

Question

Stems

LITERATURE GRADES 6-8

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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 Cite Describe Identify List</p> | <p>Name Recall Select 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 Compare Describe Determine</p> | <p>Explain Infer Interpret 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 Develop Effect Explain how</p> | <p>Infer Interpret Justify 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 Create Determine Effect</p> | <p>Evaluate Prove Shape 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> |

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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>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? |

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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

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?

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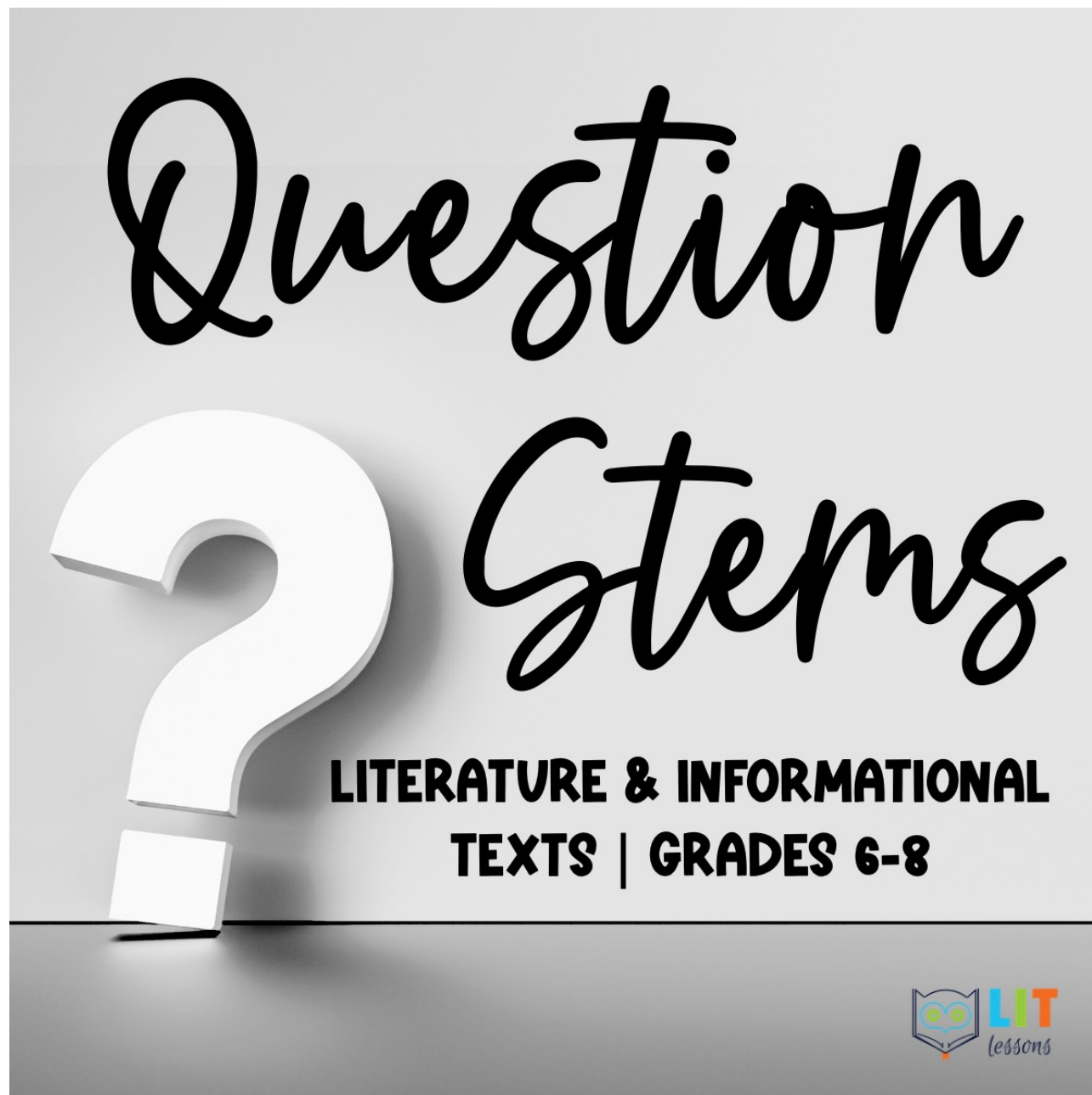
➤ Display in the Classroom, Utilize in PLC or Professional Development Sessions

➤ Provided in Horizontal and Vertical Formats

➤ All Resources EDITABLE!

BUNDLE & SAVE

This resource is part of a comprehensive set of question stems for ELA grades 6-8! Click the cover below to preview all the resources available.



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