

Reading/Writing Question Stems

Knowledge/Remember

To remember facts and information:

- Define _____.
- Find the meaning of _____.
- Identify the characters and describe them.
- List other books written by this author.
- List the _____.
- Make a fact list about what you learned from the story.
- Match _____.
- Name places talked about in the story.
- Read the story and list _____.
- Tell what happened to _____ in the story.
- What are 3 facts about _____?
- What did _____?
- What is _____?
- What punctuation mark is used at the end of a _____?
- When did _____?
- Where did the story take place?
- Who spoke to _____?
- Who was _____?
- Write three new words you learned. Use the dictionary to write their meanings.

Comprehension/Understand

The ability to explain, interpret and extrapolate ideas, concepts, and information.

- Describe _____.
- Describe what _____ did when _____.
- Describe what is happening in one of the illustrations in the selection.
- Explain what is happening _____.
- Give an example of what you mean _____.
- How did the main character feel? Point out the sentence that tells you this.
- Identify the problem and how the author solved it.
- List the main events of the story in the order they occurred.
- Paraphrase/retell the beginning of the story.
- Point out which part of the text/story/article is about _____.
- Provide a definition for _____.
- Tell in your own words the genre of book and share evidence.
- Use your own words to _____.
- Use your own words to explain how the setting made the story interesting.
- What did _____ look like?
- What does _____ mean?
- What does the title have to do with the story?
- What is the antonym/synonym of _____?
- What kind of character was _____?
- What purpose did the author have in writing this selection?
- What was the main idea of the passage/story?
- What was this story about?
- Write a summary of _____.

Application/Apply

The ability to apply understanding to new situations and solve problems.

- Did anything happen to you that is similar to a situation in the story? Tell what and why.
- Draw a map showing.
- Draw a picture to show what the setting/character looked like.
- Give an example of _____.
- How were the characters like _____?
- How would you have _____?
- If the main character visited your classroom, what might he/she likely do or say?
- If you were in a problem situation similar to the one in the story, how would you react?
- Pretend you are a character from the passage/book. Write 3 journal/diary entries.
- Select 3 or more places that are named in the story. Use your imagination to design a map that shows these locations.
- Use a model or your actions to demonstrate _____.
- Use the thesaurus to find other words _____.
- Use your actions to show _____.
- What lesson did you learn from the selection?
- What one thing does this book/story remind you of that has happened to you? Elaborate.
- When did _____?
- Which action/event was the cause of _____?
- Why was _____?
- Write a composition to show _____.
- Write a letter to a classmate recommending this book.
- Write questions you would like to ask the character _____ that would help you understand _____.

Analysis/Analyze

The ability to break facts, ideas and concepts into parts, to examine relationships among parts, to compare and contrast, and to create categories.

- Can you sequence _____?
- Compare _____ to one of your friends.
- Compare and contrast two of the characters in the story.
- Compare the book _____, with the book _____.
- Compare this story to reality.
- Complete this analogy. _____ is to _____ as _____ is to _____. Explain your response.
- Decide on facts that represent the 5 W's and 1 H about a story/book. Use these facts to write a paragraph for the local newspaper.
- How is rhythm created in _____?
- How is the main character similar to you?
- How would you react _____?
- If the story happened a long time ago, write a paragraph to compare that time with today.
- If the story happened in today's world, compose a paragraph to compare it with earlier days and tell what might be different.
- In one paragraph, state the view of _____.
- Outline the _____ in this story.
- Select a character and choose two words that describe that character. Support your answer with two reasons.
- What do you think is the climax of this book? Why?
- What events in this story could/could not really happen?
- What ideas/details from the text show _____?
- What is an example of a simile used in this book/story?
- What is the relationship between the _____ and the _____?
- Which part of the story shows that _____?
- Why did _____ do this?
- Why do you think _____?
- Write out the main events in the story. Cut them apart and sequence them in proper order.

Reading/Writing Questions Stems

Synthesis/Create

To create a new whole, see a new pattern of relationships, or develop a new and unusual approach.

- Choose a character and rewrite the passage using this character's point of view.
- Create an interesting way to show: What happened after ____? What happened before ____? What is the first thing ____? What is the last thing ____?
- Do you know other stories about ____ who ____? Write your own story following this theme.
- Draw a cartoon or compose a story about ____?
- How could you change the plot?
- How would you portray ____?
- How would you revise ____?
- Identify the main problem in this story. Propose an alternative solution to the one chosen by the author.
- If you could continue the story, what other events would you add? Why?
- Imagine you got to _____. What would this look like?
- List the events of the story in sequential order. Choose your method.
- Make a puppet of one of the characters. Use the puppet to act out that character's part in the story.
- Organize this story/book into three or more sections. Create a subtitle for each section.
- Propose how the story would be different if it were about _____ and _____.
- Rewrite the ending of the story.
- Use the same characters and write another story.
- What could you add to the _____ to make it more interesting?
- What if _____ had been _____?
- Write a letter from _____ to _____ about _____.
- Write a poem or song to summarize this book.
- Write an alternative solution to the conflict in the story.

Evaluation/Evaluate

To establish criteria and make judgments and decisions.

- Could this story/composition be improved? Defend your reasoning.
- Did any character in the book do something that you did not approve of/did not like? Who? What? Why?
- Did you like the ending of the story? Why or why not?
- Do you agree with the author? Why or why not?
- Do you prefer fiction or nonfiction? Support your response.
- Do you think this story could have happened? Why or why not?
- Give and defend your opinion of the main character.
- Is the title of this _____ a good one? Why or why not?
- Judge the _____ from worst to best. Use the criteria _____.
- Judge whether you would recommend the book or not. Defend your choice.
- Rank the characters from _____ to _____. Explain your rankings.
- Rate the story from enjoyable, okay, boring. Explain your rating.
- What genre is your favorite? Least favorite? Why?
- What was the most exciting part of the story? Give reasons to support your response.
- What was the most interesting part of the story? Why?
- Which character in the story would you like to have for a friend? Why?
- Who do you think has the strongest character? Why?
- Why do you think the author wrote this story/book? Explain your reasoning.
- Would you have made the decision to _____? Why or why not?