

Stems to Use When Discussing Poems with Students

- The poet includes this line most likely to show that ...
- What is the main message in the poem?
- Lines _ through _ are included in the poem because they...
- Which word best describes the feeling that the poet creates in this poem?
- The poet titled this poem "XXX" most likely because...
- What form of poetry is this poem?
- What images in your mind were created by reading this poem?
- Which line or lines created this image for you?
- Which words in this poem made you feel like you could almost (smell, hear, see) ___?
- How did you feel when you read _____?
- What is the best summary of this poem?
- The reader can tell that the poem is written in _____ form because ...
- Which poetic structure is found in the poem?
- The paragraph above the title of the poem is included to...
- What is one difference between the poem and the selection?
- Both the poem and the selection express the importance of...
- What do the characters in __ and __ have in common?
- What is one similarity between the events in the poem and the selection?
- What was the message in this poem?
- Which line from the poem has an example of a simile/metaphor?
- The picture(s) in the poem show...
- What do the lessons/themes in __ and __ have in common?
- A theme found in both the poem and the selection is...
- The historical context of this poem is important because...
- The phrase " __ " is important because...
- Which line in the poem told the reader that _____ was ___?

3rd Grade
Figure 19 Question Stems

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth increasingly more complex texts as they become self-directed, critical reader.

<p>3.19 (A) establish purposes, for reading selected texts based upon own or other's desired outcome to enhance comprehension;</p>	<p>3.19 (B) ask literal, interpretive, and evaluative, questions of text;</p>	<p>3.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating, sensory, images, re-reading a portion aloud, generating questions;</p>
<ul style="list-style-type: none"> • Why do you think we read _____? • How did this story make you feel? • What do you like best in _____? • What did you learn from reading this article _____? • Which of these two selections do you think you would enjoy reading the most? 	<ul style="list-style-type: none"> • What happened when _____ did _____? (literal) • What did the author mean by this sentence "_____"? (interpretive) • Which way did _____ express his anger the best? (evaluative) • Which of the following two sentences help you the most to understand the information? (evaluative) 	<ul style="list-style-type: none"> • Reread to find out why _____ is important.
<p>3.19 (D) make inferences about text and use textual evidence to support understanding;</p>	<p>3.19 (E) summarize information in text, maintaining, meaning and logical order;</p>	<p>3.19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>
<p>Reporting Category 2 Literary Text</p> <ul style="list-style-type: none"> • The reader can tell from the story that _____ (Fiction) • Which sentence in the story tells you that _____ (Fiction) • From this article about _____ (a specific character) the reader can tell that _____ (Literary Nonfiction) • Which sentence in this short biography supports the conclusion that _____ was a shy person? (Literary Nonfiction) • What can you conclude about _____? (Fiction and Literary Nonfiction) • One conclusion that can be made about _____ is _____ (Fiction and Literary Nonfiction) • Which line in this poem told the reader that _____ was afraid? 	<p>Reporting Category 2 Literary Text</p> <ul style="list-style-type: none"> • Summarize the four most important events in this short biography of _____ (Summary-Literary Nonfiction) • Which of the following is the best summary of this story? (Summary-Fiction) • What happened after _____ did _____ in this poem? (Logical order-Poetry) • What happened when _____ (Logical order _____ Fiction) • What happened before _____ became a _____? (Logical order-Literary Nonfiction) 	<ul style="list-style-type: none"> • What is a major idea found in both selections? • An idea presented in both the article and the biography is _____ • The story and the article both present ideas about _____ • Why was _____ mentioned in both the newspaper article and the story with the journal? • What is a theme in both selections?
<p>Reporting Category 3 Informational Text</p> <ul style="list-style-type: none"> • The reader can tell from this article that _____ • What inference can be made from this information? • Which sentence in this information tells that reader that the discovery is _____? • How can the reader tell that scientists do not agree on the finding of this investigation? • Which information in this article tells the reader that _____ should receive credit for thei discovery? • Which sentence informs the reader that this information has been written about before? • How can the reader tell that this discovery is new? 	<p>Reporting Category 3 Informational Text</p> <ul style="list-style-type: none"> • Which of the following is the best summary of this information? • What happened when _____ discovered _____? • What is the most important fact in the sub-topic _____? • What happened that caused _____ to begin an investigation? 	

STAAR STEM QUESTIONS BROKEN DOWN BY CATEGORY

The following stem questions are from the 2012 STAAR/EOC I tests.

Theme

- How does the big idea (theme) relate to your personal experiences?
- What moral lesson is conveyed in _____?
- What is the main message in _____?
- Explain the theme of _____ in your own words.
- How does the theme differ from the topic?
- How does the title help convey the theme?
- What other text have you read that has a similar theme?
- How does time or place influence the theme or message?
- How did _____ (historical event or movement) effect the theme of _____?
- How would this theme be the same or different if it were expressed in a different time period?
- How does the theme represent a view or comment on the human condition?
- Is this a universal theme?
- How is this theme conveyed in another poem, novel, play, or film?
- What themes are common in _____ (a particular genre, time period, or culture) _____?
- How does the genre of _____ and _____ (texts with similar themes) shape the meaning?
- What other themes are conveyed in _____?
- What inferences did you have to make about the theme? What evidence did you use to help you infer?

Setting

- How does the time or place influence the story or message?
- How does the cultural setting influence the story or message?
- How does the historical or cultural setting influence the values and beliefs of the characters?
- How does the main idea of _____ relate to primary source documents from its historical and cultural setting?
- How do the settings differ in different versions of the same story (story, play, or film)?
- How does the setting of _____ compare or contrast with the setting of _____?
- How do the settings differ or compare in works by the same author?
- How does the setting influence the plot development?
- What inferences did you have to make about the setting? What evidence did you use to help you infer?

Literary Elements (i.e. sound effects, figurative language, graphical elements, dialogue, imagery, irony, tone, mood, etc.)

- What is the function of _____ in the story/text?
- How does _____ create images for the reader?
- How does _____ work to evoke emotion in the reader?
- Describe the feeling the author/poet creates in _____.
- How does the figurative language relate to the historical or cultural setting?
- How does _____ contribute to the meaning of _____ (poem, drama, fiction, non-fiction)?
- What conventions are common in _____ and _____?
- How does _____ (one version) contrast or compare to _____ (another version of same story) _____?
- How does figurative language contribute to the meaning of _____ (poem, film, drama, fiction, non-fiction) _____?

STAAR STEM QUESTIONS BROKEN DOWN BY CATEGORY

Literary Elements (continued)

How do graphical elements (headings, pictures, graphs, variation in line length or form) contribute to the meaning of ___ (poem, drama, fiction, non-fiction) ___?

What is the effect of ___ (metrics or rhyme schemes) ___ in ___ (poem) ___?

How do the elements of form, figurative language, or structure change across literary time periods?

Summarize the elements of plot development in _____.

How did ___ (scene or incident) ___ contribute to the success of the plot as a whole?

How did ___ (plot structure or literary device) ___ function to advance the action in _____?

How did the author use literary devices to develop a character?

How does a speaker use ___ (literary devices) ___ to appeal to an audience?

How do rhetorical techniques influence the reader, evoke emotions, and create meaning?

How did the speaker (or writer) use ___ (ambiguity, contradiction, subtlety, paradox, irony, sarcasm, or overstatement) to influence the reader?

How did the author's use of literary elements help the reader make inferences?

Character

What was the reason for ___ (a particular character's action or feeling) ___?

What was the motivation of the character?

How did ___ (character) ___ relate to ___ (another character) ___?

How did the character change from the beginning to the end of the story?

What conflicts did the character face?

How did the character resolve conflict?

How did the responses of characters help advance the plot?

How do the characters differ in different versions of the same story?

How do the characters from ___ (mythic, traditional, or classic) ___ relate to the characters from ___ (modern) ___?

How do the adventures or exploits of characters from _____ compare or contrast to the characters from _____?

What archetypes are present in _____?

How do the characters differ or compare in works by the same author?

What moral dilemmas did the character face?

What inferences did you have to make about the characters? What evidence did you use to help you infer?

Point of View/Author's Purpose

How did ___ (mythic, classical or traditional) influence _____ (modern) ___?

How did the author's point of view shape the text?

What is the author's thesis/perspective/stance/opinion?

How did the author establish his/her thesis/perspective/stance/opinion?

Whose voice is present in the text?

Whose voice is absent in the text?

How can you tell if the information in _____ is valid, relevant, and reliable?

What other perspectives could be considered in _____?

How does the author (manipulate/influence/persuade) the reader?

What was the author's purpose for writing _____?

Is the author's purpose stated or implied?

How well was the author's purpose achieved?

STAAR STEM QUESTIONS BROKEN DOWN BY CATEGORY

Point of View/Author's Purpose (continued)

What are the most important ideas that support the author's purpose?

What are the least important ideas that support the author's purpose?

Is _____ true or fantasy?

How do the events in __ (true story) __ differ or compare with the events in __ (fictional work about same event) _?

How did the author of _____ and the author of _____ reach different conclusions about the same issue?

What inferences did you have to make about the author's purpose or point of view? What evidence did you use to help you infer?

Organization

How does the structure of __ (sentence, paragraph, or whole piece) __ contribute to meaning?

How does the author craft a variety of sentence structures to link paragraphs/ideas?

What are the purpose and characteristics of the form or structure of _____?

Does the organization support or confound the author's meaning or purpose?

What are the main ideas in (expository text) _?

What are the most important details that support the main idea?

How are ideas related?

Is _____ a fact or an opinion?

Summarize the facts in _____ without including opinions.

Evaluate a summary of _____ for accuracy of main ideas, supporting details, and overall meaning.

Are the facts used for or against the issue?

Word Choice

What is the effect of diction and imagery in _____ (poem, fiction, non-fiction) _?

How does a speaker use __ (word and phrase choice) __ to appeal to an audience?

Is _____ literal or non-literal?

What language creates a graphic, visual experience or appeals to the senses?

How does the word choice in _____ create mood?

How does the author's diction advance the purpose, perspective, or stance?

How does the author use rhetorical devices and transitions to link ideas?

Open Ended Questions: What text evidence helps you know that?