

# Question



# Stems

**LITERATURE & INFORMATIONAL  
TEXTS | 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
- Question Stems for Informational Texts
  - Inference
  - Main Idea
  - Context Clues
  - Text Organization
  - Author's Point of View
  - Author's Purpose
  - Text Features
  - Text Arguments
  - Compare & Contrast Texts
- Posters for Classroom & Professional Use

# RESOURCE KEY

## RESOURCE KEY | Chart Explanation

| Level of Challenge   | Key Verbs   |   | Question Stems  |
|--|---|---|---|
| <p><b>1 – Comprehend &amp; Identify</b></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><b>Example Stem:</b> Describe the main character.</p>   |
| <p><b>2 – Explain &amp; Apply</b></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><b>Example Stem:</b> How would you characterize [character]?</p>  |
| <p><b>3 – Analyze</b></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><b>Example Stem:</b> How does the author use direct and indirect characterization to develop [character]?</p>           |
| <p><b>4 – Synthesize</b></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><b>Example Stem:</b> What would [character] do if [scenario] happened? Why would the character respond in this way?</p> |

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➤ 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><b>1 – Comprehend &amp; Identify</b></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"> <li>• Who are the characters in the story...?</li> <li>• Describe the main character.</li> <li>• What is [character] like?</li> <li>• What does [character] do in the story?</li> </ul>   |
| <p><b>2 – Explain &amp; Apply</b></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"> <li>• How would you characterize [character]?</li> <li>• Characterize [character]. How would you describe their personality?</li> <li>• What does [character]'s actions reveal about their character?</li> <li>• What evidence from the text reveals the character's traits? Explain whether the evidence is a form of direct or indirect characterization.</li> <li>• What does [character]'s actions reveal about their character?</li> </ul>   |
| <p><b>3 – Analyze</b></p> <p>Students can examine how literary elements shape the text's meaning.</p>  | <ul style="list-style-type: none"> <li>• How has [character] changed since the beginning of the story? Why has [character] changed?</li> <li>• How does the author use direct and indirect characterization to develop [character]?</li> <li>• What motivates [character] to [action]? What does this motivation reveal about their character?</li> <li>• How are [character 1] and [character 2] alike? How are they different? Why are these similarities and differences significant?</li> <li>• What detail best highlights a change in [character's] character?</li> </ul>  |
| <p><b>4 – Synthesize</b></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"> <li>• 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.</li> <li>• What would [character] do if [scenario] happened? Why would the character respond in this way?</li> <li>• 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?</li> <li>• How has the character's feelings changed towards their situation? What does this change in feeling reveal about them?</li> <li>• Analyze the character's comment. What do you think the character means? What does the comment reveal about them?</li> </ul> |

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

➤ Use to Facilitate Discussion, Create Activities & Assessments

➤ Great for Any Classroom Model

# QUESTION STEMS

## CONTEXT CLUES | *Question Stems*

### Level of Challenge

### Question Stems – Always support with evidence!

|   |   |
|---|---|
| <p><b>1 – Comprehend &amp; Identify</b></p> <p>For this level, students can define concepts, recall information, and identify author's craft in a text.</p> | <ul style="list-style-type: none"> <li>• What does the word [word] mean in the text?</li> <li>• What context clues help you determine the meaning of [word / phrase]?</li> <li>• How does the author define [word / concept]?</li> </ul>  |
| <p><b>2 – Explain &amp; Apply</b></p> <p>Students can identify author's craft in a text and explain how it shapes the way information is presented.</p>     | <ul style="list-style-type: none"> <li>• In what other texts could this word be used? Provide an example.</li> <li>• How does knowing the definition of [word] change your understanding of the sentence/paragraph?</li> <li>• How does the [prefix / suffix] affect the meaning of [word]?</li> <li>• How does [root] help you understand the meaning of [word]?</li> <li>• What idea does the phrase [phrase] suggest in the text?</li> </ul> |
| <p><b>3 – Analyze</b></p> <p>Students can examine how author's craft shapes the text's meaning.</p>   | <ul style="list-style-type: none"> <li>• Why might the author use a metaphor to describe [topic]? How is this comparison effective?</li> <li>• Why does the author use the phrase, "[phrase]" in the text?</li> <li>• What is the deeper meaning of the phrase "[phrase]" in the text?</li> <li>• What meaning of the [word] is used in the passage?</li> </ul>   |
| <p><b>4 – Synthesize</b></p> <p>Students can evaluate the information in a text and how author's craft creates deeper meaning in a text.</p>                | <ul style="list-style-type: none"> <li>• What idea or concept does the [word / phrase / sentence / comparison] emphasize or highlight in the text?</li> <li>• How is the phrase "[phrase]" effective at communicating the message or lesson embedded in the text?</li> </ul>  |

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➤ Suitable for Any Texts – Adaptable

➤ Increase Rigor & Develop Challenging Lines of Questioning

➤ Prompt Rich Talk Amongst Students

# POSTERS

## CHARACTER | Question Stems

|  |  |
|--|--|
| <b>1 – Define &amp; Identify</b> <ul style="list-style-type: none"><li>• Who are the characters in the story...?</li><li>• Describe the main character.</li><li>• What is [character] like?</li><li>• What does [character] do in the story?</li></ul>   | <b>2 – Comprehend &amp; Explain</b> <ul style="list-style-type: none"><li>• How would you characterize [character]?</li><li>• Characterize [character]. How would you describe their personality?</li><li>• What does [character]'s actions reveal about their character?</li><li>• What evidence from the text reveals the character's traits? Explain whether the evidence is a form of direct or indirect characterization.</li><li>• What does [character]'s actions reveal about their character?</li></ul>   |
| <b>3 – Analyze</b> <ul style="list-style-type: none"><li>• How has [character] changed since the beginning of the story? Why has [character] changed?</li><li>• How does the author use direct and indirect characterization to develop [character]?</li><li>• What motivates [character] to [action]? What does this motivation reveal about their character?</li><li>• How are [character 1] and [character 2] alike? How are they different? Why are these similarities and differences significant?</li><li>• What detail best highlights a change in [character's] character?</li></ul> | <b>4 – Synthesize</b> <ul style="list-style-type: none"><li>• 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.</li><li>• What would [character] do if [scenario] happened? Why would the character respond in this way?</li><li>• 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?</li><li>• How has the character's feelings changed towards their situation? What does this change in feeling reveal about them?</li><li>• Analyze the character's comment. What do you think the character means? What does the comment reveal about them?</li></ul> |

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

➤ Provided in Horizontal and Vertical Formats

➤ All Resources EDITABLE!

# POSTERS

## CONTEXT CLUES | *Question Stems*

### 1 – Define & Identify

- What does the word [word] mean in the text?
- What context clues help you determine the meaning of [word / phrase]?
- How does the author define [word / concept]?

### 2 – Comprehend & Explain

- In what other texts could this word be used? Provide an example.
- How does knowing the definition of [word] change your understanding of the sentence/paragraph?
- How does the [prefix / suffix] affect the meaning of [word]?
- How does [root] help you understand the meaning of [word]?
- What idea does the phrase [phrase] suggest in the text?

### 3 – Analyze

- Why might the author use a metaphor to describe [topic]? How is this comparison effective?
- Why does the author use the phrase, "[phrase]" in the text?
- What is the deeper meaning of the phrase "[phrase]" in the text?
- What meaning of the [word] is used in the passage?

### 4 – Synthesize

- What idea or concept does the [word / phrase / sentence / comparison] emphasize or highlight in the text?
- How is the phrase "[phrase]" effective at communicating the message or lesson embedded in the text?

➤ Grow Your Practice

➤ Life-Long Teaching Tool & Resource

➤ All Resources EDITABLE!

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