Question Stems
2nd Grade ELA
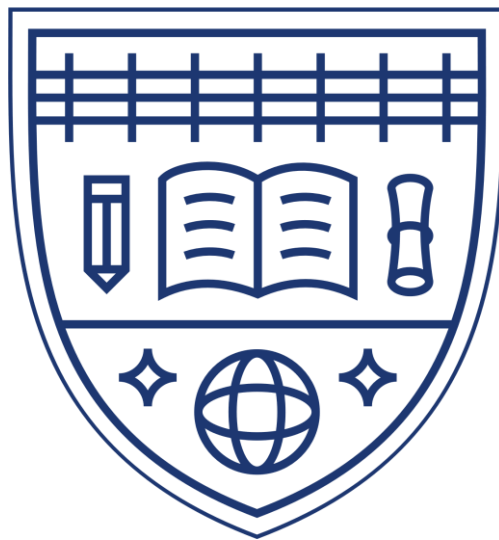
Question Stem Purpose Statement:

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 questions 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 for 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
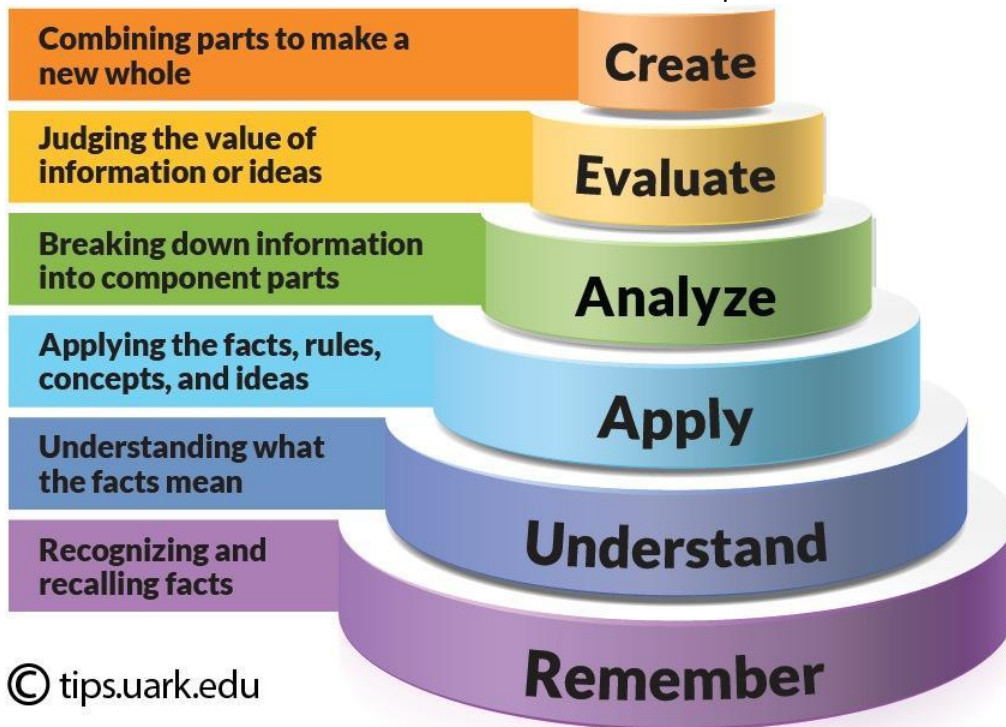
Planning and Environment

• 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.

Combining parts to make a new whole — **Create**
Judging the value of information or ideas — **Evaluate**
Breaking down information into component parts — **Analyze**
Applying the facts, rules, concepts, and ideas — **Apply**
Understanding what the facts mean — **Understand**
Recognizing and recalling facts — **Remember**

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Bloom's Critical Thinking Skills

LEVEL 1 **Remembering** **Retrieval:** **Recognizing and Recalling**	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
Level 2 **Understanding** **Comprehension:** **Integrating**	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,
Level 3 **Applying** **Analysis:** **Matching**	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

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.
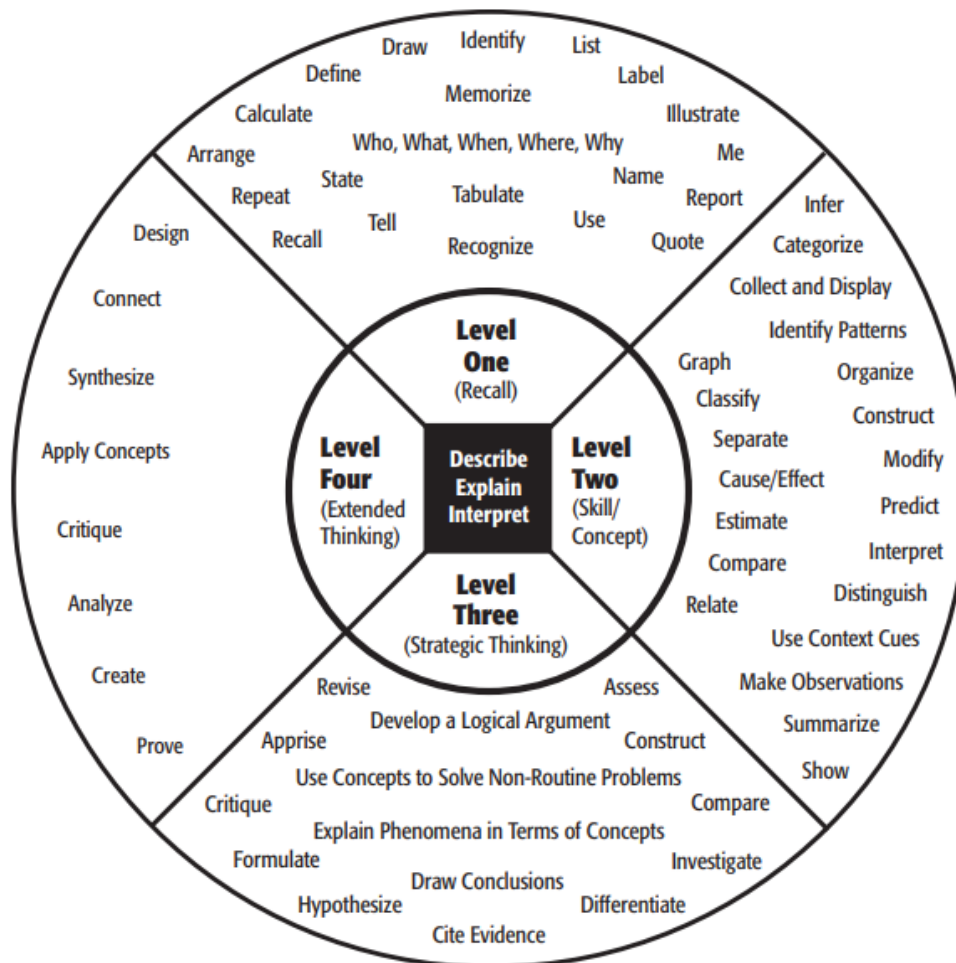
The Four Levels of Depth of Knowledge

- **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, 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

Draw Identify List
Define Label
Calculate Memorize
Who, What, When, Where, Why Illustrate
Arrange Me
State Name
Repeat Tabulate Report
Infer
Design Tell Use
Recall Categorize
Recognize Quote
Connect Collect and Display
Identify Patterns
Synthesize Graph Organize
Classify Construct
Level One (Recall)
Apply Concepts Separate Modify
Level Four (Extended Thinking) **Describe Explain Interpret** **Level Two** (Skill/Concept) Cause/Effect Predict
Critique Estimate Interpret
Compare Distinguish
Analyze **Level Three** (Strategic Thinking) Relate Use Context Cues
Create Make Observations
Revise Assess
Develop a Logical Argument Summarize
Prove Apprise Construct
Use Concepts to Solve Non-Routine Problems Show
Critique Compare
Explain Phenomena in Terms of Concepts
Formulate Investigate
Draw Conclusions Differentiate
Hypothesize
Cite Evidence

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

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 also valuable tools for incorporating Bloom's Taxonomy and DOK in 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 successfully complete them.

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

To use with advanced learners

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)

RL.2.1 - Key Ideas and Details
Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

DOK-1
Who is the main character?
What happened in the story?
Where did the story take place?
When did the story happen?
Why did the character make that decision?
How did the character solve the problem?
Why did the author write this? What evidence supports your idea?
Who are the characters in this book/text? What do we know about them?
When did (event) happen? Where is that located in the text?
What was the big problem or event in this story? How did they solve the problem?

DOK-2
What is the best evidence to show _____?
Why did (event) happen? How do you know?
What does (character) think about (event)? How do you know?
How did (character) solve the problem?
What does the author mean by ("state quote from text")?
Which quote best supports the reason for _____?
How would the story change if the main character made a different choice?
Why do you think the author used a specific setting in the story?
What evidence from the text supports the character's decision?
What are the causes and effects of the events in the story?
How does the author use descriptive language to create a certain mood?

DOK-3
What do you think (character) will do differently next time?
Why do you believe (defend a position)?
What is the author's purpose in using certain literary devices in the text?
How does the author's background influence the text?
What are the implications of the character's actions on other characters in the story?
What evidence from the text supports an alternative interpretation?

DOK-4
How does the theme of the text relate to real-world issues?
What are the potential consequences of the events in the story?
How does the author's perspective compare to other authors writing on similar topics?
What new questions arise from the text that require further investigation?

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RI.2.1 - Key Ideas and Details
Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

DOK-1
Who/What/Where/When/Why/How questions related to the text.
What is the main idea of the text?
What facts did you learn about (topic or text name)?
Where does it tell you about _____?
Who _____?
When did _____ happen?
How do you know _____?
Why did the author write this article/text?

DOK-2
What is a different title for this text?
How does the author use details to support the main idea/topic?
Why do you think the author included specific information in the text?
What evidence from the text supports _____?
What are the causes and effects of the events in the text?
How does the author use descriptive language to convey a specific meaning?
Why is it important to _____?

DOK-3
What is the author's perspective on the topic?
How does the author's background influence the text?
What conclusions can be drawn from the information presented in the text?
What evidence from the text supports an alternative interpretation?
What evidence can you find to show _____?
Be the teacher! What questions would a teacher ask about this text?

DOK-4
How does the information in the text connect to real-world situations?
What are the potential implications of the events described in the text?
How does the author's viewpoint compare to other authors writing on similar topics?
What new questions arise from the text and require further investigation?

RL.2.2 - Key Ideas and Details
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

DOK-1
What is the main idea of the story?
Who are the main characters in the fable/folktale?
Where did the events in the story take place?
When did the characters learn the lesson?
Why did the character make that decision?
How did the character learn the moral of the story?
What happened at the beginning, middle, and end of the story?

DOK-2
How does the author use details to support the message of the fable/folktale?
Why do you think the author included specific information in the story?
What evidence from the summary supports the lesson learned?
What are the causes and effects of the events in the fable/folktale?
How does the author use descriptive language to convey the moral of the story?
What is a summary of this story?
What is the lesson or theme of this folktale/fable/story?
What is the lesson you should learn from this story?
What is this story trying to teach?
What is the moral of this story?
What does _____ represent in the story?

DOK-3
What is the author's perspective on the lesson learned?
How does the author's background influence the message of the story?
What conclusions can be drawn from the information presented in the fable/folktale?
What evidence from the summary supports an alternative interpretation of the moral?
What are the most important events (key details) in this fable/folktale/story?
Which of these details does not support the main idea (message) _____?
Is _____ a good title for the folktale/fable/story?

DOK-4
How does the moral of the story connect to real-world situations?
What are the potential implications of the lesson learned in the fable/folktale?
How does the author's viewpoint compare to other authors writing similar stories from different cultures?
What new questions arise from the fable/folktale and require further investigation?

RI.2.2 - Key Ideas and Details
Identify implicit and explicit information from a summary to determine the central idea of a text.

DOK-1
What is the main subject of the text?

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

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

Where did the events in the text take place?

When did the events occur in the text?

Why did the character or subject make that decision?

How did the character or subject contribute to the central idea?

DOK-2
How does the author use specific details to support the central idea?

Why do you think the author included particular information in the summary?

What evidence from the text supports the central idea?

What are the causes and effects that contribute to the central idea?

How does the author use descriptive language to convey the central idea?

How are _____ alike?   How are _____ different?

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

Which of these is a good summary sentence?

DOK-3
What is the author's perspective on the central idea?

How does the author's background influence the presentation of the central idea?

What conclusions can be drawn from the information presented in the summary?

What evidence from the text supports an alternative interpretation of the central idea?

Why is _____ a good title for this article/text? 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?

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

DOK-4
How does the central idea connect to real-world situations?

What are the potential implications of the central idea presented in the text?

How does the author's viewpoint compare to other authors writing on similar topics?

What new questions arise from the central idea and require further investigation?

RL.2.3 -Key Ideas and Details
Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

DOK-1
Who responded to a major event in the story?
When did the characters respond to a major event in the story?
What challenges did the characters face in the story?
Where did the challenges occur in the story?
What is the main idea of how the characters responded to the events in the story?
Why did the characters' responses to the events help in understanding the story's development?
What problem does (character) have in the story? How does he/she solve their problem?

DOK-2
How did the characters in the story respond to the major events and challenges?
Provide evidence or examples from the story to support how a character responded to a challenge.
What can you infer about the characters based on their responses to the events and challenges in the story?
What conclusions can be drawn about the characters' responses to the events and challenges in the story?
How is the (character) different at the end of the story than at the beginning?
How does (character) react when _____? Why do they act this way?

DOK-3
Compare and contrast how different characters responded to the major events in the story.
Contrast the ways in which different characters responded to the major events in the story.
How did the characters' responses to the challenges impact the overall story development?
How does (character) change throughout the story?
How did the characters' responses to the challenges influence the overall story?
Analyze the motives behind the characters' responses to the events in the story.
Examine the rationales behind the characters' responses to the events in the story.

DOK-4
Did _____ affect the outcome of the story?
Evaluate the effectiveness of the characters' responses to the major events in the story.
Create a hypothesis about how the story development would change if a character had responded differently to a particular challenge.
Develop a plan to rewrite a section of the story by changing how a character responds to a major event.
Assess the effectiveness of the characters' responses to the major events in the story.
Formulate a hypothesis about how the story development might have been different if a character had responded differently to a specific challenge.
Devise a strategy for reworking a section of the story by alternating how a character responds to a major event.
Design an alternative plot for the story that would still convey the same central idea.

RI.2.3 - Key Ideas and Details
Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

DOK-1
Who or what is connected in the text?
What is the main idea of the connection in the text?
When does the connection occur in the text?
What are the most important events/ideas/steps to remember? Why are those the most important?
What caused (event)?

DOK-2
How are individuals, historical events, scientific ideas, or technical procedures connected over the course of the text?
Provide evidence from the text to support the connection between individuals, historical events, scientific ideas, or technical procedures.
What can you infer about the significance of the connections in the text?
What effect did (event) have?
How did the (person/animal/item) change?
How did (experiences) lead to (achievement)?

DOK-3
Compare and contrast the connections between different individuals, historical events, scientific ideas, or technical procedures in the text.
How do these connections contribute to the development of the text's central ideas?
Analyze the implications of the connections on the overall meaning of the text.
What would happen if you left (_____) out of the text?
Is _____ a good title for the article/text?

DOK-4
Evaluate the significance of the connections between individuals, historical events, scientific ideas, or technical procedures in the text.
Create a hypothesis about how the text would change if the connections were different.
Develop a plan to reorganize the text to highlight the connections more effectively.

RL.2.6 -Craft and Structure
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

DOK-1
Who are the characters in the text?

Who are the characters expressing different perspectives in the text?

What are the differences in the perspectives of the characters?

When do the characters' perspectives shape the content of the text?

Why do the characters' perspectives shape the content of the text?

DOK-2
Who is telling the story? How do you know?

How do the characters in the text express different perspectives?

Provide evidence from the text to support the differences in the perspectives of the characters.

Provide examples from the text to illustrate the differences in perspectives of the characters.

What can you infer about how the characters' perspectives shape the content of the text?

What conclusions can be drawn about how the characters' perspectives shape the content of the text?

DOK-3
Compare and contrast the perspectives of different characters in the text.

Contrast the perspectives of different characters in the text, especially when speaking in dialogue.

How do these perspectives influence the development of the text's content?

Analyze the impact of the characters' perspectives on the overall meaning of the text.

Examine the implications of the characters' perspectives on the overall meaning of the text.

How is the characters' perspective different from your own?

DOK-4
Evaluate the significance of the characters' perspectives on the content of the text.

Assess the significance of the characters' perspectives on the content of the text, particularly when expressed through dialogue.

Formulate a hypothesis about how the text would change if a character's perspective were different.

Develop a plan to rewrite a section of the text from a different character's perspective.

Devise a strategy for reworking a section of the text to highlight the differences in characters' perspectives more effectively.

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

RI.2.6 –Craft and Structure
Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.

DOK-1
What is the main purpose of the text?

Identify the purpose of this text.

Who is the author of the text?

When does the author's purpose shape the content of the text?

What does the author want to answer/explain/describe in the text?

Who is the intended audience for this text?

DOK-2
How does the author convey the main purpose of the text?

How does the author communicate the main purpose of the text?

Provide evidence from the text to support the author's purpose and its influence on the content.

What can you infer about the significance of the author's purpose in shaping the content of the text?

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 can the author convince you that _____?

DOK-3
Compare and contrast how the author's purpose influences different parts of the text.

How does the author's purpose contribute to the development of the text's content?

Analyze the implications of the author's purpose on the overall meaning of the text.

DOK-4
Evaluate the effectiveness of the author's purpose in shaping the content of the text.

Create a hypothesis about how the text would change if the author's purpose were different.

Develop a plan to rework a section of the text to better align with the author's purpose.

RI.2.8 – Integration of Knowledge and Ideas
Describe how reasons support specific claims the author makes in a text.

DOK-1
Who is making specific claims in the text?
What are the reasons provided to support the claims in the text?
When do the reasons become evident in supporting specific claims made by the author?
Why does the author say (action) happens?

DOK-2
How do the reasons provided support the specific claims made by the author in the text?
Provide examples from the text to illustrate how reasons are used to support specific claims.
What can you infer about the relationships between the reasons and the claims in the text?
The author says _____. What evidence/reasons does the author give to support this idea?
What is the reason for (action)?
How can _____ happen? Why did _____ happen?
Can you find the reason the author thinks _____?
Why does the author say _____?

DOK-3
Compare and contrast how different reasons are used to support specific claims in the text.
How do these reasons contribute to the overall development of the author's argument?
Analyze the impact of the reasons on the effectiveness of supporting the claims.
How does the author support the claim that _____?

DOK-4
Evaluate the effectiveness of the reasons in supporting the specific claims made by the author in the text.
Create a hypothesis about how the text would change if different reasons were used to support the claims.
Develop a plan to restructure a section of the text to enhance the support provided by the reasons for the claims.
What changes would you make to the author's claim?

RL.2.10 - 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

Can you identify the main comprehension strategies used when reading a complex literary text?

What are some key details or examples of each comprehension strategy?

Can you describe how each comprehension strategy helps with understanding the text?

How can you use comprehension strategies to independently read and comprehend grade-level appropriate, complex literary texts?

How can you determine which comprehension strategy to use based on the specific demands of the text?

DOK-2

How do comprehension strategies interact with each other when reading a complex literary text?

Can you analyze the effectiveness of each comprehension strategy in helping you understand the text?

What connections can you make between the comprehension strategies and your prior knowledge or experiences?

How do comprehension strategies contribute to a deeper analysis or interpretation of the text?

Can you provide evidence from the text to support your use of specific comprehension strategies?

DOK-3

How can you evaluate the effectiveness of comprehension strategies in comprehending and analyzing grade-level appropriate, complex literary texts?

Can you analyze how the comprehension strategies contribute to the overall meaning or themes of the text?

What connections can you make between the comprehension strategies and larger literary concepts or techniques?

How do comprehension strategies help you determine the importance or significance of specific details or events in the text?

Can you identify any underlying assumptions or biases in the text that may affect your use of comprehension strategies?

DOK-4

How might you extend or apply the use of comprehension strategies to new and unfamiliar literary texts?

Can you create a visual representation or model that illustrates the relationships between comprehension strategies and the analysis of complex literary texts?

What alternative interpretations or analyses can you propose based on the use of comprehension strategies and additional research?

How can you develop a research-based argument or position about the effectiveness of comprehension strategies using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the use of comprehension strategies with other texts or real-world contexts?

RI.2.10 - 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

Can you identify different comprehension strategies used when reading a complex informational text?

What are some examples of each comprehension strategy?

Can you describe how each comprehension strategy helps with understanding the text?

How can you use comprehension strategies to independently read and comprehend grade-level appropriate, complex informational texts?

How can you determine which comprehension strategy to use based on the complexity of the text?

DOK-2

How do comprehension strategies interact with each other when reading a complex informational text?

Can you analyze the effectiveness of each comprehension strategy in helping you understand the text?

What connections can you make between the comprehension strategies and your prior knowledge or experiences?

How do comprehension strategies contribute to a deeper analysis or interpretation of the text?

Can you provide evidence from the text to support your use of specific comprehension strategies?

DOK-3

How can you evaluate the effectiveness of the comprehension strategies in comprehending and analyzing grade-level appropriate, complex informational texts?

Can you analyze how the comprehension strategies contribute to the overall meaning or purpose of the text?

What connections can you make between comprehension strategies and larger informational concepts or structures?

How do comprehension strategies help you determine the importance or significance of specific details or ideas in the text?

Can you identify any underlying assumptions or biases in the text that may affect your use of comprehension strategies?

DOK-4

How might you extend or apply the use of comprehension strategies to new and unfamiliar informational texts?

Can you create a visual representation or model that illustrates the relationships between comprehension strategies and the analysis of complex informational texts?

What alternative interpretations or analyses can you propose based on the use of comprehension strategies and additional research?

How can you develop a research-based argument or position about the effectiveness of comprehension strategies using evidence from the text and other sources?

Can you generate new insights or perspectives by synthesizing the use of comprehension strategies with other texts or real-world contexts?

Reference Resources

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