-and-effect relationships presented in the text?
What connections can you make between the individuals/events/ideas/steps and real-life situations or other texts?
How do the examples or evidence in the text contribute to the understanding of the relationship between the individuals/events/ideas/steps?
Can you explain the significance or importance of specific details or examples mentioned in the text?

DOK-3

What if the events happened in a different order?
What inferences can you make about the text based on the illustrations?
Compare and contrast two text features on this page?
How can you evaluate the significance or impact of the individuals/events/ideas/steps mentioned in the text?
Can you analyze the connections between the individuals/events/ideas/steps and broader historical, scientific, or technical contexts?
What connections can you make between the individuals/events/ideas/steps and larger patterns or trends?
How does the text reflect the influence or contributions of the individuals/events/ideas/steps to a larger system or concept?
Can you identify any underlying assumptions or biases in the text that may influence the relationship between the individuals/events/ideas/steps?

DOK-4

How might you rewrite the text to emphasize a different relationship between the individuals/events/ideas/steps?
Can you create a visual representation or model that illustrates the relationships between the individuals/events/ideas/steps?
What alternative interpretations or analyses can you propose based on the text and additional research?
How can you develop a research-based argument or position using evidence from the text to support your analysis of the relationship between the individuals/events/ideas/steps?
Can you generate new insights or perspectives by synthesizing information from the text with other disciplines or real-world contexts?

RL.3.4 - Craft and Structure

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

DOK-1

What does the word _____ mean in this sentence?
What strategies can you use to help find the meaning of the word _____?
What words in the text tell you how (character) feels?
What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?
What is the meaning of the word/phrase as used in the text?
Can you identify any specific examples of literal language in the text?
What information from the text helps you understand the meaning of the word/phrase?
Can you find any clues or context in the text that help you determine the meaning?
How does the word/phrase contribute to the overall understanding of the text?

DOK-2

Which phrase best helps you understand the meaning of the word _____ in the quote _____?
What does this word mean? How do you know?
Can you think of another word to use instead of _____?
What is the tone of this writing? How do you know?
Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?
Why did the author choose this word?
How does the nonliteral language (idiom, hyperbole, etc.) contribute to the meaning of the text?
Can you analyze the impact of the figurative language on the reader's understanding?
What connections can you make between the nonliteral language and real-life situations or experiences?
How does the use of idioms or hyperboles enhance the author's message or tone?
Can you explain the significance or effect of specific examples of nonliteral language in the text?
How can you use the words and sentences around an unknown word to figure out what the (simile, idiom, alliteration, metaphor, personification, hyperbole) _____ means?
What would the literal meaning of _____ be? What is the intended meaning?

DOK-3

How can you evaluate the effectiveness or appropriateness of the nonliteral language in the text?
Can you analyze the author's purpose or intent in using specific idioms or hyperboles?
What connections can you make between the nonliteral language and the larger themes or ideas in the text?
How does the nonliteral language contribute to the development of characters or the overall plot?
Can you identify any underlying cultural or historical references in the nonliteral language that shape the meaning?
How does the word/phrase help you understand the text/meaning as a whole?
Explain why the author chose to use the words ____ on page ____ or paragraph _____.
What does the author imply by saying _____?

DOK-4

How might you rewrite a passage or scene from the text to convey the same meaning without using nonliteral language?
Can you create a visual representation or model that illustrates the impact of the nonliteral language on the text?
What alternative interpretations or analyses can you propose based on the nonliteral language and additional research?
How can you develop a research-based argument or position about the author's use of nonliteral language using evidence from the text?
Can you generate new insights or perspectives by synthesizing information about the nonliteral language with other texts or cultural contexts?

RI.3.4 - Craft and Structure

Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

DOK-1

What does the word _____ mean in this sentence? How did other words help you figure out the meaning?

What strategies can you use to help find the meaning of the word _____?

What is the meaning of the word/phrase as used in the text?

Can you identify any specific examples of general academic words or phrases in the text?

What information from the text helps you understand the meaning of the word/phrase?

Can you find any clues or context in the text that help you determine the meaning?

How does the word/phrase contribute to the overall understanding of the text?

DOK-2

Are there any words that confuse you?

What does _____ mean as it is used here? What other meanings are there for the same word?

How does the use of general academic words or phrases contribute to the clarity and precision of the text?

Can you analyze the impact of specific academic vocabulary on the reader's understanding?

What connections can you make between the general academic words or phrases and other concepts or ideas in the text?

How does the use of academic language enhance the author's argument or explanation?

Can you explain the significance or effect of specific examples of general academic words or phrases in the text?

DOK-3

What helps you understand the meaning of _____?

How can you evaluate the effectiveness or appropriateness of the general academic words or phrases in the text?

Can you analyze the author's purpose or intent in using specific academic vocabulary?

What connections can you make between the general academic words or phrases and the larger themes or ideas in the text?

How does the use of academic language contribute to the development of the author's argument or perspective?

Can you identify any underlying assumptions or biases in the use of general academic words or phrases that shape the meaning?

DOK-4

How might you rewrite a passage or section from the text to convey the same meaning without using general academic words or phrases?

Can you create a visual representation or model that illustrates the impact of the general academic words or phrases on the text?

What alternative interpretations or analyses can you propose based on the general academic words or phrases and additional research?

How can you develop a research-based argument or position about the author's use of general academic language using evidence from the text?

Can you generate new insights or perspectives by synthesizing information about the general academic words or phrases with other texts or disciplinary contexts?

RL.3.6 - Craft and Structure

Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

DOK-1

Who is the story? How do you know?

Are the narrator and the author the same person? How do you know?

What is your perspective on the events or ideas presented in the text?

Can you identify the perspective of the narrator or the characters in the text?

What information from the text helps you understand the different perspectives?

Can you find any clues or evidence in the text that reveal the perspectives of the narrator or the characters?

How does the text present different perspectives on the same topic or situation?

DOK-2

How does the narrator's perspective differ from your own?

How does the character's perspective differ from your own?

What does (character/narrator) think of (action/event)? What do you think? What would you have done differently?

How does the narrator's perspective differ from your own perspective as a reader?

Can you analyze the impact of the character's perspectives on the development of the plot or the themes of the text?

What connections can you make between the different perspectives and the conflicts or challenges in the text?

How does the text present multiple viewpoints or perspectives on a particular issue or event?

Can you explain the significance or effect of specific examples of different perspectives in the text?

DOK-3

How would the text be different if another character was telling their perspective?

Summarize who is telling the story? What evidence supports this?

Why did the narrator describe the events the way he/she did?

Can you explain how the narrator affected the story?

How can you evaluate the reliability or bias of the narrator's perspective in the text?

Can you analyze the motivations or reasons behind the characters' perspectives and how they shape their actions?

What connections can you make between the different perspectives and the larger themes or messages in the text?

How does the text challenge or complicate the reader's own perspective through the presentation of different viewpoints?

Can you identify any underlying assumptions or values in the different perspectives that shape the content of the text?

DOK-4

How might you rewrite a scene or event from the text to emphasize a different perspective?

Can you create a visual representation or model that illustrates the impact of the different perspectives on the content of the text?

What alternative interpretations or analyses can you propose based on the different perspectives and additional research?

How can you develop a research-based argument or position about the significance of the different perspectives using evidence from the text?

Can you generate new insights or perspectives by synthesizing information about the different perspectives with other texts or real-world contexts?

RI.3.6 - Craft and Structure

Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

DOK-1

Who is providing the information?

What is your perspective on the topic or ideas presented in the text?

Can you identify the author's perspective or point of view in the text?

What information from the text helps you understand the author's perspective?

Can you find any clues or evidence in the text that reveal the author's perspective?

How does the text present different perspectives on the same topic or issue?

DOK-2

Why did the author write this?

What does the author want you to learn/think/do?

Do you agree with the author? Why or why not?

How could the author convince you that _____?

How does the author's perspective differ from your own perspective as a reader?

Can you analyze the impact of the author's perspective on the development of the content or themes of the text?

What connections can you make between the author's perspective and the choices made in the style or tone of the text?

How does the text present multiple viewpoints or perspectives on a particular subject or event?

Can you explain the significance or effect of specific examples of the author's perspective in the text?

DOK-3

How can you evaluate the reliability or bias of the author's perspective in the text?

Can you analyze the motivations or reasons behind the author's perspective and how it shapes the content and style of the text?

What connections can you make between the author's perspective and the larger historical, cultural, or social context?

How does the text challenge or complicate the reader's own perspective through the presentation of the author's viewpoint?

Can you identify any underlying assumptions or values in the author's perspective that shape the content and style of the text?

DOK-4

How might you rewrite a section or passage from the text to emphasize a different perspective?

Can you create a visual representation or model that illustrates the impact of the author's perspective on the content and style of the text?

What alternative interpretations or analyses can you propose based on the author's perspective and additional research?

How can you develop a research-based argument or position about the significance of the author's perspective using evidence from the text?

Can you generate new insights or perspectives by synthesizing information about the author's perspective with other texts or real-world contexts?

RI.3.8 - Integration of Knowledge and Ideas

Describe how reasons and evidence support specific claims the author makes in a text.

DOK-1

Which words let you know what comes next?

What claims does the author make in the text?

Can you identify any specific reasons or evidence the author provides to support their claims?

What information from the text helps you understand the author's reasoning?

Can you find any examples or details in the text that serve as evidence for the author's claims?

How do the reasons and evidence provided by the author contribute to the overall understanding of the text?

DOK-2

The author says _____. What evidence/reasons does the author give to support this idea?

What is the reason for (action)?

What would happen if we put the paragraphs out of order? Would it change the meaning? Why or why not?

What is the author trying to prove in the text?

How does the author use reasons and evidence to support their claims?

Can you analyze the effectiveness or strength of the author's reasoning and evidence?

What connections can you make between the reasons and evidence and the author's main argument or thesis?

How does the author use examples, facts, or statistics to provide evidence for their claims?

Can you explain the significance or impact of specific examples of reasons and evidence in the text?

DOK-3

How are these two paragraphs/sections connected? (in time order, cause and effect, compare and contrast)

What is the logical connection between _____ and _____? How are they similar/different?

How can you evaluate the validity or reliability of the author's reasons and evidence?

Can you analyze the author's use of different types of evidence (e.g., anecdotal, empirical, expert testimony) to support their claims?

What connections can you make between the reasons and evidence and the larger context or field of study?

How does the author address counterarguments or opposing viewpoints through their reasons and evidence?

Can you identify any underlying assumptions or biases in the author's use of reasons and evidence?

DOK-4

How might you reorganize or restructure the author's reasons and evidence to strengthen their claims?

Can you create a visual representation or model that illustrates the relationship between the reasons, evidence, and claims in the text?

What alternative interpretations or analyses can you propose based on the reasons and evidence provided by the author and additional research?

How can you develop a research-based argument or position about the effectiveness of the author's reasons and evidence using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing information about the reasons and evidence with other texts or real-world contexts?

RL.3.9 - Integration of Knowledge and Ideas

Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

DOK-1

What does compare mean? What does contrast mean?

How are _____ and _____ (alike/different)?

What are the themes present in the stories written by the same author about the same or similar characters?

Can you identify any similarities or differences in the settings of these stories?

What information from the text helps you understand the plots of these stories?

Can you find any specific examples or details in the text that highlight the themes, settings, or plots?

How do the themes, settings, and plots contribute to the overall understanding of the stories?

DOK-2

How are the stories similar in (theme/setting/plot)?

How does (version 1) differ from (version 2) of this story? How are the versions the same?

How did the theme/setting/plot of the different stories stay the same? What is different?

How do the ideas in _____ compare to the ideas in _____?

How do the themes in these stories written by the same author about the same or similar characters compare or contrast with each other?

Can you analyze the impact of the different settings on the development of the plots and themes in these stories?

What connections can you make between the plots and the themes in these stories?

How do the characters' experiences in different settings shape the plots and themes of these stories?

Can you explain the significance or effect of specific examples of themes, settings, or plots in these stories?

DOK-3

What are the similarities/differences between the two stories?

What important point was key to the argument of both texts, and why _____?

How can you evaluate the author's purpose or intent in exploring similar themes, settings, and plots across these stories?

Can you analyze the author's use of literary devices or techniques to convey the themes, settings, and plots in these stories?

What connections can you make between the themes, settings, and plots and the author's larger body of work or writing style?

How do the themes, settings, and plots reflect the author's perspective or worldview?

Can you identify any underlying messages or social commentary in the exploration of these themes, settings, and plots?

DOK-4

How might you rewrite a scene or event from one of these stories to explore a different theme, setting, or plot?

Can you create a visual representation or model that illustrates the relationship between the themes, settings, and plots in these stories?

What alternative interpretations or analyses can you propose based on the exploration of these themes, settings, and plots and additional research?

How can you develop a research-based argument or position about the significance of the author's exploration of these themes, settings, and plots using evidence from the stories?

Can you generate new insights or perspectives by synthesizing information about the themes, settings, and plots with other texts or real-world contexts?

RI.3.9 - Integration of Knowledge and Ideas

Explain the relationship between information from two or more texts on the same theme or topic.

DOK-1

How are _____ and _____ (alike/different)?

What is the main theme or topic in each of the texts?

Can you identify any similarities or differences in the information presented in the texts?

What details or evidence from the texts support the theme or topic?

Can you find any specific examples or quotes in the texts that relate to the theme or topic?

How does the information from the texts contribute to the overall understanding of the theme or topic?

DOK-2

Which is important in both texts about _____?

How is (text 1) like (text 2)? How are they different?

How do the ideas in _____ compare to the ideas in _____?

How do the texts present similar or different perspectives on the theme or topic?

Can you analyze the evidence or examples provided in each text to support the theme or topic?

What connections can you make between the information presented in the texts and the main ideas or arguments?

How do the authors use different strategies or techniques to convey the information about the theme or topic?

Can you explain the significance or effect of specific examples or details in the texts related to the theme or topic?

DOK-3

How is the information in topic _____ related to topic _____?

Write why the relationships found in these texts are the same.

Justify why the details are different about the same topic. Use text evidence to support your answer.

How can you evaluate the credibility or reliability of the information presented in each text on the theme or topic?

Can you analyze the authors' perspectives or biases and how they shape the information in the texts?

What connections can you make between the information presented in the texts and the larger context or field of study?

How do the texts challenge or expand upon each other's ideas or arguments about the theme or topic?

Can you identify any underlying assumptions or values in the information presented in the texts?

DOK-4

How might you synthesize the information from the texts to create a new understanding or perspective on the theme or topic?

Can you create a visual representation or model that illustrates the relationship between the information presented in the texts?

What alternative interpretations or analyses can you propose based on the information from the texts and additional research?

How can you develop a research-based argument or position about the significance of the information presented in the texts using evidence from the texts and other sources?

Can you generate new insights or perspectives by synthesizing information from the texts with other texts or real-world contexts?

RL.3.10 - Range of Reading and Level of Text Complexity

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

DOK-1

What comprehension strategies can you use to help you understand the text?
What questions can you ask yourself while reading the literary text to deepen your understanding?
Can you monitor your comprehension by checking if you understand the main events and characters as you read?
How can you visualize or create mental images to help you better comprehend the literary text?
Can you use your prior knowledge to make connections with the events or characters in the text?
What strategies can you use to determine the importance of specific details or events in the text?
Can you summarize the main events or key details from the literary text in your own words?
How can you use inferencing to make educated guesses or draw conclusions based on the information in the text?
Can you identify the main idea or theme of the literary text?
What strategies can you use to synthesize information from the text to gain a deeper understanding of the story?
How can you use your prior knowledge to make predictions about what might happen next in the literary text?

DOK-2

How can you compare and contrast the different characters or events in the literary text?
Can you analyze the cause-and-effect relationships presented in the story?
What connections can you make between the events in the text and your own experiences or other texts you have read?
How does the author use descriptive language or figurative language to enhance the reader's understanding of the story?
Can you explain the sequence of events or the development of the plot in the literary text?
How do different comprehension strategies, such as questioning and monitoring, help you understand the text?

DOK-3

How can you evaluate the motivations or actions of the characters in the literary text?
Can you analyze the author's use of symbolism or imagery to convey deeper meanings in the story?
What connections can you make between the themes or messages in the literary text and real-world issues or historical events?
What connections can you make between the text and larger themes or ideas in the world?
How does the author's choice of point of view or narrative style impact the reader's understanding of the story?
Can you identify any conflicts or tensions in the literary text and analyze how they contribute to the overall meaning of the story?
How can you evaluate the effectiveness of different comprehension strategies in helping you comprehend the complex literary text?

DOK-4

How might you design a new ending or alternative resolution for the literary text?
Can you create a visual representation or model that illustrates the relationships between the characters, events, and themes in the story?
What alternative interpretations or analyses can you propose based on the literary text and additional research?
How can you develop a research-based argument or position using evidence from the literary text to support your analysis of the story?
Can you generate new insights or perspectives by synthesizing information from the literary text with other disciplines or real-world contexts?
How might you adapt or combine different comprehension strategies to enhance your understanding of complex literary texts?

RI.3.10 - Range of Reading and Level of Text Complexity

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

DOK-1

What questions can you ask yourself while reading the informational text to deepen your understanding?
Can you monitor your comprehension by checking if you understand the main ideas and key details as you read?
How can you visualize or create mental images to help you better comprehend the informational text?
Can you use your prior knowledge to make connections with the information presented in the text?
What strategies can you use to determine the importance of specific information in the text?
Can you summarize the main ideas or key details from the informational text in your own words?
How can you use inferencing to make educated guesses or draw conclusions based on the information in the text?
What strategies can you use to synthesize information from the text to gain a deeper understanding of the topic?
How can you use your prior knowledge to make predictions about what might happen next in the informational text?

DOK-2

How can you summarize the main ideas or key details from the informational text using your own words?
Can you identify the cause-and-effect relationships presented in the informational text?
How can you use visualizing or mental imagery to enhance your understanding of the informational text?
Can you explain the sequence of events or steps described in the informational text?
How do different comprehension strategies, such as questioning and monitoring, help you understand the informational text?
Can you analyze how visualizing enhances your comprehension of the information in the text?
What connections can you make between the text and your prior knowledge to deepen your understanding?
How can you use inferencing to draw conclusions or make predictions about the information in the text?
Can you synthesize information from the text to gain a deeper understanding of the overall meaning or purpose?

DOK-3

How can you evaluate the effectiveness of different comprehension strategies in helping you comprehend the complex informational text?
Can you analyze how synthesizing information from the text and your prior knowledge leads to a deeper analysis of the information?
What connections can you make between the text and larger concepts or real-world applications?
How can you determine the importance of specific details or ideas in the informational text?
Can you identify any biases or assumptions that may affect your comprehension of the information in the text?

DOK-4

How might you adapt or combine different comprehension strategies to enhance your understanding of complex informational texts?
Can you create a visual representation or model that illustrates the relationship between different comprehension strategies and their impact on your analysis of the information?
What alternative interpretations or analyses can you propose based on your use of comprehension strategies and additional research?
How can you develop a research-based argument or position about the significance of using a variety of comprehension strategies in reading and analyzing complex informational texts?
Can you generate new insights or perspectives by synthesizing information from the text with other texts or real-world contexts?

Reference Resources

3rd Grade References

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