Question Stems
5th Grade ELA

FCPS
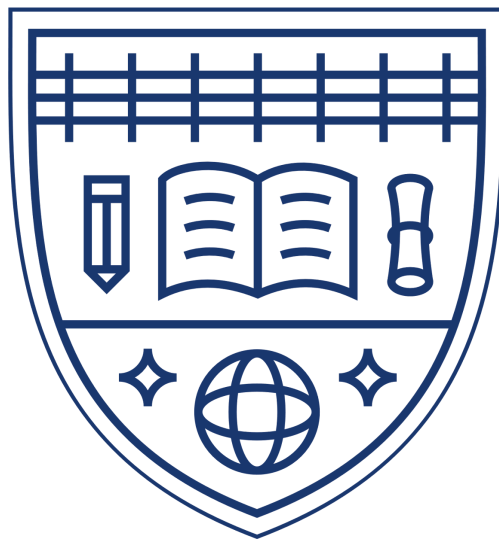
Revised 2024

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
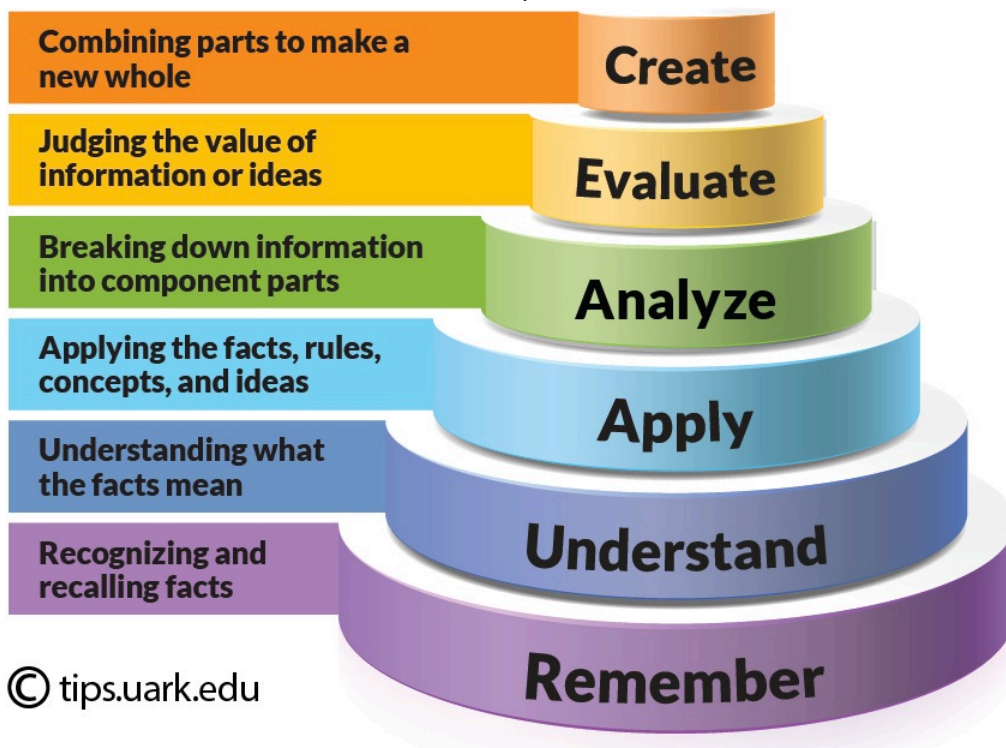
Planning and Environment
• Teachers can identify and accurately communicate the learning intentions and success criteria for lessons.
• Teachers use backward planning and incorporate FCPS instructional design models. Plans frequently incorporate authentic work and learning experiences for students and 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, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels 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**

© tips.uark.edu

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.
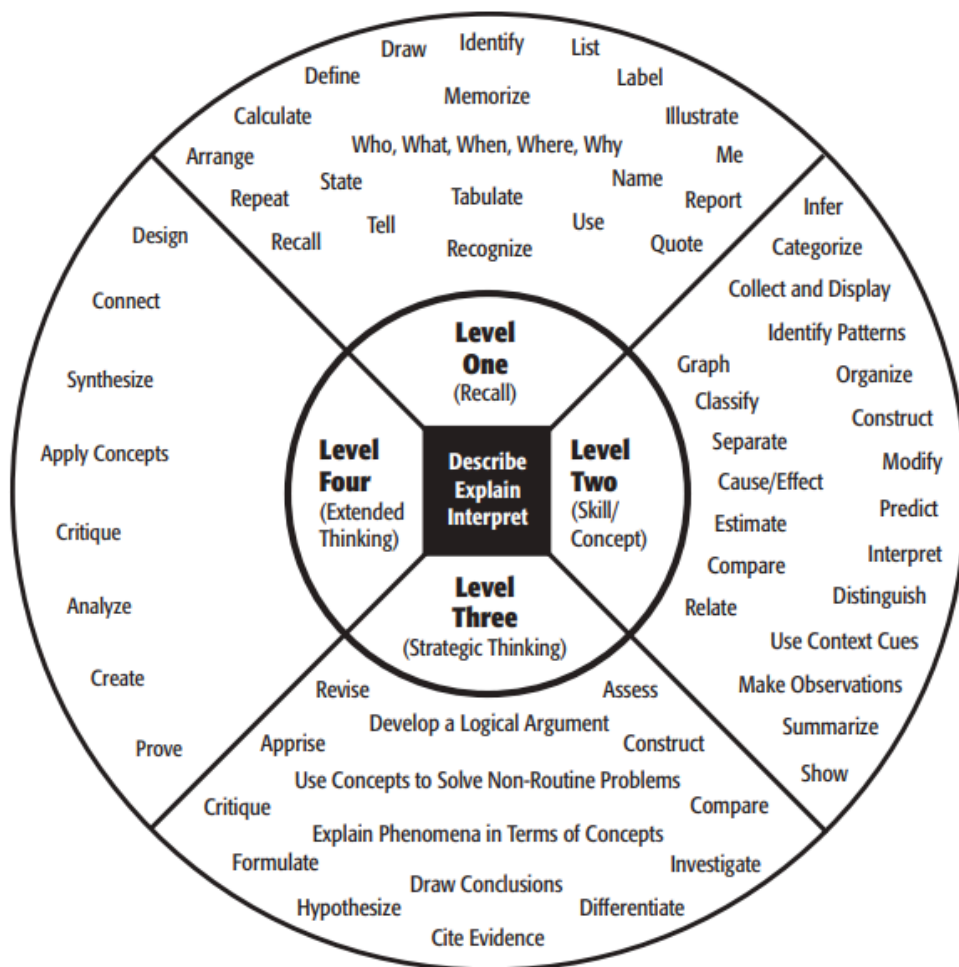
The Four Levels of Depth of Knowledge

- **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

Level One (Recall): Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Me, State, Tabulate, Name, Repeat, Report, Recall, Tell, Use, Recognize, Quote

Level Two (Skill/Concept): Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Hypothesize, Cite Evidence

Level Four (Extended Thinking): Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Describe, Explain, Interpret

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. Organize, represent and interpret data.	Apply a concept in other contexts.	Design a mathematical model to inform and solve a practical or abstract situation.

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 _____?

5th Grade KSA Reading Question Stems

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

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

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

15

RL.5.1 - Key Ideas and Details
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

DOK-1
Why did the author write this? What evidence supports your idea?

Why did _____? What are specific text examples that support your answer?

What specific details from the text tell you where and when the text takes place?

What is the title of the text you are reading? Who is the author?

Identify a specific quote from the text that describes the main character. What does this quote say?

What is one explicit fact stated in the text? Provide a quote that supports this fact.

Describe a key event that occurs in the text. What quote can you find that illustrates this event?

What does the author mean when they say "_____"? Explain it in your own words.

Find a quote that shows how a character feels. What words does the author use to convey this emotion?

What is the setting of the text? Provide a quote from the text that helps you understand where and when the story takes place.

Identify a quote that highlights the main theme of the text. What is the theme based on this quote?

What inference can you draw about a character's actions based on a specific quote? What does this quote suggest?

How does the author use dialogue in the text? Provide an example of a quote that shows a conversation between characters?

DOK-2
Compare the explicit information provided in the text with your own inference. What evidence from the text supports your inference?

Explain how the author uses specific language in a quote to create imagery. What effect does this imagery have on your understanding of the text?

Identify a quote that demonstrates a key conflict in the story. How does this conflict contribute to the overall theme?

Discuss how the author's choice of words in a particular quote influences the tone of the text. What feelings does it evoke?

Infer the relationship between two characters based on their dialogue. Provide a quote that illustrates this relationship and explain your reasoning.

Describe how the author develops a specific theme through quotes from different parts of the text. What connections can you make between these quotes?

Examine a quote that suggests a character's change throughout the story. How does this change affect the plot?

Discuss how the author uses foreshadowing through quotes to build suspense. Provide examples and explain their significance in the context of the plot.

DOK-3
Analyze a quote from the text that reveals a character's motivation. How does this quote help you understand why the character acts the way they do?

Evaluate the significance of a quote that foreshadows an event in the story. How does this quote hint at what is to come?

Synthesize information from multiple quotes to explain the text's central message. What do these quotes collectively reveal about the author's intent?

Analyze how the author's use of specific quotes contributes to the development of complex characters. What do these quotes reveal about their motivations and conflicts?

Evaluate the effectiveness of a particular quote in conveying the theme of the text. How does it enhance your understanding of the underlying message?

Compare and contrast the explicit information presented in the text with the inferences you can make about the characters' relationships. What evidence supports your analysis?

Create a thematic statement based on multiple quotes from the text. How do these quotes work together to support your statement?

Investigate how different characters interpret the same events or quotes differently. What does this reveal about their perspectives and biases?

Synthesize information from various quotes to form a deeper understanding of the text's conflict. How do these elements interact to create tension?

Assess how the author's choice of quotes reflects cultural or historical contexts. What insights can you gain about the setting or time period through these quotes?

Formulate a response to a critical question about the text based on specific quotes. How do these quotes help you justify your answer?

DOK-4
Critique the author's use of dialogue in conveying character emotions. How do selected quotes illustrate the depth of these emotions and their impact on the story?

Design an alternative ending to the story based on your understanding of the characters and themes. Use quotes from the text to justify how your ending aligns or contrasts with the original narrative.

Collaborate in a group discussion to debate the implications of a key quote in the text. Use textual evidence and your own analysis to support your position while considering counterarguments.

Create a multimedia presentation that synthesizes quotes from the text with external sources (e.g., articles, other literary works) to explore a related theme. How do these sources complement or challenge each other?

RI.5.1 - Key Ideas and Details
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

DOK-1
What evidence can you find to show _____?
What evidence in the text proves _____?
What are two facts presented in the text? Provide quotes that support these facts.
Who is the author of the text, and what is their purpose in writing it?
Find a quote that describes a key detail about a specific subject in the text. What does this detail tell you?
What does the author explicitly state about the topic? Provide a direct quote that illustrates this.
Describe the structure of the text. What headings or sections are included, and how do they help you understand the content?
What is one example given in the text to support a main idea? Quote the example.
Identify a quote that shows the author's opinion on the topic. What words indicate their perspective?
What conclusion can you draw from a specific quote in the text? Explain it in your own words.

DOK-2
Analyze a quote from the text that illustrates the main idea. How does this quote help clarify the author's point?
Compare the explicit information provided in the text with your own inferences. What evidence from the text supports your inferences?
Explain how the author uses specific examples in the text to support a claim. What quotes can you find that illustrate this?
Identify a quote that reflects a cause-and-effect relationship in the text. How does this relationship enhance your understanding of the topic?
Discuss how the author's choice of words in a particular quote influences the reader's understanding. What emotions or images does it evoke?
Infer the author's intent behind a specific quote. What clues in the text lead you to this inference?
Describe how the author presents a counterargument in the text. Provide a quote that illustrates this counterargument and explain its significance.
Summarize the main idea of the text using quotes to support your summary. How do these quotes reinforce your understanding?
Investigate how the author uses illustrations or data in the text along with quotes. How do these elements work together to convey the main idea?

DOK-3
Evaluate how different sections of the text contribute to the overall understanding of the topic. What quotes from various sections support your evaluation?
Analyze how the author uses specific quotes to convey complex ideas about the topic. What do these quotes reveal about the author's perspective?
Evaluate the effectiveness of the evidence presented in the text. How do the quotes support the author's argument or main idea?
Compare and contrast two different sections of the text, using quotes to illustrate how they present different viewpoints. What insights does this comparison provide?
Discuss how the author develops a particular theme throughout the text. Cite quotes that demonstrate this development and explain their significance.
Synthesize information from multiple quotes to create a cohesive understanding of a key concept in the text. How do these quotes work together to support your conclusion?
Investigate how the author addresses counter arguments within the text. Provide quotes that show how these counter arguments are handled and their effect on the overall argument.
Formulate a critical analysis of the author's choice of structure in presenting information. How do specific quotes contribute to or detract from the clarity of the text?
Reflect on how the author's background or experiences might influence their writing. Use quotes to support your analysis of this influence on the text's content and tone.

DOK-4
Create a graphic organizer that illustrates the relationships between key ideas, quotes, and inferences drawn from the text. How does this visual representation aid in understanding the complexity of the text?
Propose a well-reasoned interpretation of a key quote in the text. How does your interpretation contribute to a deeper understanding of the author's message or intent?
Collaborate with peers to develop creative projects (e.g., skit, poem, or artwork) that represents the themes and ideas in the text. Use quotes to inform your creative choices and explain their relevance.
Develop an interdisciplinary project that explores the themes in the text through various lenses (e.g., historical, scientific, or cultural). Use quotes from the text to support your analysis and conclusions.

RL.5.2 - Key Ideas and Details

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

DOK-1

What is the text (passage/story) about?
What is the main theme of the story? State it in one sentence.
Can you show me where in the text the author says that?
Which of the following is the main idea of this text?
What was the author's main point in paragraph ____?
What is the central message or lesson the author wants readers to understand?
What are the key events or conflicts in the text that reveal the theme?
How does the author use symbolism or figurative language to convey the theme?
Identify a specific quote from the text that clearly expresses the theme. What does this quote say?
What are two examples from the text that illustrate the theme? Provide quotes that support these examples.
Who is the main character in the poem/story/drama, and what challenges do they face that relate to the theme?
Find a quote that describes an important event in the story/drama. How does this event relate to the theme?
What is the setting of the text, and how does it contribute to the theme? Provide a quote that supports your answer.
Describe the author's purpose for writing the text. What theme do you think they want to convey?
What is one lesson learned by the characters in the story? Provide a direct quote that illustrates this lesson.
Identify a moment in the text where the theme is made clear. What quote captures this moment?
What emotions do the characters experience in relation to the theme? Provide a quote that reflects these emotions.

DOK-2

What inference can you make?
What information would you need to support the inference?
What can you conclude from this text?
Why do you think that? Can you give specific examples from the text to support your thinking?
What is a summary of this text?
What does _____ represent in the story?
What is the theme of this story (text)? What helped you decide that this is the theme?
How does the theme relate to the character's actions?
How do the character's actions and choices contribute to the overall theme of the story?
Why does _____ feel (sad, angry, elated, etc.)? What text clues let you know why they are feeling this way?
How is the action of this character similar to ____?
In what way is _____ (theme or idea) like (or unlike) ____?
What can we learn about human nature or society from the theme of the text?
How does the setting or time period of the story contribute to the theme?
How does the author's use of tone or mood support the theme?

DOK-3

Are there any conflicting themes or multiple themes in the text? How do they contribute to the development of the theme?
How does the author's use of language and literary devices contribute to the development of the theme?
How does the theme of the text challenge or reinforce societal norms and values?
How does the theme evolve or change throughout the text? Are there any turning points or moments of realization?
Can you make connections between the theme of this text and other texts you have read or experiences that you have had? Analyze how the author develops the theme throughout the text. What quotes support your analysis of this development?
Compare and contrast how the theme is expressed in different characters' experiences within the text. Use specific evidence to illustrate these differences.
Evaluate the effectiveness of the author's use of symbolism in conveying the theme. What specific examples or quotes demonstrate this symbolism?
Discuss how the setting impacts the theme of the story. Cite examples from the text that illustrate this relationship.
Investigate how the author's choice of language influences the reader's understanding of the theme. Identify quotes that highlight these language choices and their effect.
Formulate a critical analysis of how the theme is revealed through the plot structure. What key events or turning points illustrate the theme? Cite relevant evidence.
Reflect on how the theme might change if the story were set in a different context or time period. What quotes support your reasoning?
Explore the relationship between the theme and the title of the text. How does the title reflect the theme? Provide specific examples from the text to support your explanation.

DOK-4

How does the theme of the text connect to real-life situations or experiences? Create _____.
How might different readers interpret the theme differently based on their backgrounds and perspectives? Create a _____ to show your understanding.
How does the theme of the text connect to larger issues or ideas in the world? Design...
Synthesize information from the text to explain how the theme relates to real-world issues. Provide evidence from the text that supports your connections.
Create a thematic map that connects various elements of the text (characters, setting, plot) to the central theme. Use quotes to reinforce these connections.

RI.5.2 - Key Ideas and Details
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

DOK-1
What is the text about?

What details tell more about that idea?

What are the main/central ideas developed in the text?

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

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

What is the main idea or central message of the text?

What was the author's main point in paragraph ____? What details support the central/main idea?

What kinds of details does the author use to support the main/central idea?

What are the key details or pieces of evidence that support the main/central idea?

What examples or specific information does the author provide to support the main/central idea?

How do the headings, subheadings, or text features contribute to understanding the main/central idea?

What are the most important or significant details that support the central/main idea?

Can you identify any patterns or recurring themes in the supporting details that reinforce the main idea?

DOK-2
Why is _____ a good title for the article? How do the details support this being a good title?

What do you think the author wants the reader to know? Summarize the information in a few sentences.

How did you decide that these details are important?

How do the text's supporting details help explain or clarify the central/main idea?

How do the text's supporting details help answer any questions or address any problems posed by the central/main idea?

How does the author's tone or perspective influence the presentation of the central/main idea and supporting details?

Are there any implicit or implied central ideas in the text? What evidence supports those ideas?

Identify the central idea of the text. What explicit evidence supports this idea?

Describe how the author conveys the central idea through specific details. Provide examples from the text.

Explain the relationship between the central idea and the supporting details. How do these details enhance your understanding of the central idea?

What implicit evidence can you find in the text that suggests the central idea? Quote a specific passage that demonstrates this.

Summarize a key section of the text that illustrates the central idea. What explicit information is provided to support your summary?

How does the author use examples or anecdotes to reinforce the central idea? Cite relevant evidence from the text.

Compare the central idea with another idea presented in the text. What evidence supports both ideas?

What questions do you have about the central idea based on your reading? Use specific evidence from the text to illustrate your inquiries.

DOK-3
How does the central/main idea of the text connect to larger concepts or ideas in the world?

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

How might the central idea and supporting details change if the text was written from a different point of view?

Can you identify any bias or perspective in the way the author presents the central/main idea and supporting details?

Are there any conflicting or contradictory details in the text? How do they impact the understanding of the main/central idea?

How does the author use different types of evidence (e.g., statistics, anecdotes, expert opinions) to support the main/central idea?

Can you identify any gaps or missing information in the supporting details? How might those gaps affect the overall understanding of the central/main idea?

How does the author's use of language and tone contribute to the presentation of the central/main idea and supporting details?

How does the central idea and supporting details relate to your own prior knowledge or experiences?

Can you make connections between the central/main idea and supporting details of this text and other texts you have read or topics you have studied?

Discuss how the central idea might be interpreted differently by different readers. What specific parts of the text contribute to these varying interpretations?

Analyze how the author's tone or style contributes to the presentation of the central idea. Provide examples from the text to support your analysis.

DOK-4
Create an outline or a graphic organizer that defines the main idea and the supporting details.

How might different readers interpret the main idea and supporting details differently based on their own backgrounds and perspectives? Design a _____ to show your understanding.

Compose a narrative that incorporates the central ideas of the text into a fictional context. Use specific evidence from the original text to inform your storytelling and explain your choices.

Collaborate with peers to curate a digital anthology that includes various texts reflecting similar central ideas. Analyze how each text presents these ideas, citing relevant evidence from each to support your comparisons.

RL.5.3 - Key Ideas and Details
Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of a text.

DOK-1
What can you tell me about these characters?
Who are the main characters in the story? Name them.
Which details does the author provide to show us how the characters act with each other?
What do _____ and _____ have in common?
Which of the following are similarities/differences between the characters?
What are the key settings in the text? List at least two of them.
Identify an event that occurs in the story. What happens in this event?
Describe one similarity between two characters in the story. What specific detail supports your answer?
What is one difference between the two settings in the text? Provide a detail that illustrates this difference.
List two events that take place in the story. How do they relate to each other?
How does the author introduce the main characters? What specific details are provided?
What emotions do the characters express during a particular event? Identify a quote that shows this emotion.
Find a quote that describes the setting. What details does it include?
Identify a change that occurs in one of the characters throughout the story. What evidence supports this change?

DOK-2
In what ways do the characters think alike/differently?   How does this contrast affect the outcome?
In what way do different settings in the text affect the outcome?
What attitude did the characters display? How do you know?
How does the dialogue help you understand the characters and their actions?
How are the characters and the events different?   What caused the character _____ to change?
What can you infer about_____ (character, plot, resolution)?
What do the character's reaction in _____ (lines/paragraph) tell the reader?
How are the characters in the story similar and different? Provide specific examples from the text to support your answer.
Compare the motivations of two characters in the story. What specific details from the text support your comparison?
Describe how the settings influence the characters' actions in the story. Provide examples from the text to illustrate this influence.
Explain how two events in the story are similar. Use specific details to support your explanation.
Identify a specific event that changes the course of the story. How does this event affect the characters involved? Provide details from the text.
Discuss how the author contrasts the two settings in the text. What specific details highlight their differences?
How do the main characters respond to a significant event in the story? Compare their reactions using evidence from the text.
What role does the setting play in developing the central conflict of the story? Use specific examples to support your analysis.
Compare the themes reflected in the interactions between two characters. What details from the text illustrate these themes?
Describe how two different characters approach a similar challenge in the story. How do their approaches differ? Provide evidence from the text.

DOK-3
Which events in the text were most important and why?
Compare and contrast the settings in the beginning and end of the story. How do these changes impact the characters and the events?
How do the characters' backgrounds and experiences shape their interactions with each other and the events in the text?
What are the underlying motivations and desires of the characters, and how do these motivations drive their interactions and shape the overall plot?
How do the characters' values and beliefs influence their interactions and decisions throughout the text?
How does the setting of the story or drama contribute to the development of the characters and their interactions? How does it create opportunities or obstacles for them?
How do the characters' relationships with other characters evolve and change over the course of the text? What factors contribute to these changes?
How do the characters' strengths and weaknesses impact their interactions and the outcomes of events in the story or drama?
How do the characters' emotions and feelings influence their interactions and decision-making throughout the text?
How do the characters' conflicts and struggles contribute to their growth and development over the course of the story or drama?
How do the characters' choices and actions impact the overall trajectory of the plot and the resolution of conflicts?
How does the author use symbolism or metaphor in the text to enhance the understanding of the characters, settings, or events and their interactions?
Analyze the relationship between two characters. How do their interactions impact the story? Cite evidence from the text.
Analyze the author's use of dialogue to reveal character traits and motivations. How does the dialogue contribute to the characters' development and interactions? How does it advance the plot?
Analyze the role of conflict in the story or drama. How do the characters' interactions change due to the conflicts they face?

DOK-4
Analyze the author's use of figurative language (e.g., similes, metaphors, personification) in the text. How does this use of figurative language deepen the reader's understanding of the characters, settings, or events? Create a _____ to show your understanding/creativity.
Develop a comprehensive essay that compares and contrasts the growth of two characters throughout the story. Use specific evidence to support your analysis and discuss how their interactions shape the narrative.
Create a multimedia presentation that explores the significance of the settings in the story. How do the settings influence the characters' decisions and the overall plot? Use detailed examples to illustrate your points.

RI.5.3 - Key Ideas and Details
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.

DOK-1
What caused (event)?   How are these historical/scientific/technical events connected?   What is the effect of _____?

What is the main idea of the text?   Who are the main individuals mentioned in the text?

What events are described in the text?   Can you list some key ideas presented in the text?

What specific information supports the main idea of the text?

How does the author describe the relationship between the individuals in the text?

What are some important concepts mentioned in the text?

What is one example of an interaction between events in the text?

What details can you find that explain the interactions between ideas in the text?

How does the author organize the information in the text?

DOK-2
What information in the text did you use to determine the relationship between these two historical events (scientific concepts)?

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

Describe the interactions between different individuals or groups in a historical context. How do these interactions shape the events or outcomes described in the text? Provide specific examples or details from the text to support your explanation.

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

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

Describe the relationship between two scientific concepts or ideas discussed in the text. How do these concepts or ideas interact or relate to each other? Provide specific evidence to support your explanation.

How do the interactions between the individuals in the text influence the events that occur?

What are the similarities and differences between the ideas presented in the text?

How does the author use specific details to illustrate the relationship between different events?

In what ways do the concepts introduced in the text connect to one another?

Can you explain how an event in the text impacts the outcome of another event?

What evidence from the text supports the relationships between the ideas discussed?

How do the key ideas in the text help you understand the overall message?

What conclusions can you draw about the interactions among the individuals based on the details provided?

How does the author's choice of examples enhance your understanding of the relationships between the concepts?

Can you identify any cause-and-effect relationships in the text? How do they connect the ideas and events?

DOK-3
Explain the relationship between a scientific discovery or innovation and its impact on society or the world. How does this discovery or innovation influence or change the way people think, live, or work? Use specific evidence from the text to support your answer.

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

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

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

How do the relationships between individuals in the text affect their actions and decisions throughout the narrative?

Evaluate the author's perspective on the interactions between ideas presented in the text. How does this perspective shape your understanding of the content?

Compare and contrast two different events from the text. How do their relationships influence the development of the main idea?

What inferences can you make about the impact of certain concepts on the individuals' actions? Support your reasoning with evidence from the text.

Discuss the significance of specific details in illustrating the connections between events. How do they enhance your comprehension of the text?

DOK-4
Assess the implications of the relationships between different ideas or concepts in a scientific or technical text. How do these relationships impact the field of study or have broader implications for society? Use specific information from the text to support your assessment. Create a PowerPoint to show your findings.

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

Synthesize the information from the text to create a new understanding of how the events relate to the key ideas. What new conclusions can you draw? Create a presentation to show your ideas.

RL.5.4 - Craft and Structure
Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

DOK-1
What does this word mean?   How do you know?

What works in the text tell how (character) feels/thinks?

What does (phrase) mean?   Does it mean exactly what it says (e.g., hit the road) or does it mean something else (e.g., get going)?

Can you think of another word to use instead of _____?

What is the tone of this writing?   How do you know?

Why did the author choose this word?

What does the word ___ mean as it is used in the text?

Can you identify any unfamiliar words in the text? What do you think they mean?

How is the phrase "_" used in the context of the text?

What is the meaning of the allusion to ___ in the text?

Can you find a word in the text that describes a character or setting? What does it mean?

What specific words or phrases help to convey the mood of the text?

How does the author use descriptive language to enhance understanding?

What is one example of an allusion in the text? What does it refer to?

Can you list some synonyms for the word ___ as used in the text?

How does the meaning of the phrase "_" contribute to the overall message of the text?

DOK-2
How do specific word choices in the text affect the overall tone? Provide examples.

Analyze the meaning of the allusion to ___ in the context of the story. How does it enhance your understanding of the characters or themes?

In what ways do the phrases used in the text create imagery? Can you provide an example?

Compare the meanings of two different words used in the text that describe a similar idea. How do their connotations differ?

How does the author use figurative language (like similes or metaphors) to convey deeper meanings? Provide examples from the text.

What impact does the choice of words have on the reader's perception of the main character?

Discuss how the meaning of a particular phrase changes when placed in a different context within the text.

How do the specific terms and phrases used in the text help to develop the theme?

What connections can you make between the allusions in the text and the larger themes presented?

How might the meaning of the text change if the author had used different words or phrases in key areas?

DOK-3
Examine how the author's use of specific allusions shapes the reader's understanding of the characters' motivations. What insights do these allusions provide?

Investigate how the choice of words and phrases throughout the text contributes to the development of its themes. What patterns do you notice?

How does the figurative language used in the text alter your interpretation of the main events? Discuss your reasoning with examples.

Compare the effect of two different phrases used to describe the same event. How do these choices influence the reader's emotional response?

Draw conclusions about information from the text to explain how the language shapes the relationship between the characters. What does this reveal about their dynamics?

Discuss the significance of the author's word choices in conveying cultural or historical context. How do these choices impact the reader's understanding of the text?

How do the meanings of the allusions in the text interact with the plot? What role do they play in advancing the story?

Create a connection between the language used in the text and its impact on the overall message. How does this enhance or alter the reader's interpretation?

Examine how the author's language choices reflect their perspective or intent. What clues in the text support your analysis?

DOK-4
Propose an alternative word or phrase for a key term in the text. How would this change the meaning or impact of the text as a whole? Create a poster and share your ideas.

Create a multimedia presentation that explores how specific phrases or words shape the reader's emotional response throughout the text. What techniques does the author employ to achieve this effect?

Evaluate the effectiveness of the author's language choices in conveying complex ideas. How do these choices challenge or reinforce the reader's understanding of the themes?

RI.5.4 - Craft and Structure
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

DOK-1
How do the words and images show (vocabulary word)?
What does the word _____ mean in the text?   How did the other words help you figure out the meaning?
Can you identify a domain-specific word used in the text? What is its meaning?
Are there any words that confuse you?
What helps you understand the meaning of _____?
What is a synonym for the word _____? How do you know?
What does _____ mean as it is used here? What other meanings are there for the same word?
What is the definition of the phrase "_" as it is used in the text?
How does the author use the word ___ to describe a concept?
What are some examples of general academic words found in the text?
Can you find a word in the text that has a specific meaning in a particular subject area? What does it refer to?
What is the meaning of the term ___ when used in the context of the text?
How does the phrase "_" help to clarify the main idea of the text?
What specific words does the author use to explain the topic? Can you list a few?
How do the meanings of certain words or phrases contribute to your understanding of the text?

DOK-2
How does the author's choice of the word ___ affect the reader's understanding of the topic?
Compare the meanings of two general academic words used in the text. How do their meanings differ in context?
In what ways do specific phrases in the text create a clearer picture of the subject matter? Provide examples.
How does the use of the term ___ in the text influence the overall tone?
Discuss how the author uses language to clarify complex ideas. What words or phrases are particularly effective?
Identify a word in the text that has multiple meanings. How does the context help you determine its specific meaning in this case?
How do the academic words chosen by the author contribute to the development of the main idea?
Explain how the author's use of specific phrases changes your perception of the information presented. Can you provide an example?
What connections can you make between the language used in the text and the themes or concepts being discussed?

DOK-3
Analyze how a specific domain-specific word in the text enhances the meaning of a particular concept. What does it add to your understanding?
Evaluate how the use of specific domain-specific words in the text influences your understanding of the main idea. What insights do these words provide?
Analyze how the author's choice of general academic words affects the tone and mood of the text. What examples can you find to support your analysis?
Discuss how the meanings of certain phrases change when placed in different contexts within the text. How does this affect your interpretation?
Compare the effectiveness of two different words used to describe the same concept in the text. How do these choices alter the reader's understanding?
Examine how the author uses language to create connections between ideas. What specific words or phrases facilitate these connections?
How does understanding the meanings of certain academic words enhance your comprehension of the text's themes? Provide examples to support your response.
Analyze the impact of the author's language choices on the reader's perception of the subject matter. What evidence can you provide to illustrate this?
Evaluate how word choice in the text reflects the author's purpose. How do the selected words shape the message being conveyed?
How do allusions to historical or scientific concepts in the text deepen your understanding of the main ideas? Provide examples of specific language that supports this.

DOK-4
Synthesize information from the text to explain how the use of specific phrases contributes to character development. What do these phrases reveal about the characters? Share your findings by _____.
Construct a detailed analysis of how the author's use of specific domain-specific vocabulary shapes the overall argument presented in the text. What implications does this have for the reader's understanding?
Create an in-depth presentation that compares the language used in this text with another text on a similar topic. How do the word choices affect the tone, perspective, and overall meaning in both texts?

RL.5.5 - Craft and Structure
Analyze and explain the overall structure of poems, stories, and dramas in two or more texts, including but not limited to linear, nonlinear, and circular structures.

DOK-1
How is this text organized? What is the overall structure of the poem/story/drama? (Is it linear, nonlinear, or circular?)
Can you explain the difference between a chapter in a book and a scene in a play?
Can you identify any specific elements that show the structure of the text? What are they?
What is the first event that happens in the linear structure of the story?
How does the author organize the events in the poem? Are they in a specific order?
What type of structure does the second text use? How can you tell?
Can you list the main parts of the story? What are they in order?
What happens at the beginning of the drama? How does this relate to its structure?
Are there any repeated events or themes in the poem? How do they contribute to its structure?
What is the last event in the circular structure? How does it connect back to the beginning?
How do the titles of the texts reflect their structures?

DOK-2
How does the linear structure of the poem, story, or drama shape the reader's engagement with the text? Does it help maintain a clear and coherent narrative flow?
What is the purpose of the linear, nonlinear, or circular structure in the poem, story, or drama? How does it assist in conveying the author's intended message or themes?
How would this change if we took out the _____ (stanza/chapter/scene)?
Describe the overall structure of a poem, story, or drama and its impact on the reader's engagement and enjoyment of the text. How does the structure enhance the reader's experience and make the text memorable?
Describe the circular structure in a poem, story, or drama. How does the circular structure contribute to the overall message or theme of the text? How does it create a sense of closure or reflection?
Compare the structure of two texts. How do their structures differ, and what effects do these differences have on the story?
How does the author's choice of a nonlinear structure in one text affect your understanding of the plot? Provide examples to support your answer.
Interpret how the use of circular structure in a story creates a sense of completeness. What elements contribute to this effect?
Distinguish how the sequence of events in a linear story helps to build tension or excitement. What specific events contribute to this?
Identify a poem that uses a specific structural element (like stanzas or rhyme scheme). How does this structure enhance the meaning of the poem?
How does the structure of a drama influence the development of its characters? Provide examples from the text.
Discuss how the overall structure of one text impacts the theme or message. What structural elements support this theme?
Interpret how the transitions between different sections of a nonlinear text affect the reader's comprehension. What challenges might arise?
Compare how the authors of two texts use structure to convey emotions. What techniques do they use, and how effective are they?

DOK-3
Compare and contrast the overall structure of two poems, stories, or dramas. How do the structures of these texts differ? How does each structure contribute to the overall meaning and impact of the text?
Compare and contrast the use of different structural elements (e.g., flashbacks, multiple narrators, parallel storylines) in two texts. How do these elements shape the overall structure and impact of each text?
Examine the use of nonlinear structure in a poem, story, or drama. How does the nonlinear structure enhance the reader's experience and comprehension of the text? How does it create suspense or reveal information in a unique way?
Examine how the structure of a poem, story, or drama contributes to the pacing and flow of the text. How does the structure create tension, build suspense, or evoke emotions in the reader?
Determine the use of linear structure in a poem, story, or drama. How does the linear structure contribute to the development of the plot or themes? How does it shape the reader's understanding and engagement with the text? (Nonlinear and circular)
Explain the impact of the structure on the pacing of the story. How does the arrangement of events influence the reader's experience?
Compare and contrast the use of circular structure in two different texts. How do the authors use this structure to convey a particular message or idea?
Discuss the role of pacing in the structure of a drama. How does the arrangement of scenes affect the audience's emotional response?
Evaluate the effectiveness of using a nonlinear structure in a story. How does this choice impact the reader's engagement and understanding of the plot?
Examine how specific structural elements, such as flashbacks or foreshadowing, function in one text. How do these elements contribute to the overall narrative?
Discuss how the interplay between structure and content in two texts enhances the reader's understanding of the main ideas. What conclusions can you draw from your analysis?

DOK-4
Analyze the impact of the structure on the reader's interpretation of the themes or messages in a poem, story, or drama. How does the structure enhance or challenge the reader's understanding of the text? Create _____ to show your understanding.
Evaluate how the linear structure influences the reader's emotional engagement with the text. How does the linear structure create suspense, build tension, or evoke specific emotions in the reader? Provide specific examples or moments from the text to support your evaluation. Create _____ to show your understanding.
Analyze how the structure of one text enhances the development of its themes compared to another text. What specific structural elements contribute to this enhancement?
Synthesize information from two texts to explain how different structural choices influence the portrayal of characters. What insights can you draw from your analysis? Create a _____ to share.
Create a visual diagram that illustrates the structures of two different texts. Explain how the diagrams help to reveal similarities or differences in their storytelling techniques.

RI.5.5 - Craft and Structure
Compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts.

DOK-1
How is this text organized (time order, compare and contrast, cause and effect, problem/solution)?
How is the overall structure of Text A similar/different to Text B?
How does the overall structure of Text A compare to Text B in terms of the sequence or arrangement of events, ideas, concepts, or information?
What are the main events or ideas presented in each text?   Identify the structure of the first text. Is it linear, nonlinear, or another type?
What is the structure of the second text? How can you tell?   List two similarities in the structure of both texts.
What are two differences in how the events are organized in the two texts?
How does the order of events in the first text compare to the order in the second text?
What type of information is presented at the beginning of each text   Can you identify any repeated themes or concepts in both texts? What are they?
What is the main purpose of the first text? How is this reflected in its structure?   How is the main idea of the second text organized?

DOK-2
How else might this text have been organized?   Why did the author use this structure?
If you leave out this sentence/section, how does it change the text?
What text features help identify the most important information? What text features could have been added?
If you compared these two articles about _____, how are the ideas or concepts the same? How are they different?
How do the structures of the two texts help to convey their main ideas? Provide specific examples from each text.
Compare the way events are organized in both texts. How does this organization affect the reader's understanding of the plot?
Identify a common theme in both texts. How do the structures of the texts support or enhance this theme?
Explain how the use of chronological order in one text differs from the use of another structure in the second text. What impact does this have on the reader's experience?
Discuss how the introduction and conclusion of each text are structured. How do these structures influence the overall message?
Compare how the authors use headings, subheadings, or other organizational features in their texts. How do these choices aid in understanding the content?
How does the structure of one text create suspense or interest compared to the other? Provide examples to illustrate your points.
Identify any patterns in the way information is presented in both texts. How do these patterns help to clarify the main ideas?

DOK-3
How does the overall structure of Text A and Text B shape the reader's engagement with the events, ideas, concepts, or information? Compare and contrast the effects of each structure.
Determine the effectiveness of the overall structure in Text A and Text B for organizing and presenting the events, ideas, concepts, or information. How does each structure contribute to the clarity and coherence of the texts?
Examine the impact of the overall structure in Text A and Text B on the reader's understanding and interpretation of the events, ideas, concepts, or information. How does each structure shape the reader's comprehension and engagement?
Compare and contrast the strengths and weaknesses of the overall structure in Text A and Text B. How does each structure enhance or hinder the communication of the events, ideas, concepts, or information?
Investigate the significance of Text A and B's overall structure in conveying the main themes or messages. How does each structure contribute to the overall meaning and impact of the texts?
Determine how the overall structure in Text A and Text B influences the reader's perspective or viewpoint on the events, ideas, concepts, or information presented. How does each structure shape the reader's interpretation?
Compare and contrast the ways in which the overall structure in Text A and Text B supports or challenges conventional narrative or informational structures. How does each structure offer a unique approach to organizing the events, ideas, concepts, or information?
Examine the effectiveness of the overall structure in Text A and Text B for engaging the reader and sustaining their interest. How does each structure contribute to the reader's engagement and enjoyment of the texts?
Examine the impact of the overall structure in Text A and Text B on the reader's overall experience and understanding of the events, ideas, concepts, or information. How does each structure shape the reader's perception and response to the texts?
Evaluate how the presentation of information in each text affects the clarity of the message. What differences do you notice?
Compare and contrast the use of narrative techniques in both texts. How do these techniques affect the reader's engagement with the events or ideas presented?
Evaluate how the authors' choices in structuring their texts reflect their intended audience. What differences do you notice in how each text addresses its readers?
Discuss how the sequencing of events in one text creates a different emotional effect than the sequencing in another text. How does this impact the reader's connection to the characters or ideas?
Compare how the organization of information in both texts aids in the clarity and coherence of their arguments. What structural features are most effective in achieving this?

DOK-4
Analyze the impact of the overall structure in Text A and Text B on the reader's ability to transfer knowledge and skills to new contexts. Create _____ to show the transfer of this knowledge.
Create a visual representation (such as a Venn diagram) that compares the structures of the two texts. Explain how the similarities and differences you identified enhance your understanding of their themes.
Analyze how the arrangement of ideas in one text contrasts with the arrangement in another. How does this contribute to the effectiveness of each text? Create a presentation to show your findings.
Synthesize the information from both texts to draw conclusions about how different structures can lead to varying interpretations of similar themes. What insights can you provide? Share with the class.
Analyze how the use of contrasting structures (e.g., linear vs. nonlinear) enhances or complicates the understanding of the central concepts in both texts. What are the implications for the reader?

RL.5.6 - Craft and Structure
Describe how a narrator's or speaker's perspective influences how events are described.

DOK-1
Who is the narrator or speaker in the text (telling these events)?   What is their role?
Is the narrator part of the story?   How do you know?
What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer?
How does the narrator's or speaker's perspective influence the reader's understanding of the events?
What events are described in the story? Can you list a few?   How does the narrator's perspective affect the way the events are presented?
Can you identify any specific words or phrases that show the narrator's feelings about the events?
How does the speaker's background or experience influence their description of events?
What details does the narrator include or leave out? How does this shape your understanding of the events?
How does the tone of the narrator affect how the events are perceived?
Can you find an example of how the narrator describes a character's actions? What perspective do they provide?
What is the mood of the text? How does the narrator contribute to this mood through their descriptions?

DOK-2
Why do you think the narrator described the events the way he/she did?
How does the narrator's or speaker's perspective shape the way events are described in the text?
How does the narrator's perspective shape your understanding of the main character's motivations? Provide specific examples from the text.
What evidence from the text supports the character's perspective?
What insights or biases can be inferred from the narrator's or speaker's perspective on the events?
How does the narrator's or speaker's perspective shape the reader's interpretation of the events?
Discuss the impact of the narrator's or speaker's perspective on the reader's understanding and interpretation of the events. How does their perspective shape the reader's perception of the events?
How does the setting of the text contribute to the character's interpretation of events?
Compare the descriptions of a key event from different characters' perspectives. How do their viewpoints affect the portrayal of the event?
Distinguish how the narrator's tone influences the way events are perceived by the reader. What specific language choices contribute to this tone?
Identify a moment in the text where the narrator's personal feelings are evident. How do these feelings influence the description of the events?
Infer how the speaker's background or experiences affect their interpretation of events. How does this perspective shape the narrative?
Discuss how the narrator's perspective creates bias in the storytelling. What specific examples illustrate this bias?
How does the perspective of the narrator affect the development of the story's theme? Provide examples to support your analysis.
Compare how two different narrators describe the same event. What are the key differences in their descriptions, and how do they affect your understanding of the event?
Distinguish how the narrator's perspective limits or expands the reader's understanding of the other characters in the story. What insights do you gain from this perspective?

DOK-3
How would the story be different if another character was telling the story?
Compare and contrast the narrator's or speaker's perspective with alternative perspectives on the events. How does their perspective differ, and how does it affect the description of events?
Assess the significance of the narrator's or speaker's perspective in shaping the reader's empathy or connection to the events. How does their perspective enhance the reader's emotional engagement with the text?
Draw conclusions on how the narrator's or speaker's perspective influences the tone and mood of the description. How does their perspective shape the emotional impact of the events on the reader?
Examine how the narrator's or speaker's perspective shapes the portrayal of events in the text. How does their perspective influence the selection and interpretation of details?
What cultural experiences or beliefs might have influenced the character's perspective?
How does the author's cultural background influence the themes or messages in the text?
Compare and contrast the impact of multiple narrators on the understanding of a central event. How do their differing perspectives enrich or complicate the narrative?
Evaluate the effectiveness of the narrator's perspective in conveying the emotional tone of the story. How does this choice affect the reader's connection to the characters and events?
Discuss how the choice of a reliable versus an unreliable narrator affects the interpretation of events. What implications does this have for the reader's understanding of the truth within the story?
Examine how the narrator's perspective shapes the theme of the story. What specific language or narrative techniques are used to emphasize this relationship?
Evaluate how the author's choice of perspective impacts the overall structure of the narrative. What effects does this have on the pacing and development of key events?
Discuss how the contrast between the narrator's perspective and the perspectives of other characters leads to tension or conflict in the story. How does this enhance the overall narrative?

DOK-4
Evaluate the extent to which the narrator's or speaker's perspective aligns with or challenges societal or cultural norms. How does their perspective reflect or subvert dominant ideologies in the description of events? Create a poster to demonstrate your understanding.
Analyze how the narrator's perspective shapes the reader's interpretation of the story's key events. What specific elements in the narrative contribute to this influence? Create a poster to share your findings.
Analyze a specific event in the story and evaluate how it might be perceived differently if told from another character's perspective. What insights does this provide into the narrative?   Design a presentation to show your ideas.
Create a visual representation (such as a chart) that compares the perspectives of different narrators in the text. How does this illustrate the influence of perspective on the events described?

RI.5.6 - Craft and Structure
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

DOK-1
From whose point of view is this written?
What does the author want you to learn/think/do?
What are the similarities/differences between the two accounts/various accounts?
What are the titles of the texts you are comparing? Who are their authors?
What event or topic is being discussed in both accounts? Can you name it?
Can you list one similarity between the two accounts?
What is one difference you notice in how the accounts describe the event or topic?
Who is the audience for each account? How can you tell?
What is the main idea of each account? Can you summarize them in one sentence?
Identify the tone of each account. How would you describe it in a few words?
What types of details do both accounts include? Are there any details that are missing from one account?
Which account do you find easier to understand? Why do you think that is?

DOK-2
Why did the author write this?
Why do the authors describe the events differently?
The author describes _____ as _____. What is another way to describe the same thing?
Do you agree with the author/authors?   Why or why not?
How do the author's choices of words or phrases reflect their different perspectives?
How do the authors use language differently in each account? Can you provide an example?
How do the different accounts of the same event/topic provide different perspectives?
How does each account contribute to a more comprehensive understanding of the topic/event?
How do the different accounts shape your own understanding of the topic/event?
How does the author's purpose influence the way they present the information?
Compare the main ideas presented in both accounts. How do they align or differ in their focus on the event or topic?
Identify specific language or phrases used in each account. How do these choices reflect the authors' perspectives?
Discuss how the structure of each account (e.g., chronological vs. thematic) affects the reader's understanding of the event. What are the impacts of these structures?
Examine the types of evidence each author uses to support their claims. How does the use of evidence differ between the two accounts?
Identify a specific detail that is presented differently in each account. How does this difference change the reader's perception of the event?
Explore how the tone of each account influences the reader's feelings about the event. What words or phrases contribute to this tone?
Compare how each account addresses the perspectives of different stakeholders involved in the event. What similarities and differences do you notice?
Discuss the implications of the differences in perspective between the two accounts. How might these differences affect a reader's understanding or opinion about the event?

DOK-3
Can you elaborate on the reason the author _____?   What conclusions can you draw _____?
What conclusion can be drawn from these multiple articles?   What biases or assumptions can you identify in each account?
What evidence from the texts supports the different perspectives presented?
How might different readers interpret the information differently based on their own experiences and perspectives?
How does including or omitting certain details in each account affect the overall portrayal of the topic/event?
Analyze how the authors' backgrounds might influence their accounts of the same event. What evidence in the text supports your analysis?
Analyze how the authors conclude their accounts. Do they offer similar or different perspectives on the outcome of the event?Analyze how the contexts in which each account was written influence the perspectives of the authors. What specific historical or cultural factors can you identify?
Compare and contrast the arguments made by each author regarding the same event. How do the strengths and weaknesses of their arguments affect the reader's understanding?
Evaluate the effectiveness of the evidence presented in each account. Which account provides more convincing support for its claims, and why?
Discuss how the authors' use of persuasive techniques (such as emotional appeal, logical reasoning, or factual evidence) differs. How do these techniques impact the reader's perception of the event?
Analyze the impact of the audience targeted by each account. How does the intended audience shape the authors' perspectives and the information they include?
Examine how the tone and style of writing in each account contribute to the overall message. What specific choices do the authors make that enhance or detract from their perspectives?
Investigate how the portrayal of key figures involved in the event differs between the two accounts. What do these differences reveal about the authors' perspectives?
Consider how each author addresses counterarguments or alternative viewpoints. How does this affect the credibility of their accounts?

DOK-4
How could the author convince you that _____? Create a poster to show your understanding.
Write a story that happened to you today at lunch/recess and compare it to a classmate's version of the same story. How would they be different?
Create a graphic organizer that highlights the similarities and differences in perspective between the two accounts. How does visualizing this information help to deepen your understanding of the event?
Create a multimedia presentation that synthesizes the findings from both accounts and includes additional research on the event. How do you integrate various sources to provide a deeper understanding of the topic?

RL.5.7 - Integration of Knowledge and Ideas
Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

DOK-1
What was different when you read and saw the drama (either live or video)?

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

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

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

What type of visual elements (e.g., images, graphs, charts) are included in the non-print text? Can you list them?

Identify the multimedia elements present in the text. What are they (e.g., audio, video, animations)?

What is the main message or theme of the non-print text? Can you summarize it in one sentence?

Describe how the colors used in the visuals contribute to the overall tone of the text. What feelings do the colors evoke?

What captions or labels are provided for the images or visuals? How do they help in understanding the text?

Can you identify any sound effects or music in the multimedia elements? How do they affect your perception of the text?

What emotions do the visuals or multimedia elements convey? Can you give an example of a specific image or sound that creates a feeling?

What are some of the key details shown in the visuals that you think are important for understanding the text?

DOK-2
How is the story the same as the film? How is it different? Which do you prefer and why?

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

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

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

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

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

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

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

How do the visuals relate to the written content? Can you explain how they support or enhance the text?

How does the layout of the non-print text (e.g., placement of images, text size) influence your reading experience?

Compare the meanings conveyed by the text and the visuals. How do they work together to enhance the overall message?

Examine how the multimedia elements (e.g., sound, video) change your understanding of the text. What information do they provide that the text alone does not?

Identify the emotions evoked by the visuals in the text. How do these emotions align with or contradict the written content?

Discuss how the arrangement of visual elements affects your interpretation of the text. Does the layout lead you to focus on certain aspects more than others?

Explore how the use of color in visuals contributes to the meaning of the non-print text. What feelings or themes do specific colors represent?

Compare how different visual elements (e.g., photographs vs. illustrations) impact the tone of the text. What differences do you notice in their effectiveness?

Reflect on how the multimedia elements might change the audience's perception of the topic. What impact do they have on how the message is received?

DOK-3
What evidence can you find in the non-print text to support your analysis of how visual or multimedia elements contribute to the intended meaning or tone?

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

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

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

Analyze how the choice of images affects the tone of the non-print text. What specific images contribute to a joyful, serious, or suspenseful tone?

Analyze how the pacing of a multimedia element (like a video or audio clip) influences the tone of the overall text. How does it affect your engagement with the content?

Investigate how the inclusion of specific visual details (such as facial expressions or body language) enhances the reader's understanding of characters or events.

DOK-4
Design an alternative arrangement or combination of visual or multimedia elements to convey a different meaning or tone in the non-print text?

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

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

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

Synthesize your analysis of the visual or multimedia elements with other critical perspectives to deepen your understanding of the overall meaning or tone of the non-print text? Create a poster to show your findings.

RI.5.7 - Integration of Knowledge and Ideas
Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.

DOK-1
Using the internet sources, find an answer to ……
What information can you find in the print or non-print sources that directly answers the question?
Can you identify the main idea or key details from the print or non-print sources that relate to the question?
What facts or information from the print or non-print sources can you use to support your answer to the question?
Can you list the steps or procedures mentioned in the print or non-print sources that can help solve the problem efficiently?
What specific details or examples from the print or non-print sources can you use to explain your answer to the question?
What types of print formats are included in the materials you are analyzing (e.g., books, articles, brochures)?
Identify the non-print formats present in the information sources. What are they (e.g., videos, websites, podcasts)?
What specific question are you trying to answer using the information from these sources? Can you state it clearly?
Locate a specific piece of information that answers your question. Where did you find it (which source)?
Can you summarize the main idea of one of the print formats? What is it about?
Describe one key fact or detail from a non-print format. How does it relate to your question?
What is the title of the print material you are using? Who is the author?
How many different sources did you use to gather information? Can you list them?
What specific visual elements (like charts or images) are present in the non-print formats? How do they help convey information?
Can you find an answer to your question in less than a minute? What made it easy or difficult to locate the information?

DOK-2
How can you summarize the information from the print or non-print sources to answer the question accurately?
Can you compare and contrast the information from different print or non-print sources to identify patterns or commonalities related to the question?
What evidence or examples from the print or non-print sources can you use to support your reasoning or argument about the question?
How can you organize the information from the print or non-print sources to solve the problem effectively?
Can you explain the cause-and-effect relationships between the information from the print or non-print sources and the question?
How does the information presented in a chart compare to the information in a text about the same topic? Provide examples to support your answer.
Based on the information gathered from a newspaper article and a website, what conclusions can you draw about the community's response to a recent event?

DOK-3
Where could you find an answer to …… (digital, print, other resources)?
Using several different sources, come up with a solution to ……
How could you analyze the reliability or credibility of the information from the print or non-print sources in relation to the question?
Can you evaluate the strengths and weaknesses of different arguments or perspectives presented in the print or non-print sources regarding the question?
What connections or relationships can you make between the information from the print or non-print sources and your prior knowledge or experiences to deepen your understanding of the question?
How could you synthesize information from multiple print or non-print sources to develop a well-supported response to the question?
Can you generate new questions or hypotheses based on the information from the print or non-print sources that extend beyond the original question?
How would you combine the findings from a book and an infographic to answer the question: "What are the effects of pollution on marine life?"
Identify the strengths and weaknesses of two different formats (e.g., a documentary and an article) when presenting information on climate change. How might these strengths and weaknesses affect a reader's understanding?

DOK-4
How might you design an experiment or investigation to gather additional information that could contribute to a more comprehensive answer to the question?
Can you create a model or visual representation that illustrates the relationships between the information from the print or non-print sources and the question?
What alternative solutions or approaches can you propose based on the print or non-print sources information to solve the problem more efficiently?
How can you develop a research-based argument or position using the information from the print or non-print sources to address the question?
Can you generate new insights or perspectives by synthesizing information from the print or non-print sources with other disciplines or contexts related to the question?
Using information from a variety of sources, propose a solution to a local environmental issue. What evidence from your sources supports your proposed solution?
Analyze how the use of visuals (such as graphs or charts) in a report enhances or detracts from the information presented in the accompanying text. What conclusions can you draw about the integration of these two formats?

RI.5.8 - Integration of Knowledge and Ideas
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).

DOK-1
What is the author's message?
What is the main claim made by the author in the text?
The author says _____. What evidence/reasons does the author give to support this idea?
What does the author claim? What evidence supports this claim?
What reasons does the author provide to support their main point or argument?
What reasons or evidence does the author provide to support their claims in the text?
Can you identify the main claim(s) made by the author in the text?
What specific details or examples does the author use to back up their claims?
Can you list the reasons or evidence mentioned in the text that support a particular claim?
List two pieces of evidence the author provides to support their claim.
Find a specific example from the text that illustrates how the author supports their claim. What is that example?
Match each claim made in the text with the corresponding piece of evidence provided by the author.
How does the author use facts or data to support their claims in the text?

DOK-2
What examples or facts does the author include to strengthen their argument?
What expert opinions or quotations does the author include to support their ideas?
How does the author use cause-and-effect relationships to support their main point?
Which of the following facts (details) support the author's claim?
Is the author's claim supported? What other evidence would you like the author to include?
How does the author use evidence from the text to support their claims?
How can you summarize the author's main claims and the reasons or evidence provided to support them?
Can you compare and contrast the different reasons or evidence used by the author to support their claims?
What connections can you make between the reasons or evidence and the specific claims they support in the text?
How does the author use examples or anecdotes to illustrate their claims in the text?
Can you explain the cause-and-effect relationships between the reasons or evidence and the claims they are meant to support?
How does the author's use of statistics or data enhance their point?
How does the author address counterarguments or opposing viewpoints?
How does the author use comparisons or analogies to support their claims?
How does the author's use of personal anecdotes or experiences contribute to their argument?

DOK-3
What logical reasoning does the author use to persuade the reader?
What additional evidence could the author have added to make the points stronger?
How could you analyze the effectiveness of the author's reasons and evidence in supporting their claims?
Can you evaluate the credibility or reliability of the sources cited by the author as evidence for their claims?
What counter arguments or opposing viewpoints can you identify in relation to the author's claims and the reasons or evidence provided?
How does the author use logical reasoning or appeals to emotion to strengthen their claims in the text?
Can you identify any assumptions or biases in the author's use of reasons and evidence to support their claims?
Assess the effectiveness of the author's use of reasons and evidence to support their claims. Are there any claims that are particularly strong or weak? Justify your evaluation with specific examples from the text.
Consider how the author's background or perspective might influence their claims and the evidence they choose to present. How does this impact the credibility of their argument?
Integrate information from the text with other sources (such as articles, documentaries, or personal experiences) to discuss the implications of the author's claims. How do these additional sources of evidence enhance or challenge the author's argument?
Develop a counter argument to one of the author's claims. Using evidence from the text and other sources, how might you argue against their position? What evidence would you use to support your counterargument?
Identify a broader theme or issue that the author's claims and evidence relate to. How do the reasons and evidence provided contribute to the understanding of this theme? What conclusions can you draw about the author's perspective on this issue?

DOK-4
How might you design an experiment or investigation to gather additional evidence that could either support or challenge the author's claims?
Can you create a visual representation or model that illustrates the relationships between the author's claims, reasons, and evidence?
What alternative explanations or interpretations can you propose based on the author's claims and the reasons or evidence provided?
Develop a research-based argument or position using the author's claims and additional evidence to support or refute them?
Generate new questions or hypotheses based on the author's claims and the reasons or evidence presented that extend beyond the original text?
Create an alternative argument for one of the claims made by the author, using different reasons and evidence. How would your argument change the overall message of the text?
Analyze how the author's claims and supporting evidence compare to those found in another text on the same topic. What new insights can be gained from examining both texts together, and how do they complement or contradict each other?

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

DOK-1
What are the main themes or topics explored in each story?
What are the titles of two stories in the same genre that you have read?
What is a common theme found in both stories?
What is one specific theme that both stories explore?
What is the main conflict in each story?
Describe the mood of each story in one word.
Can you identify any similarities or differences in the way the stories approach these themes or topics?
What evidence from the stories can you find to support your comparison of their approaches to similar themes or topics?
What are the settings of both stories? List one similarity and one difference between them.
Can you list the key elements or events in each story that contribute to the exploration of the themes or topics?
How do the stories address the same themes or topics in different ways?
Summarize the main events of each story in one or two sentences.

DOK-2
How are ____ and ____ alike or different?
How does (version 1) differ from (version 2) of this story? How are the versions the same?
How are the themes in these stories the same?
How did the different stories' theme/setting/plot stay the same? What is different?
Which text was better at getting the point/lesson/theme across? Why did you like it better?
Name the main characters in each story. How are they similar or different?
How did the characters solve problems in the same way? How were they different?
How does the setting in each story contribute to the overall mood or atmosphere?
Which of the following reasons describes why _____ is better/more accurate/more believable than _____ ?
List one character trait for the main character in each story. How do these traits affect their actions?
Compare how each story presents the common theme. What different perspectives do the authors offer on this theme?
Analyze how the main characters in each story respond to the central conflict. How do their responses reflect the theme?
Explain how the setting in each story influences the theme. What role does the setting play in developing the theme?
Identify a literary device (such as symbolism or foreshadowing) used in each story. How do these devices contribute to the overall theme?
Compare the conflicts in both stories. How do the resolutions of these conflicts relate to the theme being explored? Describe the relationship between the main characters in each story. How does this relationship impact the theme?
Explain how the tone of each story affects the reader's understanding of the theme. What emotions do the authors evoke?
Discuss the motivations of the main characters in each story. How do these motivations drive the theme forward?

DOK-3
How are the themes in these two stories similar or different?   How do the conflicts in these two stories compare and contrast?
What similarities and differences do you notice in the characters of these two stories?   How do the resolutions of these two stories differ or align?
What similarities and differences do you see in the plot structure of these two stories?
How does _____ from the _____ culture compare to _____ from the _____ culture?
What similarities and differences do you notice in the tone or voice of the narrators?
How do the authors use figurative language or descriptive techniques in similar or different ways?
How do the authors use dialogue to develop the characters or advance the plot in each story?
How do the themes or messages of these two stories relate to real-life experiences or issues?
Analyze how the authors of both stories use different narrative techniques (such as dialogue, description, and pacing) to convey their themes. In what ways do these techniques enhance or detract from the overall message?
Interpret how the cultural or historical context of each story influences the authors' approaches to the common theme. How does this context shape the reader's understanding?
Connect the themes of the two stories to a broader societal issue. How do the authors use their narratives to comment on this issue, and how effective are they in doing so?
Critically evaluate the effectiveness of each story in conveying its theme. Which story do you believe presents the theme more convincingly, and why? Provide evidence from the texts to support your evaluation.
Examine how the character development in each story contributes to the theme. What choices do the characters make that reflect the authors' messages?
Analyze the significance of the genre to which both stories belong. How does being in the same genre influence the authors' treatment of similar themes?
Compare the emotional impact of the two stories on the reader regarding the shared theme. How do the authors elicit different emotional responses, and what techniques do they use?
Discuss how the themes in both stories might change if told from a different character's perspective. What new insights could be gained from this shift?

DOK-4
How might you design a new story that combines elements from both stories to explore the themes or topics in a unique way?
Create a visual representation or model that illustrates the similarities and differences in the approaches to the themes or topics in the stories?
What alternative approaches or perspectives could be taken to explore the themes or topics in a more comprehensive or nuanced way?
How could you develop a research-based argument or position using evidence from the stories to support your analysis of their approaches to similar themes or topics?
Generate new insights or perspectives by synthesizing the approaches to the themes or topics in the stories with other literary works or real-world contexts?
Design a research project that explores the common themes present in both stories alongside other works in the same genre. What methods would you use to gather and analyze data, and what conclusions do you hope to draw?

RI.5.9 - Integration of Knowledge and Ideas
Integrate information from several texts on the same theme or topic.

DOK-1
Were there important details in one passage that were not in the other?
What was the theme from the text resources?
What are the main ideas or key details presented in each text on the theme or topic?
Can you identify any similarities or differences in the information presented across the texts?
What is one piece of information from each text that relates to the main theme?
What evidence or examples from the texts support your understanding of the theme or topic?
Can you list the different perspectives or viewpoints presented in the texts on the theme or topic?
How do the texts collectively contribute to your overall understanding of the theme or topic?
Summarize the main idea of one of the texts in one or two sentences.
What is one simplicity between the texts regarding the theme or topic?
Identify a key term or concept that is mentioned in all the texts. What does it mean?
If any of the texts include visuals (like graphs or images), describe one visual element and how it relates to the theme.

DOK-2
What is the difference between the themes of the articles?
How does the author use headings, subheadings, or other text features to organize the information?
How does the author use transition words or phrases to guide the reader through the text?
How does the author use visuals, such as charts or diagrams, to enhance the understanding of the topic in each text?
How does the author use evidence or examples to support the main ideas in each text?
How does the author's tone or voice differ in each text?
Compare how two of the texts address the same theme. What different viewpoints do the authors present?
Explain how the information from one text supports or contradicts the information from another text on the same theme.
Discuss how the theme is developed differently in each text. What specific examples from the texts illustrate these differences?
Identify specific pieces of evidence or examples from the texts that support the main theme. How does each piece of evidence enhance your understanding of the theme?
Explore the cause and effect relationships presented in the texts regarding the theme. How do the authors demonstrate these relationships?
Discuss how the context in which each text was written influences the author's treatment of the theme. What factors might affect their perspective?
Summarize the main arguments or points made in each text regarding the theme. How do they collectively contribute to a broader understanding of the topic?

DOK-3
What information is added by reading the second text?
How do the ideas in _____ compare to the ideas in _____?
How is (text 1) like (text 2)? How are they different?
How is (picture/diagram) like (picture/diagram)? How are they different?
How are the important points in (text 1) same as the important parts in (text 2)? How are they different?
How does _____ from the _____ culture, compare to _____ from the _____ culture?
How do the overall structures of these two texts on the same topic compare and contrast?
What similarities and differences do you notice in the organization of the information in each text?
How does the overall structure of each text contribute to the reader's understanding of the topic?
Which of the following reasons describes why _____ is better/more accurate/more believable than _____ ?
What similarities and differences do you see in the introduction and conclusion of each text?
How does the author use text structures such as cause and effect, problem, and solution, or compare and contrast in each text?
Analyze the different approaches taken by the authors in the texts to present the same theme. What techniques do they use to convey their messages, and how effective are these techniques?
Explore how the theme in the texts connects to real-world issues or current events. How do the authors' perspectives help readers understand these issues more deeply?
Evaluate the strengths and weaknesses of the arguments presented in each text regarding the theme. Which text provides a more compelling argument, and why?
Synthesize information from the texts to create a comprehensive overview of the theme. What new insights emerge when you consider the information together?
Discuss how the theme might change if presented from a different perspective (e.g., another character's viewpoint or a different cultural lens). What new understanding would this bring?
Examine how the texts relate to each other beyond the theme. Are there references, allusions, or comparisons that enhance your understanding of the theme across the texts?
Investigate the authors' backgrounds and intentions in writing their texts. How do their experiences influence their portrayal of the theme, and what implications does this have for the reader?
Predict how the theme addressed in the texts might evolve in future literature or society. What changes in societal attitudes or knowledge could influence this theme?

DOK-4
How might you synthesize the information from the texts to create a comprehensive overview of the theme or topic?
Can you create a visual representation or model that illustrates the connections and relationships between the information presented in the texts?
What alternative interpretations or conclusions can you draw by combining and analyzing the information from the texts?
Design a research-based argument or position using evidence from the texts to support your analysis of the theme or topic?
Can you generate new questions or hypotheses based on the integrated information from the texts that extend beyond the original content?
Develop an original presentation or multimedia project that integrates the various perspectives on the theme from the texts. How would you visually and verbally convey the interconnectedness of these themes?
Create a comprehensive proposal for a community initiative or policy that addresses the issues raised in the texts related to the theme. What steps would be necessary to implement this proposal, and how could it benefit the community?

RL.5.10 - Range of Reading and Level of Text Complexity
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

DOK-1
What questions can you ask yourself while reading the literary text to deepen your understanding?

Can you monitor your comprehension by checking if you understand the main events and characters as you read?

What does it mean to visualize while reading? Can you give an example of how you might visualize a scene from a story?

How can you visualize or create mental images to help you better comprehend the literary text?

Can you use your prior knowledge to make connections with the events or characters in the text?

What strategies can you use to determine the importance of specific details or events in the text?

Can you summarize the main events or key details from the literary text in your own words?

After you read a short passage, can you summarize what happened in one or two sentences?

How can you use inferencing to make educated guesses or draw conclusions based on the information in the text?

Can you identify the main idea or theme of the literary text?

What strategies can you use to synthesize information from the text to gain a deeper understanding of the story?

How can you use your prior knowledge to make predictions about what might happen next in the literary text?

What is one question you might ask yourself while reading to help you understand the text better?

What prior knowledge do you have that helps you understand a story about a character going on an adventure?

DOK-2
How can you compare and contrast the different characters or events in the literary text?

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

What connections can you make between the events in the text and your own experiences or other texts you have read?

How does the author use descriptive language or figurative language to enhance the reader's understanding of the story?

Can you explain the sequence of events or the development of the plot in the literary text?

Describe a time when you used a specific comprehension strategy, such as inference or visualizing, while reading a text. What was the text about, and how did the strategy help you understand it better?

Compare two comprehension strategies (e.g., summarizing and questioning). How are they similar, and how do they differ in helping you understand a text?

After reading a passage, identify a detail that supports the main idea. How does this detail enhance your understanding of the text?

When you notice you are having trouble understanding a part of the text, what steps do you take to monitor and improve your comprehension? Give an example of a strategy you might use.

Summarize a chapter from a book you are reading. What key points did you include, and why did you choose those specific details?

DOK-3
Evaluate the motivations or actions of the characters in the literary text?

Analyze the author's use of symbolism or imagery to convey deeper meanings in the story?

How does the author's choice of point of view or narrative style impact the reader's understanding of the story?

Can you identify any conflicts or tensions in the literary text and analyze how they contribute to the overall meaning of the story?

Analyze how using different comprehension strategies, such as inferencing and synthesizing, can lead to a deeper understanding of a complex text. Provide examples of how each strategy can uncover different layers of meaning.

Choose a literary text you have read recently and explain how using your prior knowledge influences your interpretation of the theme. What connections did you make that enhanced your understanding?

Examine a character from a story and discuss how visualizing their actions and emotions helped you to infer their motivations. What specific moments in the text contributed to your insights?

Compare how two different texts approach a similar theme. How did your comprehension strategies help you analyze the differences in perspective and message?

After reading multiple texts on a similar topic, synthesize the main ideas and insights you gathered. How did combining information from these texts enhance your overall understanding?

Reflect on a challenging text you read. Evaluate the effectiveness of the comprehension strategies you used to monitor your understanding. Which strategies were most helpful, and why?

Discuss how the complexity of a literary text affects the strategies you choose to use while reading. What makes a text complex, and how do you adapt your strategies to meet that complexity?

DOK-4
Design a new ending or alternative resolution for the literary text?

Create a visual representation or model that illustrates the relationships between the characters, events, and themes in the story?

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

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

Develop a research-based argument or position using evidence from the literary text to support your analysis of the story?

Generate new insights or perspectives by synthesizing information from the literary text with other disciplines or real-world contexts? Design a comprehension strategy guide for your peers that includes various strategies for analyzing complex literary texts. What strategies would you include, and how would you demonstrate their effectiveness?

RI.5.10 - Range of Reading and Level of Text Complexity
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

DOK-1
What questions can you ask yourself while reading the informational text to deepen your understanding?

Can you monitor your comprehension by checking if you understand the main ideas and key details as you read?

What are some comprehension strategies you can use when reading an informational text? Name at least two.

What does it mean to visualize while reading an informational text? Can you describe what you visualize when reading?

How can you visualize or create mental images to help you better comprehend the informational text?

How can you use your prior knowledge to make predictions about what might happen next in the informational text?

Can you use your prior knowledge to make connections with the information presented in the text?

What prior knowledge do you have that helps you understand a text about a scientific topic?

What strategies can you use to determine the importance of specific information in the text?

Can you summarize the main ideas or key details from the informational text in your own words?

After reading a short passage from an informational text, can you summarize the main idea in one or two sentences?

How can you use inferencing to make educated guesses or draw conclusions based on the information in the text?

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

What strategies can you use to synthesize information from the text to gain a deeper understanding of the topic?

How can you tell if an informational text is at your grade level? What features do you look for?

What is one question you might ask yourself while reading an informational text to help you understand it better?

How do you know if you understand what you are reading in an informational text? What do you do if you realize you are confused?

While reading an informational text, how do you decide which details are the most important? Can you give an example of an important detail from a text you read recently?

DOK-2
How can you summarize the main ideas or key details from the informational text using your own words?

Can you identify the cause-and-effect relationships presented in the informational text?

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

How can you use visualizing or mental imagery to enhance your understanding of the informational text?

Can you explain the sequence of events or steps described in the informational text?

Describe a time when you used a specific comprehension strategy, such as summarizing or questioning, while reading an informational text. How did it help you understand the material better?

Compare the way you would summarize a fictional story to how you would summarize an informational text. What are the key differences in your approach?

After reading a passage about climate change, identify a detail that supports the main idea. How does this detail enhance your understanding of the topic?

How can you use your prior knowledge about ecosystems to improve your understanding of a text discussing food chains? Provide an example of a connection you made.

When you find a part of an informational text difficult to understand, what steps do you take to clarify your understanding? Share an example of a strategy you used.

After reading a descriptive passage about the solar system, explain what you visualized. How did this visualization help you grasp the concepts better?

Summarize a section of an article you read about renewable energy sources. What key points did you include, and why did you choose those specific details?

While reading an informational text about endangered species, identify a detail that initially seemed unimportant but later turned out to be significant. How did this detail change your understanding of the text?

DOK-3
How can you evaluate the reliability or credibility of the sources cited in the informational text?

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

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

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

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

Analyze how different comprehension strategies, such as synthesizing and inferencing, can lead to varied interpretations of the same informational text. Provide examples of how each strategy revealed different insights.

Choose an informational text you have read and discuss how your prior knowledge influenced your understanding of its main idea. What specific connections did you make, and how did they enhance your comprehension of the theme?

Evaluate the effectiveness of a particular comprehension strategy you used while reading a challenging text. Which strategies helped you the most, and how did they contribute to your overall understanding?

After reading an article about pollution, analyze how the author's use of specific details and examples supports their main argument. What techniques did the author use to persuade the reader?

After reading multiple texts on a similar topic, synthesize the main ideas and arguments presented in each text. How did combining information from these sources deepen your understanding of the subject?

Develop a comprehension strategy toolkit for your classmates to use while reading complex informational texts. What strategies would you include, and how would you explain their effectiveness in enhancing comprehension?

Reflect on a complex informational text you read. What questions did you consider that helped you evaluate the credibility and reliability of the information presented? How did these questions shape your understanding?

Discuss the implications of a particular piece of information you learned from an informational text. How does this information impact your understanding of the world around you, and what actions might it inspire?

DOK-4
How might you design an experiment or investigation to gather additional information related to the topic of the informational text?

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

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

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

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

Reference Resources

5th Grade References

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

https://www.mrsjudyaraujo.com/wp-content/uploads/Gr5-CCSS-RLRIQS.pdf

All Grade Level References

https://www.windham-schools.org/docs/DOK%20Wheel%20Slide%20for%20Teachers-0.pdf

https://www.redhookcentralschools.org/cms/lib/NY01000233/Centricity/Domain/3/Bloom.pdf

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

https://www.state.nj.us/education/AchieveNJ/resources/DOKWheel.pdf

https://paperzz.com/doc/9079758/marzano-taxonomy---question-stems--products--terms--and-p...

https://www.wisconsinrticenter.org/wp-content/uploads/2019/03/Webbs-Depth-of-Knowledge-Handout.pdf

https://www.fortheteachers.org/Printables/Webb_Depth_of_Knowledge.pdf

http://dodgecitymiddleschool.pbworks.com/w/file/fetch/56537656/DOK%20OVERVIEW%20INFORMATION.pdf

https://www.evelynlearning.com/gauging-student-knowledge-using-blooms-taxonomy-and-dok/

Kentucky Department of Education (n.d.) *Test preparation.* https://ky.mypearsonsupport.com/practice-tests/

Kentucky Department of Education (n.d.) *Released items.* https://ky.mypearsonsupport.com/released-items/