

STAAR Formatted Reading Question Stems

AUTHOR'S CRAFT AND AUTHOR'S PURPOSE

<i>All Genres</i>	<ul style="list-style-type: none"> • What was the author's purpose for writing this article/story? • What is the most likely reason the author wrote this article/story? • You can tell that the author wrote this article/story to ___? • What is the author's purpose for describing _____? • What did the author mean by the sentence " _____ " ? • How does the author organize the selection? Why does the author organize the information in that particular way? • Why does the author begin or end the article/story in a particular way? • Why does the author include a particular paragraph or paragraphs? • How does the author's use of the word/phrase _____ create a mood/tone for the reader? How does it affect the meaning of the text? • Why does the author use a particular genre (e.g., fiction v. non fiction, nonfiction v. expository, expository v. persuasive, etc.)? • The author uses the information in paragraphs ____, ____, and ____ to show that _____. • What text feature(s) (ie: italics, bold words, questions, quotations, comparisons/analogies, repetition, figurative language, and exaggeration) does the author use and how does it affect the meaning of the text? • How does the author feel about _____? • How does the author feel about his/her subject? • What is the attitude or tone of the author's writing? • Is the author of this story writing about a personal experience or someone else's? • How does the poet/playwright/author's use of similes, metaphors, personification, time disruptions (flashbacks or foreshadowing) create meaning? • Which sentence from the text best indicates, suggests, establishes, illustrates, describes, explains, expresses, supports, reflects, reveals, shows _____?
<i>Fiction/Narrative</i>	<ul style="list-style-type: none"> • What genre did the author choose to write in? • The author chose to title the selection _____ most likely because _____. • Why did the author choose _____ as the setting? What effect does the setting have on the story's events/characters/outcome? • The author's use of figurative language in paragraph ____ is used to describe/emphasize _____. • How does the author use dialogue to develop a particular character or the relationship between characters? • How did the author use figurative language to create meaning for the reader? • What lesson does the author want the reader to learn?

Informational	<ul style="list-style-type: none"> • The author includes heading in bold print to _____. • Why does the author include _____ section to the text? • Why did the author include a caption with the picture? • The author used bold print or italicized words to help the reader _____. • The author included a table, chart, or graph to help the reader _____. • What was the author's <u>stated</u> purpose of this selection? • What was the author's <u>implied</u> purpose of this selection? • What is the difference between the stated purpose of this selection and the implied purpose?
Persuasive	<ul style="list-style-type: none"> • What does the author want the reader to think/feel about _____? • What does the author try to convince the reader to do? • How does the author organize the text? • What evidence does the author use to support his/her arguments? • How does the author try to convince the reader to think _____ about _____? • What words or phrases does the author use to influence the reader to think as he/she does about _____? • What is the author's main argument? • What form of writing did the author choose (letter, speech, advertisement, etc.)? Why do you think so?
Procedural	<ul style="list-style-type: none"> • Why did the author write the selection? • How does the author organize the text? • What does the author hope to accomplish by writing this letter? • What is the author's purpose of the beginning paragraph? • Why does the author include a picture with the text? • How does the author's use of a map help the reader? • What can the reader infer from the photograph and it's caption? • Why does the author include boxed information? • How does the author's use of procedure add to the reader's understanding of the text?
<i>COMPARING TEXTS (tested in 4th grade only)</i>	
Persuasive	<ul style="list-style-type: none"> • Compare advertisements from the same company in a newspaper and a magazine. How did the ad change from the paper to the magazine? • How is the message different in the web-based news article than the e-mail message? • How is the message in the online news article the same as the email message?
Informational	<ul style="list-style-type: none"> • What is significant or important about _____? • Which of these two selections did you think you would enjoy reading most? • Which of the two reading selections is written in a third person point of view? • What is the major idea found in both selections? • An idea presented in both the article and biography is _____? • What is the theme of both selections?

Between Genres	<ul style="list-style-type: none"> • The story and the article both present ideas about _____? • What is the theme of both selections? • Both the poem and the selection _____. • Why was _____ mentioned in both the newspaper article and the story with the journal? • A similarity in events between the two selections is _____. • In what way are _____'s experiences different in the story about his/her life than in the biography he/she wrote? • Which of these two selections did you think you would enjoy reading most? • Which of the two reading selections is written in a first person point of view? • How is the point of view different in _____ from _____? • Both the poem and the selection express the important of _____. • What is one difference between the poem and the selection? • The story and the article both present ideas about _____? • Why was _____ mentioned in both the newspaper article and the story with the journal?
Fiction	<ul style="list-style-type: none"> • What is the theme of both selections? • How are the adventure of _____ and _____ alike in the two stories? • One difference between the folktale and the selection is that the selection _____. • What role did _____ play in _____ that _____ did not play in _____? • Compare how the main characters in _____ and _____ deceived someone/everyone. • What do the characters in _____ and _____ have in common? • Which sentence from the selection best represents the message of the folktale?
Poetry	<ul style="list-style-type: none"> • What are the differences in these two poems? • How are these two poems the same? • How are the images created in these two poems alike?
<i>DRAWING CONCLUSIONS/INFERENCE</i>	
Informational	<ul style="list-style-type: none"> • Which of the following is a fact and not an opinion? • How can you be certain you have identified a fact correctly? • From this article the reader can tell that _____. • What information in the article tells the reader that _____? • How is _____ different from _____ in this article? • What information in this article supports the conclusion that _____? • What evidence from the selection shows that _____? • This article was mainly written to _____. • Paragraph # _____ is included in the article because _____. • The captions are included with the picture(s) about _____ to help the reader _____. • The reader can tell that _____ will _____ because _____? • Based on the information, which statement would you most likely agree with..... • What can the reader infer from the last sentence or paragraph? • Which sentence best supports the main idea of the selection/paragraph? • _____ used the information in _____ to show _____.

All Genres	<ul style="list-style-type: none"> • Why do you think you read _____? • The reader can tell that _____ was concerned that _____ because _____. • _____ used the information in _____ to show _____. • In paragraph _____, the phrase "(example: heart was pounding out of my chest)" was included to show the reader that _____. • In paragraph _____, the word _____ is used to emphasize what? • Which line indicates that the speaker does not _____? • What can the reader infer about _____ in paragraph # _____? • The reader can conclude from paragraph # _____ that _____. • What can the reader conclude about _____? • Which of the following two sentences help the reader the most to understand the information? (evaluative) • According to the text, _____. (conclusion) • Paragraph # _____ is mostly about _____. • You can tell from the story/text that _____. • Which sentence from the story/text tells you that _____. • One conclusion that the reader can make about _____ is _____. • How did you feel after you read _____? • What did you like best in the story/poem/article? • What did you learn from reading this selection? • How did _____ express their anger, excitement, happiness, or sadness best? • What is the message in paragraph # _____? • Which of the following events resolves the problem/conflict?
Drama	<ul style="list-style-type: none"> • What could you tell from what _____ said to _____? • Why did _____ express _____? • Was _____'s dialogue consistent with the overall plot? • Why or why not? • Describe why this play is an outstanding example of dramatic literature. • This play is an outstanding example of dramatic literature because _____. • How does scene _____ differ from scene _____? • Why did _____ and _____ argue? • How do the character's relationships with other characters or their motivations to take certain actions affect the plot/conflict/outcome of the play?
Persuasive	<ul style="list-style-type: none"> • Did the music in this advertisement influence your thinking? How? • What did you like best about this advertisement? • How did this advertisement influence your thinking about _____? • How could this advertisement cause a person to get in serious trouble? • What is this advertisement trying to convince people to do that are good/bad for them? • Read this newspaper advertisement; rewrite it as a television commercial. • Watch a commercial on television; explain how it could be written for the Internet. • How could this message be presented on a television news program?

Fiction

- What is this fable mostly about?
- What is the overall theme of the story/legend/myth?
- What conclusions can the reader make about the character _____ ?
- How do the character's relationships with other characters or their motivations to take certain actions affect the plot/conflict/outcome of the story?
- What happened when ____ did _____?
- How does the point of view from which the story is told affect the reader's understanding of the characters and events?
- _____ probably feels _____ when _____.
- What did _____ learn when _____ happened?
- Which way did ____ express his/her anger the best?
- What is the main problem in the story/ paragraph # _____?
- In what way does the story help the reader to _____?
- Why did _____ go to _____?
- What caused _____ to change his/her mind?
- Why is _____ important to the story?
- What do _____ and _____ argue about?
- Which sentence(s) from the story best show that ____ is ____ (character trait)?
- The reader can tell that _____ was concerned that _____ because _____.
- What text evidence tell you that _____?
- What do you think about ____ at the beginning/end of the story?
- Did your opinion of _____ change as you read the story?
- What can you tell about _____ and _____?
- At the beginning of the story, how does _____ feel about _____?
- How did _____'s feelings about _____ change by the end of the story?
- How did the main character change throughout the story?
- How does _____ most likely feel at the end to the story?
- What caused _____ to change his/her mind about _____?
- Why are _____ and _____ such good friend?
- Why do _____ and _____ not like each other?
- Why did _____ feel like _____ did not like him/her?
- Is the narrator speaking from personal experience? How do you know?
- What examples of sensory language or imagery are used in the story?
- Why/How does _____'s opinion change in the story?
- The reader can tell that _____ will _____ because _____?

Poetry	<ul style="list-style-type: none"> • What images are created in your mind by this poem? • What can you tell about this poem? • Lines ____ and ____ are included in the poem because _____. • Lines ____ through ____ are important to the poem because they show _____. • You can tell from this poem that • Which type of poetry is this poem? • Which word/s best describes the feeling the poem creates? • How are the images created in these two poems alike? • How do you know this poem is a _____? (type of poetry: lyrical, narrative, free verse, etc.) • What examples of sensory language or imagery are used in the poem? • Why are the lines ____ and/or ____ repeated in the poem? • The imagery in the line ____ appeals most to the reader's sense of _____. • What feeling is created at the end of the poem?
<i>MAKING PREDICTIONS</i>	
Fiction	<ul style="list-style-type: none"> • What will happen if _____? • What do you think _____ will do if _____ happens? • Why do you think _____ will be important to the story? • What clues does the story give the reader to predict what will happen next?
Informational	<ul style="list-style-type: none"> • What information in the text is helpful in predicting what will happen next? • What predictions about the text can you make using the pictures, charts, graphs?
<i>SENSORY LANGUAGE</i>	
All Genres	<ul style="list-style-type: none"> • How did you feel when you read _____? • Which words in this story made you feel like you could almost (smell, hear, taste, feel, see) _____? • The imagery used in lines ____ and ____, appeals to the reader's sense of _____.
<i>MONITOR AND ADJUST COMPREHENSION</i>	
All Genres	<ul style="list-style-type: none"> • Reread to find out why _____ is important.
Informational	<ul style="list-style-type: none"> • What is the topic of this article? • What is the main idea of paragraph # _____?
<i>SEQUENCING AND SUMMARIZING</i>	

Fiction	<ul style="list-style-type: none"> • What happened when _____? • Before _____ did _____, what did he/she do? • What happened after _____? • What event helps the reader predict what will happen next? • What was the overall message in the story? • Write a summary using the four most important events in the story. • Which of the following is the best summary of this story?
Expository	<ul style="list-style-type: none"> • This article is mostly about _____. • What is the main idea of this information? • What was the effect of _____? • You can tell that _____ causes _____ because _____. • What happened when _____? • What are the four most important facts in this information? • Summarize the four most important facts in this article. • What is the first step in the directions for making _____? • What do you do according to this recipe right before/after _____? • When making _____, what is the last step to follow? • Complete this task by following these steps: _____ • Which is the most complete summary of this information? • Summarize the three most important facts in the order the facts were presented in the text.
USING/IDENTIFYING TEXT FEATURES	
Drama	<ul style="list-style-type: none"> • Which element of dramatic literature is missing from this play? • How does the use of stage directions help the reader or performer?
Informational Text	<ul style="list-style-type: none"> • How would you find _____ in this information? • Which of the following would be helpful in finding information about _____? (dictionary, glossary, table of contents, index, etc.) • How does the map help the reader understand the problem faced by _____? • What can you tell from the graph/chart/diagram? • According to the chart/graph/diagram, the reader can tell that _____. • The (text feature) is included to help the reader _____. • How does the chart/graph/diagram help the reader to understand) _____? • What is a conclusion the reader can make from the information in the graph/chart/table? • What can the reader conclude about _____ from the chart/table/graph? • How does the illustration in this selection help the reader understand _____?
Procedural Text	<ul style="list-style-type: none"> • What are the ingredients in the recipe? • What equipment do you need for the science experiment?
VOCABULARY	

Alphabetize, Dictionary or Glossary	<ul style="list-style-type: none"> • Which of the following list of words is in the correct alphabetical order? • Read the meanings for the word ____ below. Which meaning best fits the way ____ is used in paragraph ____?
Antonyms, Synonyms, Homographs, Homophones	<ul style="list-style-type: none"> • What is the opposite of _____? • What word means the same as _____?
General	<ul style="list-style-type: none"> • Which words in paragraph # ____ help the reader understand the meaning of the word _____? • The word _____ in paragraph # ____ means_____. • In paragraph #____,, the word _____ means _____.
Prefixes & Suffixes	<ul style="list-style-type: none"> • If this word means _____, what would this same word mean with ____ (prefix) in front of it/(suffix) at the end of it? • If this word means _____, what would this same word mean with _____ • In paragraph ____, what does the prefix/suffix ____ mean? • How would the meaning of the word _____ in paragraph #__ change if you added the prefix/suffix _____ to it?
Figurative Language	<ul style="list-style-type: none"> • Why does the author describe _____ as _____? • Why did the author use the phrase "_____”? • Why did the author use a simile/metaphor to describe_____? • Identify the idiom on the story. What does it mean?
Context Clues/Multiple Meaning	
All Genres	<ul style="list-style-type: none"> • In paragraph ____, what does the word ____ mean? • What is the root word for the word in paragraph ____ that means_____? • What clues helped you know the meaning of the word ____? • In paragraph ____, what clues help you know the meaning of the word _____? • What does the word _____ in paragraph ____ mean? • Find the word ____ in paragraph ____ of the text: • _____ is to ____ as _____ is to _____ • Read the meanings for the word _____ below. Which meaning best fits the way ____ is used in paragraph ____. • Which words in paragraph _____ help the reader understand the meaning of the word _____? • The word _____ in paragraph _____ means _____.
Poetry	<ul style="list-style-type: none"> • Read the poem/tongue twister/riddle several times, then decide what the word ____ means
Additional Questions to Increase Creative and Critical Thinking	

<p>Applying</p>	<ul style="list-style-type: none"> • Do you know another instance where_____? • Could this have happened in_____? • Group the characteristics such as_____ into categories. • What questions would you ask of _____? • How is _____ an example of_____? • How could you use_____? • In your life, how would you apply_____?
<p>Analyzing</p>	<ul style="list-style-type: none"> • Which events could have happened_____? • If_____ happened, how would the ending change? • How was this similar to_____? • What was the underlying theme of _____? • What do you see as other possible outcomes? • Why did changes occur when _____? • Can you compare your _____ with that presented in_____? • Can you explain what must have happened when_____? • How is _____ similar to _____? • What are some of the problems of _____? • Can you distinguish between _____ and _____? • What were some of the motives behind_____? • What was the problem with _____.....? • What are the parts of_____? • What qualities/characteristics of _____?
<p>Associating</p>	<ul style="list-style-type: none"> • What do you already know about.....? • What connections can you make between _____ and _____? • What things do you think of when you think of_____?
<p>Decision Making</p>	<ul style="list-style-type: none"> • What are the pluses and minuses of choosing_____? • What would be a better decision_____? Why?
<p>Determining Cause/ Effect</p>	<ul style="list-style-type: none"> • What are the causes of _____? • How does _____ effect _____? • What impact might _____ have on _____?
<p>Drawing Conclusions</p>	<ul style="list-style-type: none"> • What conclusions can you draw from? • What would happen if_____? • What would have happened if_____? • If you changed _____ what might happen?

Elaborating	<ul style="list-style-type: none"> • What ideas might you add to_____? • What more can you say about_____? • How could you improve_____?
Evaluating	<ul style="list-style-type: none"> • Is there a better solution to_____? • Can you defend your position/opinion about....? • Do you think _____ is a good or bad thing? Why? • How would you have handled_____? • What changes to _____ would you recommend? Why? • Are you a ____ person? Why do you think so? • How would you feel if_____? • What do you think about_____? • What would you do if_____?
Explaining	<ul style="list-style-type: none"> • How could you explain_____? • What reasons might explain_____? • What are some different explanations for _____?
Interpreting	<ul style="list-style-type: none"> • What does _____ mean to you? • What is the significance of _____? • What is the moral of_____? How do you know?
Making Analogies, Similes, Metaphors	<ul style="list-style-type: none"> • How is _____ like _____? • What similarities do _____ and _____ share? • What analogies/simile/metaphor can you invent for_____?
Observing	<ul style="list-style-type: none"> • What did you notice when/about_____? • What observations did you make about_____? • What changes did you notice about _____?
Predicting	<ul style="list-style-type: none"> • What would you predict about _____? • What are some possible explanations for/why_____? • If you were going to guess about _____, it would be_____. • Why?
Prioritizing	<ul style="list-style-type: none"> • What is more important, _____ or _____? Why? • How might you prioritize _____? • In what order would you rank_____? Why?

Problem-Solving	<ul style="list-style-type: none"> • How would you approach the problem _____? • What are some possible ways to solve _____?
Reflecting	<ul style="list-style-type: none"> • What were you thinking when _____? • How has your thinking changed about _____? • How could you describe what your thought about when _____?
Reversing	<ul style="list-style-type: none"> • What is the opposite of _____? • What is an antonym for _____?
Role-Taking	<ul style="list-style-type: none"> • If you were _____, you would _____? • How would _____ look like if _____? • What would it feel like to be _____?
Sequencing	<ul style="list-style-type: none"> • How could you sequence _____? • What steps are involved in _____? • What is the order of _____?
Synthesizing	<ul style="list-style-type: none"> • How could you combine/put together _____?

BLOOM'S HIGHER LEVEL THINKING QUESTION STEMS

<p>Level 1 (lowest level) Knowledge ~ <i>exhibits previously learned material by recalling facts, terms, basic concepts, and answers</i></p> <p>Key words: who, what, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select</p>	<p>What is ...? Who was ...? Where is ...? Why did ...? How did ...? When did ...? How would you show ...? Who were the main ...? How did _____ happen?</p>	<p>How is ...? Which one ...? When did ____ happen? Can you recall ...? Can you select ...? Can you list three ...? How would you explain ...? How would you describe ...?</p>
<p>Level 2 Comprehension~ <i>demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</i></p> <p>Key words: compare, contrast, demonstrate interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify</p>	<p>Classify the type of ... Compare/contrast ... State in our own words ...? Rephrase the meaning of ... What facts or ideas show ...? What is the main idea of ...?</p>	<p>Which statements support ...? What can you say about ...? Explain what is happening ... What is meant ...? Which is the best answer ...? Summarize ...</p>
<p>Level 3 Application ~ solving <i>problems by applying acquired knowledge, facts, techniques and rules in a different way</i></p> <p>Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify</p>	<p>How would you use...? What examples can you find to...? Show understanding of ...? What approach would you use to...? What would result if...? Use the facts to ... Solve ____ using what you have learned.</p>	<p>Apply what you have learned to develop ... What elements would you choose to change ...? Select facts to show ... What questions would you ask in an interview with ...? Organize ____ to show ...</p>
<p>Level 4 Analysis ~ examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations</p> <p>Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion</p>	<p>What are the parts or features of...? How is ____ related to...? Why do you think...? What is the theme...? List the parts of...? What inference can you make about...? Classify...</p>	<p>What evidence can you find...? What motive is there ...? What conclusions can you draw ...? Identify the different parts ... What is the relationship between_? What is the function of ...? What ideas justify ...? Categorize...</p>
<p>Level 5 Creative Thinking ~ <i>compiling information together in a different way by combing elements in a new pattern or proposing alternative solutions</i></p> <p>Key words: build, choose, combine compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, change, theorize, elaborate, test, improve, happen</p>	<p>What changes would you make to Solve... Improve... Invent... Adapt... What would happen if...? Design/improve/change...? How would you test...? Formulate a theory for... Predict the outcome if... What facts can you compile...? Think of another way... Elaborate on the reason ...</p>	<p>What way would you design ...? Suppose you could _____ what would you do ...? Estimate the results for... Construct a model that would change ... Think of an original way for the ... Propose an alternative ... Change/modify the plan/plan ... What could be done to minimize/maximize ...?</p>
<p>Level 6 (highest level) Critical Thinking ~ presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</p> <p>Key words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria,</p>	<p>What is your opinion of...? Why? Would it be better if? Why/why not? Why did the character choose? What would you recommend, Why? How would you rate the...? Why? How would you evaluate ...? How could you determine...? What judgment would you make about...? Prioritize ...</p>	<p>Assess the value/importance of ...? Why did ____ choose ...? Defend the actions/outcomes ... Explain the choice you would you have made. What would you select ...? Based on what you know, how would you explain ...? What information would you use to</p>

prove, disprove, assess, influence, perceive, value, estimate, influence, deduct	Justify... Why was it better that...?	Prove/disprove...	support the view ...?
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Activities to Increase Creative and Critical Thinking

Strategies adapted from Kagan Publishing

<i>Think Time</i>	Research-proven easy and effective method to promote thinking. When asking questions, provide five seconds of silent think time between the time you ask your question and the time students share, discuss, or write their answers. Explicitly teach your students the power of think time and how and when to use it during pair and team questioning activities.
<i>The Question Exchange</i>	Put questioning in your students' hands! Have students make up their own questions about the content to exchange with other students. Students can work alone, as a pair, or in small teams to come up with their questions. Provide question stems for students to use, and after students have exchanged and answered each other's questions, have them come together to discuss their answers and how they found them.
<i>Numbered Heads Together</i>	Students number off in their teams so each teammate has a different number. The teacher asks a question and provides think time. Students put their "heads together" to discuss the question. The teacher then calls a number. The student with that number share with the class what his/her team discussed.
<i>Learning Stations</i>	Dedicate one of your learning stations to the higher-level thinking questions. At the learning station, have a list of questions relating to the topic or theme. Students can work alone, in pairs, or small groups/teams to answer the questions and provide evidence for their answers.
<i>Mix-Pair-Discuss</i>	Have students mix around the classroom. Have them pair up with a partner, the teacher asks the class a question, and provide think time. Next have partners discuss the question. After discussion time, students mix again and pair up with a new partner for the next teacher question. This strategy also works well with questions on cards that the students trade after each new partner.
<i>Timed Pair-Share</i>	Prepare a number of discussion questions relating to the topic. Read a question out loud to the class. Students pair up. Partner A then has one minute to share their answer while Partner B listens. Partner B then gets one minute to share on the same question while Partner A listens. This strategy creates equal participation. To promote active listening and elaboration, use the "no repeat" rule: Students can't repeat what their partners have already said.