

Question



Stems

ELA: GRADES 6-8

RESOURCE CONTENTS

- Suggestions for Implementation
- Resource Key – Explanation of Charts
 - 4 Levels of Challenge
 - Key Verbs
 - Example Question at Each Level
- Question Stems for Literary Elements
 - Main Idea
 - Character
 - Plot
 - Setting
 - Conflict
 - Figurative Language
 - Flashback
 - Symbolism
 - Theme
 - Point of View
 - Suspense
 - Tone & Mood
 - Author's Purpose
- Posters for Classroom & Professional Use

RESOURCE KEY

RESOURCE KEY | Chart Explanation

Level of Challenge	Key Verbs		Question Stems
<p>1 – Comprehend & Identify</p> <p>For this level, students can define concepts, recall information, and identify literary elements in a text.</p>	<p>Define</p> <p>Cite</p> <p>Describe</p> <p>Identify</p> <p>List</p>	<p>Name</p> <p>Recall</p> <p>Select</p> <p>Summarize</p>	<p>They prompt student thinking on this level and can be used to create questions, assignments, and tasks:</p> <p>Example Stem: Describe the main character.</p>
<p>2 – Explain & Apply</p> <p>Students can identify literary elements in a text and explain how they affect the way the text is understood.</p>	<p>Apply</p> <p>Compare</p> <p>Describe</p> <p>Determine</p>	<p>Explain</p> <p>Infer</p> <p>Interpret</p> <p>Show</p>	<p>They prompt student thinking on this level and can be used to create questions, assignments, and tasks:</p> <p>Example Stem: How would you characterize [character]?</p>
<p>3 – Analyze</p> <p>Students can examine how literary elements shape the text's meaning.</p>	<p>Analyze</p> <p>Develop</p> <p>Effect</p> <p>Explain how</p>	<p>Infer</p> <p>Interpret</p> <p>Justify</p> <p>Support</p>	<p>They prompt student thinking on this level and can be used to create questions, assignments, and tasks:</p> <p>Example Stem: How does the author use direct and indirect characterization to develop [character]?</p>
<p>4 – Synthesize</p> <p>Students can evaluate the way literary elements create deeper meaning in a text and connect ideas across texts.</p>	<p>Connect</p> <p>Create</p> <p>Determine</p> <p>Effect</p>	<p>Evaluate</p> <p>Prove</p> <p>Shape</p> <p>Synthesize</p>	<p>They prompt student thinking on this level and can be used to create questions, assignments, and tasks:</p> <p>Example Stem: What would [character] do if [scenario] happened? Why would the character respond in this way?</p>

© 2022 LIT Lessons 6

➤ Explanation of Levels of Challenge, Key Verbs & Question Examples

➤ Aligned with Bloom's Taxonomy & Depths of Knowledge

➤ Common Core-Aligned Material

QUESTION STEMS

CHARACTER | *Question Stems*

Level of Challenge	Question Stems – Always support with evidence!
<p>1 – Comprehend & Identify</p> <p>For this level, students can define concepts, recall information, and identify literary elements in a text.</p>	<ul style="list-style-type: none"> • Who are the characters in the story...? • Describe the main character. • What is [character] like? • What does [character] do in the story?
<p>2 – Explain & Apply</p> <p>Students can identify literary elements in a text and explain how they affect the way the text is understood.</p>	<ul style="list-style-type: none"> • How would you characterize [character]? • Characterize [character]. How would you describe their personality? • What does [character]'s actions reveal about their character? • What evidence from the text reveals the character's traits? Explain whether the evidence is a form of direct or indirect characterization. • What does [character]'s actions reveal about their character?
<p>3 – Analyze</p> <p>Students can examine how literary elements shape the text's meaning.</p>	<ul style="list-style-type: none"> • How has [character] changed since the beginning of the story? Why has [character] changed? • How does the author use direct and indirect characterization to develop [character]? • What motivates [character] to [action]? What does this motivation reveal about their character? • How are [character 1] and [character 2] alike? How are they different? Why are these similarities and differences significant? • What detail best highlights a change in [character's] character?
<p>4 – Synthesize</p> <p>Students can evaluate the way literary elements create deeper meaning in a text and connect ideas across texts.</p>	<ul style="list-style-type: none"> • Write a letter from the perspective of [character] about an important event from the story. In the letter, capture [character]'s character traits and motivations. • What would [character] do if [scenario] happened? Why would the character respond in this way? • How does the character respond to their problem? What does this response reveal about their character? Do you agree with the character's actions? Why or why not? • How has the character's feelings changed towards their situation? What does this change in feeling reveal about them? • Analyze the character's comment. What do you think the character means? What does the comment reveal about them?

© 2022 LIT Lessons 7

➤ Questions for Each Level of Challenge, Color-Coded for Ease of Use

➤ Use to Facilitate Discussion, Create Activities & Assessments

➤ Great for Any Classroom Model

POSTERS

CHARACTER | Question Stems

1 – Define & Identify

- Who are the characters in the story...?
- Describe the main character.
- What is [character] like?
- What does [character] do in the story?

2 – Comprehend & Explain

- How would you characterize [character]?
- Characterize [character]. How would you describe their personality?
- What does [character]'s actions reveal about their character?
- What evidence from the text reveals the character's traits? Explain whether the evidence is a form of direct or indirect characterization.
- What does [character]'s actions reveal about their character?

3 – Analyze

- How has [character] changed since the beginning of the story? Why has [character] changed?
- How does the author use direct and indirect characterization to develop [character]?
- What motivates [character] to [action]? What does this motivation reveal about their character?
- How are [character 1] and [character 2] alike? How are they different? Why are these similarities and differences significant?
- What detail best highlights a change in [character's] character?

4 – Synthesize

- Write a letter from the perspective of [character] about an important event from the story. In the letter, capture [character]'s character traits and motivations.
- What would [character] do if [scenario] happened? Why would the character respond in this way?
- How does the character respond to their problem? What does this response reveal about their character? Do you agree with the character's actions? Why or why not?
- How has the character's feelings changed towards their situation? What does this change in feeling reveal about them?
- Analyze the character's comment. What do you think the character means? What does the comment reveal about them?

© 2022 LIT Lessons 20

➤ Display in the Classroom, Utilize in PLC or Professional Development Sessions

➤ Provided in Horizontal and Vertical Formats

➤ All Resources EDITABLE!

TERMS OF USE

This downloadable resource supplies one single-teacher license for use in your classroom. Photocopying of this product is allowed only for the classroom use of the purchaser. Replication of this product, in whole or in part, for commercial sale or broader distribution is strictly prohibited. This product also may NOT be shared electronically, digitally, or otherwise in a manner that violates the Terms of Use detailed by LIT Lessons. **For explicit information on permissions, Please see the Terms of Use document included with this resource.** Thank you for your cooperation and understanding.

- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.



- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!