Question Stems
1st Grade ELA

FCPS
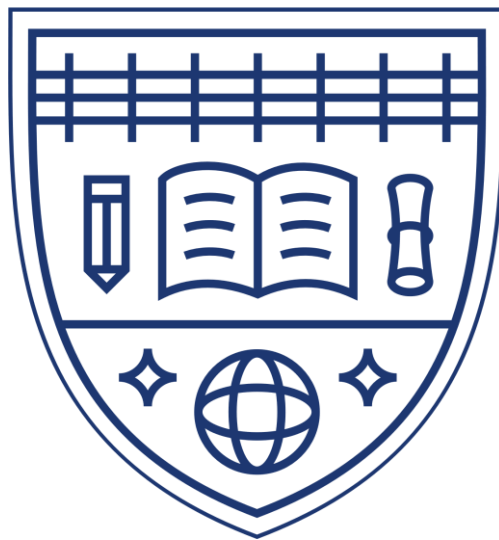
Question Stem Purpose Statement:

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 to accelerated learning.
Goal Alignment– Achievement Gap, Student Progress
Strategy– KCWP 1, 2
Activities– Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.
Measure/Monitoring– Walkthrough tools, PLC documentation, student artifacts, assessment outcomes

Connections to FCPS Instructional Playbook "Tights" and Next Steps
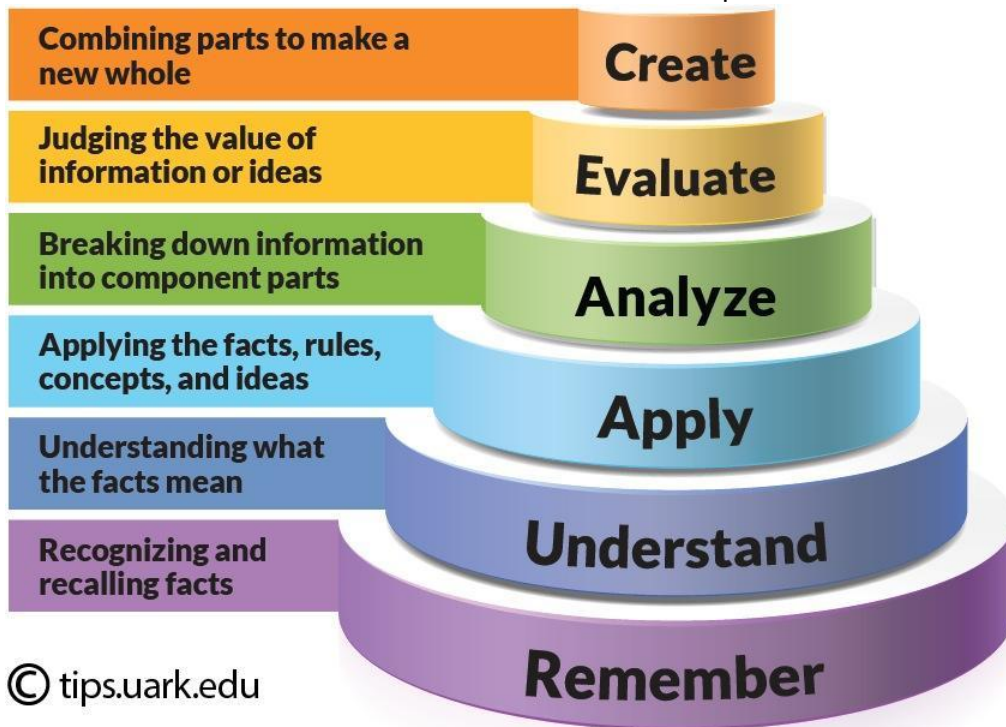**Planning and Environment**
• Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
• Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and time for independent practice.

Bloom's Taxonomy

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

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

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

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.
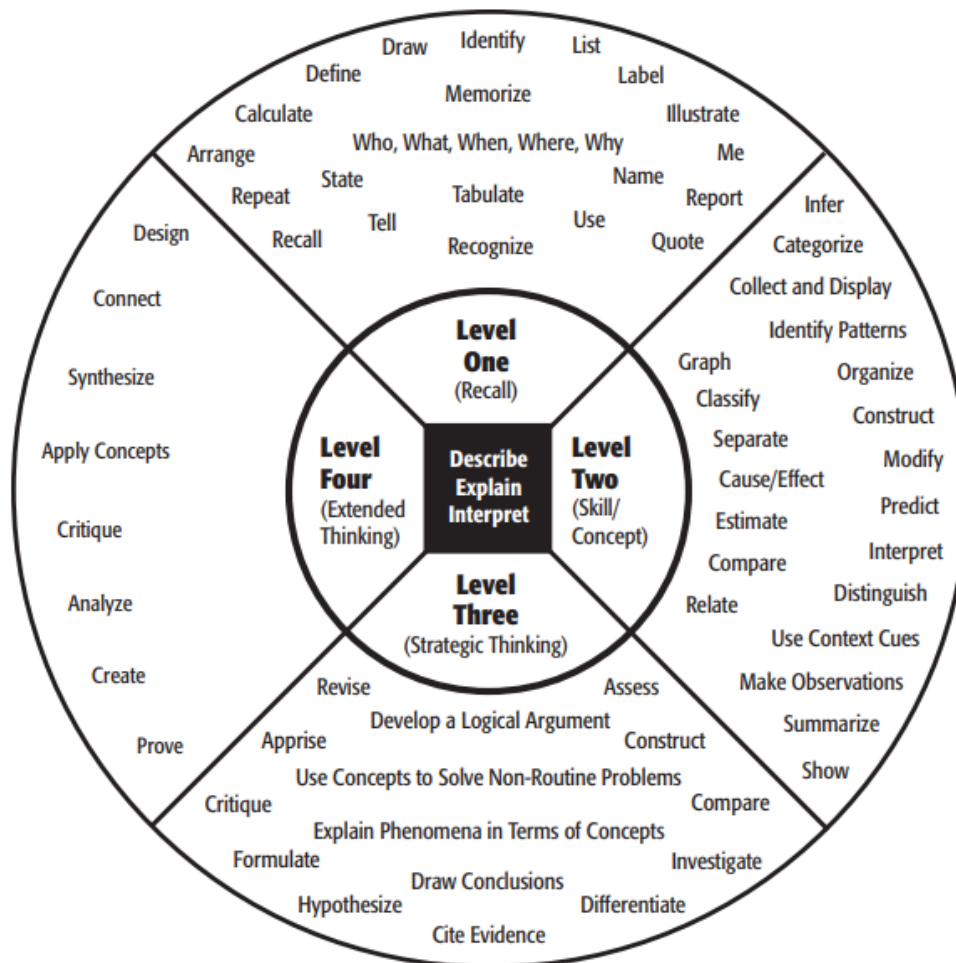
The Four Levels of Depth of Knowledge

- **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 describe 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
Illustrate
Arrange Who, What, When, Where, Why Me
State Name
Repeat Tabulate Report Infer
Recall Tell Use Quote Categorize
Design Recognize Collect and Display
Connect **Level** Identify Patterns
One Graph Organize
Synthesize (Recall) Classify Construct
Level **Describe** **Level** Separate Modify
Apply Concepts **Four** **Explain** **Two** Cause/Effect Predict
(Extended **Interpret** (Skill/ Estimate Interpret
Critique Thinking) Concept) Compare Distinguish
Level Relate Use Context Cues
Analyze **Three** Make Observations
Create (Strategic Thinking) Summarize
Revise Assess
Prove Develop a Logical Argument Show
Apprise Construct
Use Concepts to Solve Non-Routine Problems
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.	Apply a concept in other contexts.	Design a mathematical model to inform and solve a practical or abstract situation.
	Organize, represent and interpret data.		

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.1.1 - Key Ideas and Details
With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.

DOK-1
Who are the characters in the text?
Who is the main character?
What is the setting of the story?
Where does the text take place?
When did the story take place?
When did (event) happen?

DOK-2
What do we know about the characters?
Why did (event) happen? How do you know?
What does (character) think about (event)? How do you know?
What was the big problem or event in this story? How did they solve the problem?
Why did _____ happen?
Which of the following is an important key detail?
What can we learn from this text?
How does the main character's actions affect the story?
What are the main character's motivations?
Compare and contrast the two main characters in the story.

DOK-3
What do you think the character will do differently next time?
How do you know this is the main idea?
What questions do you have about the text?
What is the author's purpose in writing this text?
What inference can you make about the main character's personality based on their actions?
How does the setting contribute to the overall theme of the story?

DOK-4
Evaluate the author's use of symbolism in the text.
Analyze the impact of the author's choice of narrative perspective on the reader's understanding of the text.
Create a hypothesis for a new ending to the story, based on the evidence from the text.

RI.1.1 - Key Ideas and Details
With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.

DOK-1
Be the teacher! What questions would you ask about this text?
Who, what, when, where, why, and how questions— Who first landed on the moon?--Where does it tell you that information in the text? How do you know whales are mammals?
What facts did you learn about _____?
What is the main idea of the text?
What are some key details that support the main idea?
What is the definition of the highlighted vocabulary word?

DOK-2
What evidence can you find to show _____?
What is a different title for this text?
Why is that an important fact?
How do the details in the passage support the main idea?
What conclusions can you draw about the information you read in the text?

DOK-3
Why did the author write this text?
What is the author's perspective on the topic?
What inferences can you make based on the information provided in the text?
How does the author use figurative language to convey meaning in the text?
What is the author's attitude toward the subject matter?

DOK-4
Evaluate the effectiveness of the author's argument in the passage.
Analyze the author's use of literary devices to convey a deeper meaning.
Create a hypothesis for a new section of the text, based on evidence from the passage.

RL.1.2 – Key Ideas and Details
With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.

DOK-1
What happened at the beginning of the story?
What happened in the middle of the story?
What happened at the end of the story?
What happened in the story?
What is the main idea or lesson learned in the summary?
What are the key details that support the author's message?
What is the moral of the story based on the summary?

DOK-2
If you tell a friend about this story, what will you say?
How do the key details in the summary contribute to understanding the author's message?
Compare and contrast the actions of the characters in relation to the lesson learned.
What can you infer about the character's motivations based on the summary?
If you tell a friend about this story, what will you say?
What can you learn from (character)?
What can you infer the lesson learned from the story should be?
Distinguish which details support the message/lesson learned/moral.

DOK-3
What does the author want the reader to understand about the human experience from the summary?
How do the character's choices reflect the author's intended message?
Analyze how the setting impacts the development of the lesson learned in the summary.
Which of these is a good summary sentence……?
Which of these details **does not** support the message/lesson learned/moral?

DOK-4
Evaluate the effectiveness of the author's delivery of the message in the summary.
Interpret the symbolism used in the summary to convey deeper meaning.
Create an alternate ending to the story that aligns with the lesson learned in the summary.

RI.1.2 - Key Ideas and Details
With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

DOK-1
What is the central idea of what you read?

What details tell more about that idea?

What is the central idea of this text?

What facts did you learn about _____?

What is the main point of the summary?

Identify the key details that support the central idea.

What is the primary focus of the text based on the summary?

DOK-2
Is _____ a good title for the text?

How do the key details in the summary contribute to understanding the central idea?

Compare and contrast the supporting details that reinforce the central idea.

What conclusions can you draw about the author's purpose in conveying the central idea?

DOK-3
How are _____ alike?   How are _____ different?

Why did the author write this text?

Retell what you learned to a friend.

What broader message or theme is the author conveying through the central idea?

How do the details in the summary deepen your understanding of the central idea?

Analyze how the author develops and supports the central idea throughout the text.

How does the author develop the central idea through the use of key details?

How does the author convey the message of the text?

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

DOK-4
Evaluate the effectiveness of the author's presentation of the central idea in the tex.

Interpret any underlying messages or subtexts related to the central idea.

Create an alternative summary that captures the essence of the central idea in a different way.

RL.1.3 -Key Ideas and Details
Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

DOK-1
Where does (character) live in this story?
What is the setting for this story?
Who is (character name)? What happened to him/her in the story?
Who is talking in the story?
Where is the story happening? How do you know?
Who are the main characters in the story?
What are the major events that occur in the story?
What are the physical traits of the main characters in the story?
Where does the story primarily take place?
List the key events in the story in sequential order.

DOK-2
How do you know _____ is the setting for the story?
How is (character 1) different from (character 2)? Where does the text show or say that?
How are (character 1) and (character 2) the same? Where does the text show or say that?
How do the characters' actions shape the story's development?
Describe how the setting influences the characters' decisions.
Compare and contrast the major events in the story.
How do the characters' personalities influence their actions in the story?
Describe the significance of the setting on the characters' behavior.
Compare and contrast the impact of different events on the story's development.

DOK-3
Analyze how the characters' traits impact the story's progression.
How does the setting contribute to the overall mood of the story?
Evaluate the significance of the major events in advancing the plot.
Analyze how the characters' relationships evolve throughout the story.
Explain how the setting contributes to the overall tone of the narrative.
Evaluate the cause-and-effect relationships between the major events in the story.

DOK-4
Interpret the characters' motivations and their impact on the story's outcome.
Analyze the author's use of setting to enhance the story's themes.
Create a timeline of events with detailed explanations of their importance to the story's development.
Interpret how the characters' internal conflicts drive the story's progression.
Analyze the symbolism present in the setting and its connection to the characters' journeys.
Create a detailed analysis of the major events, highlighting their significance in shaping the story's outcome.

RI.1.3 - Key Ideas and Details
With prompting and support, identify the connection between individuals, events, ideas, or pieces of information over the course of a text.

DOK-1
Who are the individuals mentioned in the text?
What events took place over the course of the text?
What key information is presented in the text?
What ideas does the author share from the text?
What is the primary topic or subject of the informational text?
List the key events or steps described in the process outlined in the text.
Identify the main idea or purpose of the text.
Describe the relationship between two concepts presented in the text.
How does the information in the text relate to real-life situations?
What key facts are presented in the text?
Explain the cause and effect of a specific event mentioned in the text.
Identify a problem addressed in the text.
What conclusions can be drawn based on the information provided in the text?

DOK-2
Why did _____ solve the problem?
Compare and contrast two different approaches discussed in the text.
Distinguish how a specific event led to a series of changes in the topic discussed.
Describe how a key concept in the text impacts various stakeholders.
Explain how the information presented supports the main idea of the text.
Identify instances of cause-and-effect relationships within the text.
How does the author use examples to illustrate complex ideas?
Compare the beginning and ending of the text. How has the information evolved?
Interpret the data that was presented in the text. What does that data tell you?
How does the text address potential challenges or obstacles related to the topic?
Explain how the author's use of visuals enhances understanding of the content.

DOK-3
Why do you think the author included these specific details in the text?
Why is it important to learn about this topic?
How does the text help us understand changes in the world?

DOK-4
Why is it important for people to know about the topic discussed in the text? Create a poster to explain your thinking.
What information could you add to support the topic?

RI.1.4 - Craft and Structure
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.

DOK-1
Are there any words that confuse you? If so, which ones?
Which of these words appeals to your senses?
What is the meaning of the word _____ from the text?
Can you explain what _____ means in your own words?
How does the word _____ help you understand the sentence?
What other words could be used instead of _____ in the text?
Can you locate an illustration that shows the meaning of _____?
What questions do you have?

DOK-2
How do the words and images show (vocabulary word)?
What categories would you put these in?
What are examples of things that are _____?
Identify a word that makes you feel _____.
How does understanding the word _____ help you understand this paragraph/section?
Describe how the word _____ helps paint a picture in your mind.
Explain why the author chose the word _____ in this sentence.
Can you find another word in the text that means the opposite of _____?
How does the word _____ change the mood of the text?
Why do you think the author included the word _____ in the text?
How does the word _____ help you understand what is happening in the text?
Can you act out the meaning of word _____ to show you understand it?

DOK-3
Compare the meanings of two words in the text. How are they different?
Compare how the word _____ is used in this text versus another text on the same topic.
What does the word _____ mean? How did the other words help you figure out the meaning?
How does knowing the meaning of _____ help you understand the main idea of the text?
Interpret why the author used the word _____ instead of a different word.
What would happen if the author used a different word than _____ in this sentence?
Create a new sentence using the word _____ that shows its meaning in a different context.

DOK-4
How does the word _____ contribute to the overall message of the text?
How does the word _____ symbolize an important idea in the text?
Create a poster that illustrates your understanding of the word _____.
Create a slideshow presentation that shows your understanding of the word ____ and its definition.

RL.1.5 - Craft and Structure
Recognize major differences between structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

DOK-1
What kind of story/text is this?
Is this story realistic or fantasy? How do you know?
What happens in the poem/story/drama?
What type of writing is a poem, story, or drama?
Can you tell me how a poem is different from a story?
How are poems, stories, and dramas similar?
What is the beginning of a story called?
How do you know when a poem has ended?
How can you tell if a text is a poem?
What makes a story interesting to read?

DOK-2
What information can we gather from this poem/story/drama?
Is this a text that tells a story or gives information? How do you know?
How does the structure of a poem differ from that of a story?
Describe a character's journey in a story. Is it linear or nonlinear?
Explain how events in a drama can happen in a different order than in a story.
Compare the setting of a poem to the setting of a drama.
How do you know when a story is going back to something that happened before?
How does the structure of a drama help actors know what to say and do?
Explain how a poem's structure can make you feel different emotions.

DOK-3
Compare the characters in a story to those in a drama. How are they different?
Evaluate how the structure of a story impacts the reader's understanding of the plot.
Interpret why a poet may choose to use a nonlinear structure in a poem.
Compare the problem in a drama to the problem in a story.
Evaluate the impact of a circular structure on the overall theme of a story.
Compare the use of dialogue in a drama versus a story. How does it affect the structure?
How does the structure of a poem reflect the poet's emotions or message?
Compare the pacing of events in a story to that in a drama. How does it affect the reader or viewer?
Interpret why a story may have a linear structure versus a nonlinear structure.
Evaluate how the structure of a poem, story, or drama impacts the reader's enjoyment and understanding.

DOK-4
Analyze how a poem's structure helps create a mood.
Analyze how the structure of a drama influences the audience's connection to the characters.
Analyze how a character's choices in a drama affect the storyline.
Analyze how the structure of a drama enhances the development of characters.
How does the structure of a poem contribute to its artistic expression?
Compare the structural complexity of a poem to that of a story or drama. How does it affect the reader's experience?
Create a new structure for a poem, story, or drama and explain how it enhances the work's overall impact.

RI.1.5 - Craft and Structure
Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

DOK-1
Can you identify the different parts of this book/text/article?
If you wanted to find the meaning of a word in this book, where would you look?
Look at the table of contents and find the page number for _____.
Where would you look to find the meaning of the word _____?
Where is the table of contents? What does it show you?
What does a glossary help you within a book?
What does _____ mean? Can you use the glossary to find out?
What text features help you understand the words?
What is a heading in a book?
Where can you find captions in the text?
Can you locate bold print in the text?
How can an index help you locate information?
Have you ever seen electronic menus in a book/text?
Why is it important to use text features while reading?

DOK-2:
Can you explain how the different parts are used?
How do the images/diagrams help you understand the words/meaning?
Why does the author put a heading on the sections? How does it help you?
If you leave out this sentence/section how does it change the text?
Compare the information in a table of contents to that in an index. How are they different?
How does a glossary help you understand the meaning of words in a text?
Describe how captions provide information about pictures in a book.
Compare the purpose of a heading to that of a subheading.
Compare the use of icons in a print book to their use in an electronic book.
How do text features like headings and subheadings help you organize information while reading?

DOK-3
Explain why an author might use bold print in a sentence.
How does a table of contents help you predict what you will learn in the text?
Interpret why an author chose to include specific captions for illustrations.
Compare the role of headings and subheadings in organizing information within a text.
Interpret why certain text features are more common in nonfiction books than in fiction.
How do text features collectively enhance your understanding of the main ideas in a text?

DOK-4
Evaluate the effectiveness of using a glossary to learn new words in a text.
Analyze how bold print draws your attention to important information in a text.
How might the absence of a table of contents impact a reader's ability to locate key information in a lengthy text?
Make a poster to demonstrate your understanding of how to use text features efficiently.
Create a new text feature that could enhance the reader's ability to locate key facts or information in a text and explain its benefits.

RL.1.9 - Integration of Knowledge and Ideas
Compare/contrast the adventures and experiences of characters in stories.

DOK-1
How is _____ similar to _____ in a story?

How are _____ and _____ different?

What adventures did _____ have in the story?

What experiences did _____ and _____ have in the story?

Can you tell me about the adventures of one character in the story?

How did the characters in the two stories have different experiences?

What do the characters learn from their experiences?

How do characters feel during their adventures?

Why are adventures important in a story?

What makes a character brave during their adventures?

How do characters solve problems during their adventure/experience?

DOK-2
How are their adventures similar? How are they different?

How are their experiences similar (compare)?

How are their experiences different (contrast)?

How would (character from a different story) have acted if they were in this story?

What does (character) do that a real person/animal cannot?

How is this character like you? How is this character different from you?

Do you think (character from book 1) would be friends with (character from book 2)?

Compare the adventures of two characters in different stories. How are they similar? Different?

How do the experiences of the characters change throughout the story?

Compare the lessons learned by characters from their experiences in different stories.

How does the resolution of the story impact the characters' future adventures?

DOK-3
Evaluate how the adventures of the characters contribute to the overall theme of the story.

Interpret why one character's experiences in the story are more challenging than another character's.

Compare how characters demonstrate courage in facing their respective adventures.

How do the character's motivations drive the progression of their adventures?

Evaluate the impact of teamwork among characters during their adventures.

Compare the strategies characters use to overcome obstacles in their adventures.

Interpret why characters may have conflicting emotions during their adventures.

How do the adventures of the characters shape their relationships with other characters?

DOK-4
Analyze the growth and development of characters based on their experiences in the story.

Analyze how the characters' backgrounds influence their responses to different adventures.

How might the outcome of the story change if the characters switched adventures?

Compare the growth and transformation of characters from the beginning to the end of their adventures.

Analyze the impact of external forces on the characters' decision-making during their adventures.

Create a new adventure for a character from a story and explain how it would change the character's development.

RI.1.9 - Integration of Knowledge and Ideas
Identify information from two or more texts on similar themes or topics.

DOK-1
What is one thing you learned from each text about the same topic?
Can you find a fact that is the same in both texts?
We read two books on the same theme/topic, what is different about them? What is the same?
Do both texts have illustrations? How were they used in both texts?
What animals are mentioned in both texts?
Can you point to where it talks about the same place in both texts?
What is one interesting detail from each text?
How do the titles of the texts relate to each other?
Is there a word that appears in both texts?
Why is it important to read more than one text on the same topic?

DOK-2
Why does the author say _____ is _____?
How are the _____ in both texts alike? How are they different? Where did you find that information?
Compare the main idea of two texts on the same topic. How are they similar?
How do the authors of the texts use different words to talk about the same thing?
Describe how the illustrations in both texts help you understand the topic better.
How do the texts provide different details about the same event?
How does the information in one text support what you learned in the other text?
Interpret why reading multiple texts on the same topic can deepen your understanding.

DOK-3
Interpret why one text may provide more detailed information than the other on the same theme.
Compare the authors' purposes in writing about the topic in their respective texts.
How do the texts complement each other in presenting a comprehensive view of the topic?
Compare the structure and organization of information in the two texts on the same topic.
Interpret why one text may use more descriptive language compared to the other.
How do the themes in the texts challenge your thinking or expand your knowledge on the topic?
Interpret the authors' intentions in presenting conflicting information on the shared theme/topic.

DOK-4
Analyze how the texts use similar language to discuss the topic.
Evaluate how the themes in the two texts contribute to your overall understanding of the topic.
Analyze the different perspectives presented in each text on the same topic.
Evaluate the effectiveness of the illustrations in conveying information across both texts.
Analyze how cultural perspectives influence the portrayal of the shared theme in the texts.
Evaluate the impact of including diverse voices and experiences in texts on the same topic.
Analyze the implicit messages or values conveyed through the texts on the same topic.
Evaluate the significance of including multimedia elements in texts discussing the same theme.
Create a new text that synthesizes information from the two existing texts on the shared topic.
Make a poster to show how the texts contribute to a deeper understanding of the complexities surrounding the shared theme.

RL.K.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.K.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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