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| **RELEVANT SUPPORTING DETAILS**  **(LA.3-5.1.7.3)**  Design a question for which students must identify relevant facts and details in order to form an answer.  Encourage higher order thinking by asking questions which require students to infer.  How? What happened?              Why? What caused?  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * How does \_\_\_\_\_\_\_\_ support the idea that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * Why does \_\_\_\_\_\_\_ offer to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? | **MAIN IDEA (LA.3-5.1.7.3)**  Design a question that requires students to find the main idea of the passage.  Support answers with details and information from the story/article   * What is the MAIN IDEA of this story/article? * Write a summary of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Why do you think this story/article has the title “\_\_\_\_\_\_\_\_\_\_”? * Retell a portion of the story. * What would be another good title for this story? * What is the essential message in the story/article? * What is the primary topic of the article?   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * Which sentence gives the best summary? * Which accomplishment/idea is the most valuable? * Which statement best describes the lesson/moral of this story? |
| **CHRONOLOGICAL ORDER**  **( LA.3-5.1.7.3)**  Design a question for which students must use sequencing in order to form an answer.     * What happened just BEFORE/AFTER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * What happened first, last, etc. …? * What happened between \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_? * What is the first step in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * Retell the events leading up to/following\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | **VOCABULARY *(*LA.3-5.1.6.2, 1.6.7, 1.6.8, 1.6.9)**  Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.   * Read this sentence from the passage.   *Copy sentence or phrase from passage here.*  What does the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_mean?                  What does the author mean when he says \_\_\_\_\_\_\_\_\_?   * Choose the word that means the SAME as \_\_\_\_\_\_\_\_\_\_\_\_\_. * Choose the word that means the OPPOSITE of \_\_\_\_\_\_\_\_\_. * What two words best describe the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Which two words mean the same/opposite? * Which sentence below uses the word \_\_\_\_ the same way as the story/article? * Which word has the SAME root as \_\_\_\_\_\_\_\_\_\_? |
| **COMPARE AND CONTRAST (LA.3-5.1.7.7)**  Design a question which requires students to recognize the use of comparison and contrast in text.  Support your answer with facts and details from the story/article.   * How are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ ALIKE? * How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DIFFERENT from \_\_\_\_\_\_\_\_\_? * How is \_\_\_\_\_\_\_\_\_\_ both SIMILAR to and DIFFERENT from \_\_\_\_? * What is one DIFFERENCE between \_\_\_\_\_\_ and \_\_\_\_\_\_? * How is \_\_\_\_\_\_\_\_\_ dissimilar to  \_\_\_\_\_\_\_\_\_\_\_\_\_? * What are the DIFFERENCES between \_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_? * What are the SIMILARITIES between \_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_?   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * Why does the author compare \_\_\_\_ and \_\_\_ in the passage? * What do \_\_\_ and \_\_\_ have in common? * What advantage does \_\_\_\_\_ have over \_\_\_\_\_? * The author probably compares\_\_\_\_\_ to \_\_\_\_\_\_ because . . . (analy-          zing figurative language) | **COMPARE AND CONTRAST** IN **FICTION**  **(LA.3-5.1.7.7**)  Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.     * How are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ ALIKE? * How is \_\_\_\_\_\_\_\_\_ DIFFERENT from \_\_\_\_\_\_\_\_\_\_? * How is \_\_\_\_\_\_ both SIMILAR to and DIFFERENT from \_\_\_\_\_\_\_\_? * What is one DIFFERENCE between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_? * How is \_\_\_\_\_\_\_\_\_ dissimilar to  \_\_\_\_\_\_\_\_\_\_? * How did the character change from the beginning of the story until the end? * What are the DIFFERENCES between \_\_\_\_\_\_and \_\_\_\_\_\_\_? * What are the SIMILARITIES between \_\_\_\_\_and \_\_\_\_\_\_\_\_?   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * The author probably compares\_\_\_\_\_ to \_\_\_\_\_\_ because . . . (analy-            zing figurative language) |
| **PLOT DEVELOPMENT/RESOLUTION (LA.3-5.2.1.2)**  Design a question that requires students to identify plot development and/or problem resolution in the story?   * What word/words best describe the character? * What problem did the character face? * What happens that causes the character to change from the beginning to the   to the  end of the story?   * How is the problem solved in the story? * What in the story indicates that the problem is solved? * What events lead to the resolution of the problem in the story? * Which sentence first lets the reader know the character feels            \_\_\_\_\_\_\_\_\_\_about \_\_\_\_\_\_\_\_\_\_\_\_?  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * What words or phrases create the tone of  \_\_\_\_\_\_? * What is the overall tone of the story? * The author probably compares\_\_\_\_\_ to \_\_\_\_\_\_ because . . . (analy-           zing figurative language) | **AUTHOR’S PURPOSE (LA.3-5.1.7.2)**  Design a question that requires students to identify the author’s purpose and support it by returning to the text for details and information.   * What does the author mean when he/she writes \_\_\_\_\_\_\_\_\_\_\_\_? * Why did the author write the article? * What is the author’s purpose in writing this article? * With which statement would the author most likely agree? * Why did the author begin the article/story with \_\_\_\_\_\_\_\_\_\_\_? * Why did the author include the description of \_\_\_\_\_\_\_\_\_\_ in the article/story? * The author of \_\_\_\_\_ would most likely want to read which of the following article/story? * Why did the authors of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ write these stories/articles? * Which books would the author of \_\_\_\_\_\_\_\_ most likely read in order to write this article/story? |
| **CAUSE AND EFFECT (LA.3-5.1.7.4)**  Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.   * What caused \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * What effect did \_\_\_\_\_\_\_\_\_\_\_\_\_have on \_\_\_\_\_\_\_\_\_\_\_\_? * What are the events that caused  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? * What might happen if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * What is the effect of  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * Why does a character take a particular action  \_\_\_\_\_\_\_\_\_\_\_\_\_\_? * What were the results of an event or action?   \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*   * What is the main reason/cause that \_\_\_\_\_\_\_\_\_\_ happens? * Which factor forces/influences \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? | **REFERENCE AND RESEARCH**  **(MULTIPLE REPRESENTATIONS OF INFORMATION)**  (LA.3-5.2.2.1, 1.7.5, 6.1.1, LA.4-5.6.2.2)  This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc.  It requires the student to gather the information from charts, graphics, photos, maps and captions as well as the text.  Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question *e.g. Look at the picture next to step 5.  Why is the box held up in the air?* |