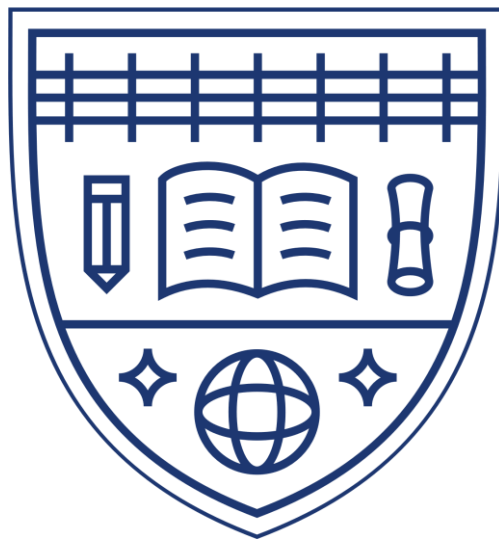


# **Question Stems**

## **5th Grade ELA**

FCPS



**P-12 Question Stems (pages 1-14)**  
**5th Grade ELA Question Stems (pages 15-30)**  
**References (page 31)**

# 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 questions 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**

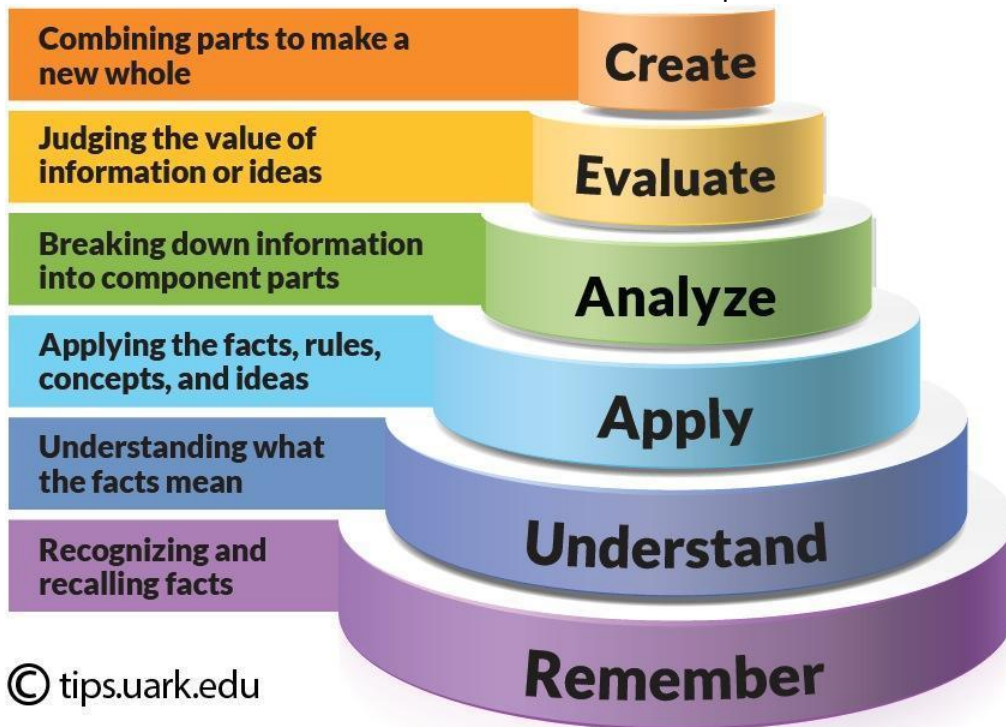
- Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
- Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

# Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different outcomes and skills 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 and 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 depends 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><b><u>LEVEL 1</u></b>  <b><u>Remembering</u></b>  <b>Retrieval:</b>  <b>Recognizing and</b>  <b>Recalling</b></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><b><u>Level 2</u></b>  <b><u>Understanding</u></b>  <b>Comprehension:</b>  <b>Integrating</b></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><b><u>Level 3</u></b>  <b><u>Applying</u></b>  <b>Analysis:</b>  <b>Matching</b></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>

**Level 4**  
**Analyzing**  
**Knowledge**  
**Utilization:**  
**Investigating**

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

**Level 5**  
**Evaluating**  
**Metacognition:**  
**Monitoring**  
**Clarity**

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

**Level 6**  
**Creating**  
**Self-System:**  
**Examining**  
**Motivation**

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

# 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.

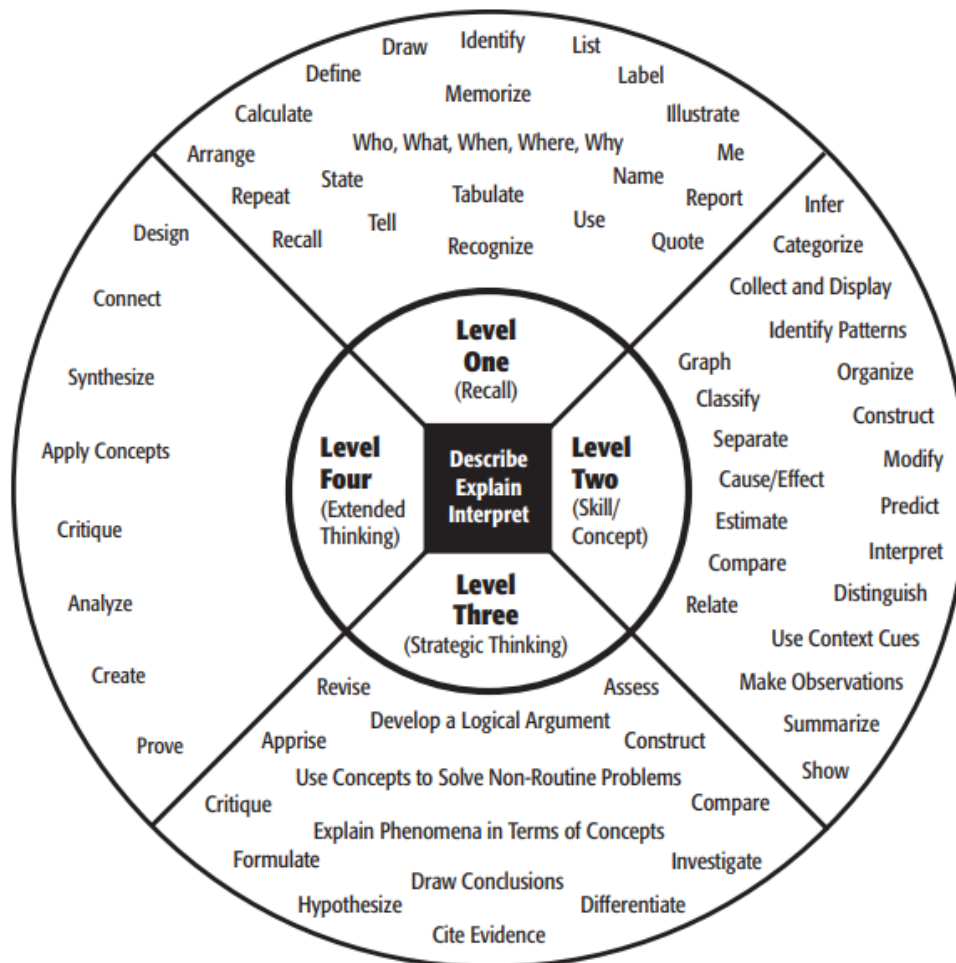
## The Four Levels of Depth of Knowledge

- **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

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

# 5th Grade KSA Reading Question Stems

**Students may see these examples on the KSA assessment.**

- Which detail from paragraph \_\_\_ **best** supports the idea that \_\_\_\_\_?
- Which detail from paragraph \_\_\_\_\_ **best** helps the reader understand the meaning of the word “\_\_\_\_\_”?
- Which details from the passage **best** shows that \_\_\_\_\_? Select two correct answers.
- In paragraph \_\_\_\_\_, what does the phrase “\_\_\_\_\_” suggest about \_\_\_\_\_?
- How does paragraph \_\_\_\_\_ reveal the \_\_\_\_\_’s perspective about \_\_\_\_\_?
- Which detail from the paragraph **best** supports the idea that \_\_\_\_\_?
- Move each description into the correct box to show whether it **best** describes \_\_\_\_\_, \_\_\_\_\_, or both \_\_\_\_\_.
- How does the passage suggest that \_\_\_\_\_?
- How do \_\_\_\_\_’s actions reflect a theme of the passage?
- Which quotations from the passage **best** support the idea that \_\_\_\_\_? Select **two** correct answers.
- What is the connection between the ideas in paragraph \_\_\_ and the ideas in paragraph \_\_\_\_\_?
- Directions: Move the correct answers to the box. Not all answers will be used. (Graphic organizer below)

In paragraph \_\_\_\_\_, the author claims that \_\_\_\_\_ Move **two** details that **best** support this claim into the box below.

- In paragraph \_\_\_\_\_, what does the description “\_\_\_\_\_” tell you about \_\_\_\_\_?
- How does the timeline add to the reader’s understanding of the passage?
- Analyze how the author supports the central idea that \_\_\_\_\_. Support your answer with evidence from the text.
- Which quotation from the passage **best** supports the idea that \_\_\_\_\_?
- Which word or phrase from paragraph \_\_\_\_\_ **best** helps the reader understand the meaning of \_\_\_\_\_?
- How does the author support the claim in paragraph \_\_\_\_\_ that \_\_\_\_\_? Select **two** correct answers.
- What is the connection between the picture and the information in the passage?
- Which sentence **best** states the central idea of the text?
- Complete the sentence by selecting the correct answers from drop-down menus.
- How do the passages suggest that \_\_\_\_\_ was \_\_\_\_\_? Support your answer with evidence from the text. (Short answer)
- Read each description and select whether it describes information found in the excerpt from \_\_\_\_\_, the excerpt from \_\_\_\_\_, or **both** texts.
- How are the structures of the two passages similar?
- Explain the importance of \_\_\_\_\_. Support your response with evidence from **both** texts.

**\*\*These stems would be great for daily exit slips or unit assessment questions.**



## **RL.5.2 - Key Ideas and Details**

**Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.**

### **DOK-1**

What is the text (passage/story) about?

What is the theme of the story?

Can you show me where in the text the author says that?

Which of the following is the main idea of this text?

What was the author's main point in paragraph \_\_\_\_?

What is the central message or lesson the author wants readers to understand?

What are the key events or conflicts in the text that reveal the theme?

How does the author use symbolism or figurative language to convey the theme?

### **DOK-2**

What inference can you make?

What information would you need to support the inference?

What can you conclude from this text?

Why do you think that? Can you give specific examples from the text to support your thinking?

What is a summary of this text?

What does \_\_\_\_\_ represent in the story?

What is the theme of this story (text)? What helped you decide that this is the theme?

How does the theme relate to the character's actions?

How do the character's actions and choices contribute to the overall theme of the story?

Why does \_\_\_\_\_ feel (sad, angry, elated, etc.)? What text clues let you know why they are feeling this way?

How is the action of this character similar to \_\_\_\_\_?

In what way is \_\_\_\_\_ (theme or idea) like (or unlike) \_\_\_\_\_?

What can we learn about human nature or society from the theme of the text?

How does the setting or time period of the story contribute to the theme?

How does the author's use of tone or mood support the theme?

### **DOK-3**

Are there any conflicting themes or multiple themes in the text? How do they contribute to the development of the theme?

How does the author's use of language and literary devices contribute to the development of the theme?

How does the theme of the text challenge or reinforce societal norms and values?

How does the theme evolve or change throughout the text? Are there any turning points or moments of realization?

Can you make connections between the theme of this text and other texts you have read or experiences that you have had?

### **DOK-4**

How does the theme of the text connect to real-life situations or experiences?

How might different readers interpret the theme differently based on their backgrounds and perspectives? Create a \_\_\_\_\_ to show your understanding.

How does the theme of the text connect to larger issues or ideas in the world? Design...

## **RI.5.2 - Key Ideas and Details**

### **Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.**

#### **DOK-1**

What is the text about?  
What details tell more about that idea?  
What are the main/central ideas developed in the text?  
Can you show me where in the text the author says that?  
Which of the following is the central/main idea of this text?  
What is the main idea or central message of the text?  
What was the author's main point in paragraph \_\_\_\_? What details support the central/main idea?  
What kinds of details does the author use to support the main/central idea?  
What are the key details or pieces of evidence that support the main/central idea?  
What examples or specific information does the author provide to support the main/central idea?  
How do the headings, subheadings, or text features contribute to understanding the main/central idea?  
What are the most important or significant details that support the central/main idea?  
Can you identify any patterns or recurring themes in the supporting details that reinforce the main idea?

#### **DOK-2**

Why is \_\_\_\_\_ a good title for the article? How do the details support this being a good title?  
What do you think the author wants the reader to know?  
Summarize the information in a few sentences.  
How did you decide that these details are important?  
How do the text's supporting details help explain or clarify the central/main idea?  
How do the text's supporting details help answer any questions or address any problems posed by the central/main idea?  
How does the author's tone or perspective influence the presentation of the central/main idea and supporting details?  
Are there any implicit or implied central ideas in the text? What evidence supports those ideas?

#### **DOK-3**

How does the central/main idea of the text connect to larger concepts or ideas in the world?  
If you were going to make a new title, what would it be? What details gave you the idea for that title?  
How might the central idea and supporting details change if the text was written from a different point of view?  
Can you identify any bias or perspective in the way the author presents the central/main idea and supporting details?  
Are there any conflicting or contradictory details in the text? How do they impact the understanding of the main/central idea?  
How does the author use different types of evidence (e.g., statistics, anecdotes, expert opinions) to support the main/central idea?  
Can you identify any gaps or missing information in the supporting details? How might those gaps affect the overall understanding of the central/main idea?  
How does the author's use of language and tone contribute to the presentation of the central/main idea and supporting details?

#### **DOK-4**

How does the central idea and supporting details relate to your own prior knowledge or experiences?  
Can you make connections between the central/main idea and supporting details of this text and other texts you have read or topics you have studied?  
Create an outline or a graphic organizer that defines the main idea and the supporting details.  
How might different readers interpret the main idea and supporting details differently based on their own backgrounds and perspectives? Design a \_\_\_\_\_ to show your understanding.

## **RL.5.3 - Key Ideas and Details**

**Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of a text.**

### **DOK-1**

What can you tell me about these characters?

Which details does the author provide to show us how the characters act with each other?

What do \_\_\_\_\_ and \_\_\_\_\_ have in common?

Which of the following are similarities/differences between the characters?

### **DOK-2**

In what ways do the characters think alike/differently?

How does this contrast affect the outcome?

In what way do different settings in the text affect the outcome?

What attitude did the characters display? How do you know?

How does the dialogue help you understand the characters and their actions?

How are the characters and the events different?

What caused the character \_\_\_\_\_ to change?

What can you infer about \_\_\_\_\_ (character, plot, resolution)?

What do the character's reaction in \_\_\_\_\_ (lines/paragraph) tell the reader?

How are the characters in the story similar and different? Provide specific examples from the text to support your answer.

### **DOK-3**

Which events in the text were most important and why?

Compare and contrast the settings in the beginning and end of the story. How do these changes impact the characters and the events?

How do the characters' backgrounds and experiences shape their interactions with each other and the events in the text?

What are the underlying motivations and desires of the characters, and how do these motivations drive their interactions and shape the overall plot?

How do the characters' values and beliefs influence their interactions and decisions throughout the text?

How does the setting of the story or drama contribute to the development of the characters and their interactions? How does it create opportunities or obstacles for them?

How do the characters' relationships with other characters evolve and change over the course of the text? What factors contribute to these changes?

How do the characters' strengths and weaknesses impact their interactions and the outcomes of events in the story or drama?

How do the characters' emotions and feelings influence their interactions and decision-making throughout the text?

How do the characters' conflicts and struggles contribute to their growth and development over the course of the story or drama?

How do the characters' choices and actions impact the overall trajectory of the plot and the resolution of conflicts?

How does the author use symbolism or metaphor in the text to enhance the understanding of the characters, settings, or events and their interactions?

### **DOK-4**

Analyze the author's use of figurative language (e.g., similes, metaphors, personification) in the text.

How does this use of figurative language deepen the reader's understanding of the characters, settings, or events? Create a \_\_\_\_\_ to show your understanding/creativity.

Analyze the author's use of dialogue to reveal character traits and motivations. How does the dialogue contribute to the characters' development and interactions? How does it advance the plot?

Analyze the role of conflict in the story or drama. How do the characters' interactions change due to the conflicts they face?

## **RI.5.3 - Key Ideas and Details**

**Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.**

### **DOK-1**

What caused (event)?

How are these historical/scientific/technical events connected?

What is the effect of \_\_\_\_\_?

### **DOK-2**

What information in the text did you use to determine the relationship between these two historical events (scientific concepts)?

What are the most important events/ideas/steps to remember? Why are those the most important?

Describe the interactions between different individuals or groups in a historical context.

How do these interactions shape the events or outcomes described in the text? Provide specific examples or details from the text to support your explanation.

How does the historical event described in the text influence the actions and decisions of the individuals involved? Provide specific examples to support your explanation.

Describe the relationship between different scientific theories or models presented in the text. How do these theories or models build upon or challenge each other? Provide specific examples or evidence from the text to support your explanation.

Describe the relationship between two scientific concepts or ideas discussed in the text.

How do these concepts or ideas interact or relate to each other? Provide specific evidence to support your explanation.

### **DOK-3**

Explain the relationship between a scientific discovery or innovation and its impact on society or the world. How does this discovery or innovation influence or change the way people think, live, or work? Use specific evidence from the text to support your answer.

Explain the cause-and-effect relationship between two key events described in the text. How does one event lead to or impact the other? Use specific details from the text to support your response.

Explain how the actions or decisions of individuals in a historical context contribute to the development or outcome of a specific event. What role do these individuals play in shaping the course of history? Use specific information from the text to support your answer.

Explain the connections between various ideas or concepts discussed in a technical text. How do these ideas or concepts work together to achieve a specific goal or outcome? Use specific information from the text to support your response.

### **DOK-4**

Assess the implications of the relationships between different ideas or concepts in a scientific or technical text. How do these relationships impact the field of study or have broader implications for society? Use specific information from the text to support your assessment. Create a PowerPoint to show your findings.

Critique the interactions between different ideas or concepts presented in a scientific or technical text. How do these interactions challenge or support existing theories or models? Provide specific examples or evidence from the text to support your critique. Design.....

## **RL.5.5 - Craft and Structure**

**Analyze and explain the overall structure of poems, stories, and dramas in two or more texts, including but not limited to linear, nonlinear, and circular structures.**

### **DOK-1**

How is this text organized?

Can you explain the difference between a chapter in a book and a scene in a play?

### **DOK-2**

How does the linear structure of the poem, story, or drama shape the reader's engagement with the text? Does it help maintain a clear and coherent narrative flow?

What is the purpose of the linear, nonlinear, or circular structure in the poem, story, or drama? How does it assist in conveying the author's intended message or themes?

How would this change if we took out the \_\_\_\_\_ (stanza/chapter/scene)?

Describe the overall structure of a poem, story, or drama and its impact on the reader's engagement and enjoyment of the text. How does the structure enhance the reader's experience and make the text memorable?

Describe the circular structure in a poem, story, or drama. How does the circular structure contribute to the overall message or theme of the text? How does it create a sense of closure or reflection?

### **DOK-3**

Compare and contrast the overall structure of two poems, stories, or dramas. How do the structures of these texts differ? How does each structure contribute to the overall meaning and impact of the text?

Compare and contrast the use of different structural elements (e.g., flashbacks, multiple narrators, parallel storylines) in two texts. How do these elements shape the overall structure and impact of each text?

Examine the use of nonlinear structure in a poem, story, or drama. How does the nonlinear structure enhance the reader's experience and comprehension of the text? How does it create suspense or reveal information in a unique way?

Examine how the structure of a poem, story, or drama contributes to the pacing and flow of the text. How does the structure create tension, build suspense, or evoke emotions in the reader?

Determine the use of linear structure in a poem, story, or drama. How does the linear structure contribute to the development of the plot or themes? How does it shape the reader's understanding and engagement with the text? (Nonlinear and circular)

### **DOK-4**

Analyze the impact of the structure on the reader's interpretation of the themes or messages in a poem, story, or drama. How does the structure enhance or challenge the reader's understanding of the text? Create \_\_\_\_\_ to show your understanding.

Evaluate how the linear structure influences the reader's emotional engagement with the text. How does the linear structure create suspense, build tension, or evoke specific emotions in the reader? Provide specific examples or moments from the text to support your evaluation. Create \_\_\_\_\_ to show your understanding.

## **RI.5.5 - Craft and Structure**

**Compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts.**

### **DOK-1**

How is this text organized (time order, compare and contrast, cause and effect, problem/solution)?

How is the overall structure of Text A similar/different to Text B?

How does the overall structure of Text A compare to Text B in terms of the sequence or arrangement of events, ideas, concepts, or information?

### **DOK-2**

How else might this text have been organized?

Why did the author use this structure?

If you leave out this sentence/section, how does it change the text?

What text features help identify the most important information? What text features could have been added?

If you compared these two articles about \_\_\_\_\_, how are the ideas or concepts the same?

How are they different?

### **DOK-3**

How does the overall structure of Text A and Text B shape the reader's engagement with the events, ideas, concepts, or information? Compare and contrast the effects of each structure.

Determine the effectiveness of the overall structure in Text A and Text B for organizing and presenting the events, ideas, concepts, or information. How does each structure contribute to the clarity and coherence of the texts?

Examine the impact of the overall structure in Text A and Text B on the reader's understanding and interpretation of the events, ideas, concepts, or information. How does each structure shape the reader's comprehension and engagement?

Compare and contrast the strengths and weaknesses of the overall structure in Text A and Text B. How does each structure enhance or hinder the communication of the events, ideas, concepts, or information?

Investigate the significance of Text A and B's overall structure in conveying the main themes or messages. How does each structure contribute to the overall meaning and impact of the texts?

Determine how the overall structure in Text A and Text B influences the reader's perspective or viewpoint on the events, ideas, concepts, or information presented. How does each structure shape the reader's interpretation?

Compare and contrast the ways in which the overall structure in Text A and Text B supports or challenges conventional narrative or informational structures. How does each structure offer a unique approach to organizing the events, ideas, concepts, or information?

Examine the effectiveness of the overall structure in Text A and Text B for engaging the reader and sustaining their interest. How does each structure contribute to the reader's engagement and enjoyment of the texts?

Examine the impact of the overall structure in Text A and Text B on the reader's overall experience and understanding of the events, ideas, concepts, or information. How does each structure shape the reader's perception and response to the texts?

### **DOK-4**

Analyze the impact of the overall structure in Text A and Text B on the reader's ability to transfer knowledge and skills to new contexts. Create \_\_\_\_\_ to show the transfer of this knowledge.

Evaluate Text A and B's overall structure for its ability to engage the reader in interdisciplinary connections or cross-disciplinary thinking. How does each structure facilitate the exploration of multiple perspectives or disciplines? Design a graphic organizer to show this.

## **RL.5.6 - Craft and Structure**

**Describe how a narrator's or speaker's perspective influences how events are described.**

### **DOK-1**

Who is the narrator (telling these events)? How do you know?

Is the narrator part of the story?

What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer?

How does the narrator's or speaker's perspective influence the reader's understanding of the events?

### **DOK-2**

Why do you think the narrator described the events the way he/she did?

How does the narrator's or speaker's perspective shape the way events are described in the text?

What evidence from the text supports the character's perspective?

What insights or biases can be inferred from the narrator's or speaker's perspective on the events?

How does the narrator's or speaker's perspective shape the reader's interpretation of the events?

Discuss the impact of the narrator's or speaker's perspective on the reader's understanding and interpretation of the events. How does their perspective shape the reader's perception of the events?

How does the setting of the text contribute to the character's interpretation of events?

### **DOK-3**

How would the story be different if another character was telling the story?

Compare and contrast the narrator's or speaker's perspective with alternative perspectives on the events. How does their perspective differ, and how does it affect the description of events?

Assess the significance of the narrator's or speaker's perspective in shaping the reader's empathy or connection to the events. How does their perspective enhance the reader's emotional engagement with the text?

Draw conclusions on how the narrator's or speaker's perspective influences the tone and mood of the description. How does their perspective shape the emotional impact of the events on the reader?

Examine how the narrator's or speaker's perspective shapes the portrayal of events in the text. How does their perspective influence the selection and interpretation of details?

What cultural experiences or beliefs might have influenced the character's perspective?

How does the author's cultural background influence the themes or messages in the text?

### **DOK-4**

Evaluate the extent to which the narrator's or speaker's perspective aligns with or challenges societal or cultural norms. How does their perspective reflect or subvert dominant ideologies in the description of events? Create a poster to demonstrate your understanding.

## **RI.5.6 - Craft and Structure**

**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.**

### **DOK-1**

From whose point of view is this written?  
Why did the author write this?

### **DOK-2**

What does the author want you to learn/think/do?  
How could the author convince you that \_\_\_\_\_?  
What are the similarities/differences between the two accounts?  
Why do the authors describe the events differently?  
The author describes \_\_\_\_\_ as \_\_\_\_\_. What is another way to describe the same thing?  
Do you agree with the author/authors? Why or why not?  
How do the author's choices of words or phrases reflect their different perspectives?  
What are the similarities and differences between the various accounts?

### **DOK-3**

How do the different accounts of the same event/topic provide different perspectives?  
How does each account contribute to a more comprehensive understanding of the topic/event?  
How do the different accounts shape your own understanding of the topic/event?  
How does the author's purpose influence the way they present the information?  
Can you elaborate on the reason the author \_\_\_\_\_?  
What conclusions can you draw \_\_\_\_\_?  
What conclusion can be drawn from these multiple articles?

### **DOK-4**

What evidence from the texts supports the different perspectives presented?  
Write a story that happened to you today at lunch/recess and compare it to a classmate's version of the same story. How would they be different?  
What biases or assumptions can you identify in each account?  
How might different readers interpret the information differently based on their own experiences and perspectives?  
How does including or omitting certain details in each account affect the overall portrayal of the topic/event?



## **RL.5.7 - Integration of Knowledge and Ideas**

**Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.**

### **DOK-1**

What was different when you read and saw the drama (either live or video)?

The story says ....., where do you see that happening in the illustrations?

How is the story the same as the film? How is it different? Which do you prefer and why?

Which of the following was a difference/similarity between the written story and the movie .....

In what ways do the visual or multimedia elements in the non-print text help to convey the intended meaning or tone?

### **DOK-2**

How do illustrations (or multimedia) make you feel? How do they bring about those feelings?

How does adding a photo or video change your understanding of a text?

How does the use of visual elements in the non-print text enhance or support the overall meaning or tone?

What specific visual or multimedia elements are used in the non-print text, and how do they contribute to the message or mood?

What emotions or reactions do the visual or multimedia elements in the non-print text evoke, and how do they contribute to the overall meaning or tone?

How do the visual or multimedia elements in the non-print text engage the viewer and enhance their understanding or tone?

### **DOK-3**

How can you justify the impact of specific visual or multimedia elements on the overall meaning or tone of the non-print text?

What evidence can you find in the non-print text to support your analysis of how visual or multimedia elements contribute to the intended meaning or tone?

How can you compare and contrast the effectiveness of different visual or multimedia elements in conveying the desired meaning or tone?

How can you evaluate the significance of the visual or multimedia elements in relation to the overall message or mood of the non-print text?

How can you interpret the intended meaning or tone of the non-print text by analyzing the interplay between visual or multimedia elements and other textual elements?

### **DOK-4**

How might you design an alternative arrangement or combination of visual or multimedia elements to convey a different meaning or tone in the non-print text?

How can you create a hypothesis about the potential impact of removing or altering specific visual or multimedia elements on the overall meaning or tone of the non-print text?

How can you generate a theory about the underlying artistic or design choices made in the non-print text and their influence on the intended meaning or tone?

How can you develop a research-based argument about the effectiveness of the visual or multimedia elements in achieving the desired meaning or tone in the non-print text?

How can you synthesize your analysis of the visual or multimedia elements with other critical perspectives to deepen your understanding of the overall meaning or tone of the non-print text?

## **RI.5.7 - Integration of Knowledge and Ideas**

**Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.**

### **DOK-1**

Using the internet sources, find an answer to .....

What information can you find in the print or non-print sources that directly answers the question?

Can you identify the main idea or key details from the print or non-print sources that relate to the question?

What facts or information from the print or non-print sources can you use to support your answer to the question?

Can you list the steps or procedures mentioned in the print or non-print sources that can help solve the problem efficiently?

What specific details or examples from the print or non-print sources can you use to explain your answer to the question?

### **DOK-2**

Where could you find an answer to ..... (digital, print, other resources)?

How can you summarize the information from the print or non-print sources to answer the question accurately?

Can you compare and contrast the information from different print or non-print sources to identify patterns or commonalities related to the question?

What evidence or examples from the print or non-print sources can you use to support your reasoning or argument about the question?

How can you organize the information from the print or non-print sources to solve the problem effectively?

Can you explain the cause-and-effect relationships between the information from the print or non-print sources and the question?

### **DOK-3**

Using several different sources, come up with a solution to .....

How can you analyze the reliability or credibility of the information from the print or non-print sources in relation to the question?

Can you evaluate the strengths and weaknesses of different arguments or perspectives presented in the print or non-print sources regarding the question?

What connections or relationships can you make between the information from the print or non-print sources and your prior knowledge or experiences to deepen your understanding of the question?

How can you synthesize information from multiple print or non-print sources to develop a well-supported response to the question?

Can you generate new questions or hypotheses based on the information from the print or non-print sources that extend beyond the original question?

### **DOK-4**

How might you design an experiment or investigation to gather additional information that could contribute to a more comprehensive answer to the question?

Can you create a model or visual representation that illustrates the relationships between the information from the print or non-print sources and the question?

What alternative solutions or approaches can you propose based on the print or non-print sources information to solve the problem more efficiently?

How can you develop a research-based argument or position using the information from the print or non-print sources to address the question?

Can you generate new insights or perspectives by synthesizing information from the print or non-print sources with other disciplines or contexts related to the question?

## **RI.5.8 - Integration of Knowledge and Ideas**

**Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).**

### **DOK-1**

What is the author's message?

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

What does the author claim? What evidence supports this claim?

What reasons does the author provide to support their main point or argument?

What reasons or evidence does the author provide to support their claims in the text?

Can you identify the main claim(s) made by the author in the text?

What specific details or examples does the author use to back up their claims?

Can you list the reasons or evidence mentioned in the text that support a particular claim?

How does the author use facts or data to support their claims in the text?

### **DOK-2**

What examples or facts does the author include to strengthen their argument?

What expert opinions or quotations does the author include to support their ideas?

How does the author use cause-and-effect relationships to support their main point?

Which of the following facts (details) support the author's claim?

Is the author's claim supported? What other evidence would you like the author to include?

How does the author use evidence from the text to support their claims?

How can you summarize the author's main claims and the reasons or evidence provided to support them?

Can you compare and contrast the different reasons or evidence used by the author to support their claims?

What connections can you make between the reasons or evidence and the specific claims they support in the text?

How does the author use examples or anecdotes to illustrate their claims in the text?

Can you explain the cause-and-effect relationships between the reasons or evidence and the claims they are meant to support?

### **DOK-3**

What logical reasoning does the author use to persuade the reader?

What additional evidence could the author have added to make the points stronger?

How can you analyze the effectiveness of the author's reasons and evidence in supporting their claims?

Can you evaluate the credibility or reliability of the sources cited by the author as evidence for their claims?

What counterarguments or opposing viewpoints can you identify in relation to the author's claims and the reasons or evidence provided?

How does the author use logical reasoning or appeals to emotion to strengthen their claims in the text?

Can you identify any assumptions or biases in the author's use of reasons and evidence to support their claims?

### **DOK-4**

How does the author's use of statistics or data enhance their point?

How does the author address counterarguments or opposing viewpoints?

How does the author use comparisons or analogies to support their claims?

How does the author's use of personal anecdotes or experiences contribute to their argument?

How might you design an experiment or investigation to gather additional evidence that could either support or challenge the author's claims?

Can you create a visual representation or model that illustrates the relationships between the author's claims, reasons, and evidence?

What alternative explanations or interpretations can you propose based on the author's claims and the reasons or evidence provided?

How can you develop a research-based argument or position using the author's claims and additional evidence to support or refute them?

Can you generate new questions or hypotheses based on the author's claims and the reasons or evidence presented that extend beyond the original text?

**RL.5.9- Integration of Knowledge and Ideas**  
**Compare/contrast stories in the same genre on their approaches to similar themes and topics.**

**DOK-1**

What are the main themes or topics explored in each story?  
Can you identify any similarities or differences in the way the stories approach these themes or topics?  
What evidence from the stories can you find to support your comparison of their approaches to similar themes or topics?  
Can you list the key elements or events in each story that contribute to the exploration of the themes or topics?  
How do the stories address the same themes or topics in different ways?

**DOK-2**

How are \_\_\_\_ and \_\_\_\_ alike or different?  
How does (version 1) differ from (version 2) of this story? How are the versions the same?  
How are the themes in these stories the same?  
How did the different stories' theme/setting/plot stay the same? What is different?  
Which text was better at getting the point/lesson/theme across? Why did you like it better?  
How did the characters solve problems in the same way? How were they different?  
How does the setting in each story contribute to the overall mood or atmosphere?  
Which of the following reasons describes why \_\_\_\_\_ is better/more accurate/more believable than \_\_\_\_\_ ?

**DOK-3**

How are the themes in these two stories similar or different?  
What similarities and differences do you notice in the characters of these two stories?  
What similarities and differences do you see in the plot structure of these two stories?  
How does \_\_\_\_\_ from the \_\_\_\_ culture compare to \_\_\_\_\_ from the \_\_\_\_ culture?  
What similarities and differences do you notice in the tone or voice of the narrators?  
How do the authors use figurative language or descriptive techniques in similar or different ways?  
How do the authors use dialogue to develop the characters or advance the plot in each story?  
How do the themes or messages of these two stories relate to real-life experiences or issues?

**DOK-4**

How do the conflicts in these two stories compare and contrast?  
How do the resolutions of these two stories differ or align?  
How might you design a new story that combines elements from both stories to explore the themes or topics in a unique way?  
Can you create a visual representation or model that illustrates the similarities and differences in the approaches to the themes or topics in the stories?  
What alternative approaches or perspectives could be taken to explore the themes or topics in a more comprehensive or nuanced way?  
How can you develop a research-based argument or position using evidence from the stories to support your analysis of their approaches to similar themes or topics?  
Can you generate new insights or perspectives by synthesizing the approaches to the themes or topics in the stories with other literary works or real-world contexts?

## **RI.5.9 - Integration of Knowledge and Ideas**

### **Integrate information from several texts on the same theme or topic.**

#### **DOK-1**

Were there important details in one passage that were not in the other?  
What was the theme from the text resources?  
What are the main ideas or key details presented in each text on the theme or topic?  
Can you identify any similarities or differences in the information presented across the texts?  
What evidence or examples from the texts support your understanding of the theme or topic?  
Can you list the different perspectives or viewpoints presented in the texts on the theme or topic?  
How do the texts collectively contribute to your overall understanding of the theme or topic?

#### **DOK-2**

What is the difference between the themes of the articles?  
How does the author use headings, subheadings, or other text features to organize the information?  
How does the author use transition words or phrases to guide the reader through the text?  
How does the author use visuals, such as charts or diagrams, to enhance the understanding of the topic in each text?  
How does the author use evidence or examples to support the main ideas in each text?  
How does the author's tone or voice differ in each text?

#### **DOK-3**

How do the ideas in \_\_\_\_\_ compare to the ideas in \_\_\_\_\_?  
How is (text 1) like (text 2)? How are they different?  
How is (picture/diagram) like (picture/diagram)? How are they different?  
How are the important points in (text 1) the same as the important parts in (text 2)? How are they different?  
How does \_\_\_\_\_ from the \_\_\_\_\_ culture, compare to \_\_\_\_\_ from the \_\_\_\_\_ culture?  
How do the overall structures of these two texts on the same topic compare and contrast?  
What similarities and differences do you notice in the organization of the information in each text?  
How does the overall structure of each text contribute to the reader's understanding of the topic?  
Which of the following reasons describes why \_\_\_\_\_ is better/more accurate/more believable than \_\_\_\_\_ ?  
What similarities and differences do you see in the introduction and conclusion of each text?  
How does the author use text structures such as cause and effect, problem, and solution, or compare and contrast in each text?

#### **DOK-4**

What information is added by reading the second text?  
How might you synthesize the information from the texts to create a comprehensive overview of the theme or topic?  
Can you create a visual representation or model that illustrates the connections and relationships between the information presented in the texts?  
What alternative interpretations or conclusions can you draw by combining and analyzing the information from the texts?  
How can you develop a research-based argument or position using evidence from the texts to support your analysis of the theme or topic?  
Can you generate new questions or hypotheses based on the integrated information from the texts that extend beyond the original content?

## **RL.5.10 - 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 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?

### **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?

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?

### **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?

What connections can you make between the themes or messages in the literary text and real-world issues or historical events?

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?

## **RI.5.10 - 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?

Can you identify the main idea or central message of the informational 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?

What connections can you make between the information in the text and your prior knowledge or experiences?

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?

### **DOK-3**

How can you evaluate the reliability or credibility of the sources cited in the informational text?

Can you analyze the author's purpose and point of view in the informational text?

What inferences can you make based on the information presented in the text and your own background knowledge?

How can you synthesize information from multiple sources to deepen your understanding of the topic?

Can you evaluate the effectiveness of the author's use of evidence to support their claims in the informational text?

### **DOK-4**

How might you design an experiment or investigation to gather additional information related to the topic of the informational text?

Can you create a visual representation or model that illustrates the complex concepts or processes described in the informational text?

What alternative explanations or interpretations can you propose based on the information in the text and additional research?

How can you develop a research-based argument or position using evidence from the informational text and other sources?

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

## Reference Resources

### 5th Grade References

<https://www.scholastic.com/content/dam/teachers/blogs/meghan-everette/2017-2018/parent/ME-Parent-5ela.pdf>

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### All Grade Level References

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<https://earth.callutheran.edu/archived-sites/institutional-research/documents/MarzanoandKendall2007Taxonomy.pdf>

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