

DOK
2

Questions/stems
for DOK Levels
Related to
RL/RI
LAF's Goals

DOK
3

DOK
1

Home Run

DOK
4

DOK Level 1-4 Questions/Stems for Each of the LAFS RL/RI Learning Goals

- Each page has appropriate questions that have already been developed for each of the Learning Goals. The questions can be applied to any and ALL stories or texts that are shared in your classroom.
- In the left margin of each page, the LAFS RL/RI learning goals have been labeled with the DOK levels. The goals are color-coded which correlate to the colored columns on the chart. This color-coded column indicates the DOK Level which is denoted as the required standard of mastery for that goal.
- Scaffolding is a CRUCIAL part of the goals therefore questions from each of the levels can be applied to build a solid foundation to reach mastery of the standard. Also, reaching up and beyond to challenge our students to extend their thinking by utilizing questions from the higher DOK levels proves beneficial!
- The red words, terms or phrases that are in parenthesis within the questions/ stems should be inputted by the teacher based on the chosen text. EX: Using the (text feature), locate the facts about ----?
lifecycle diagram
- Simply print these handy, ready-to-use questions to assist you during reading time and your students will be hitting HOME RUNS!

DOK QUESTIONS/
STEMS FOR
LAFS RL LEARNING
GOALS

DOK Level Question Stems related to Learning Goals:

K LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text. DOK 2

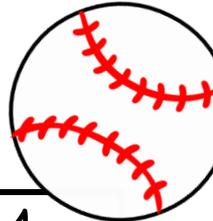
1 LAFS.1.RL.1.1 Ask and answer questions about key details in a text. DOK 2

1 LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. DOK 2

3 LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. DOK 2

4 LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 2

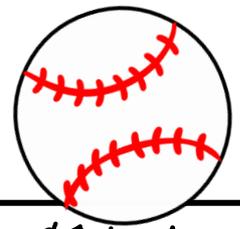
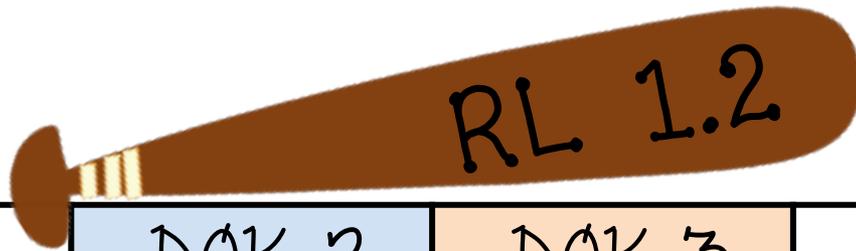
5 LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
Who are the characters in (this story)?	Can you explain why (that event) happened in the story?	Can you predict what would have happened if -----?	If ----- would have happened, how would the ending of the story change?
Where does (this story) take place?	Can you predict what will happen next?	Using words from the story, can you explain why (the character) did that?	How were the events of (this story) the same as the events of (those stories)?
What is the problem in (the story)?	How would you compare/contrast (this event) to the (that event)?	Do you think that the way the author describes (the character) makes the reader think he/she is -----? Why?	Do you agree/disagree with the author's choice of (this story's) outcome? Why?
What are the events in (the story)?	How are (these 2 characters) alike/different?	Do you know another time when ----- happened in a story?	What questions could you ask to support a different perspective?
What is the solution?	How would you summarize (this story)?	What question could you ask (the main character) about (the problem)?	What can be learned about (the character's) actions that can help you in your life?

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details. DOK 2
- 1 LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. DOK 2
- 2 LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. DOK 3
- 3 LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. DOK 2
- 4 LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. DOK 3
- 5 LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
Who are the characters in (this story) ?	Can you retell the problem in your own words?	Can you predict what would have happened if...?	Explain why you think that there are different versions of (this folktale) .
What happened in the beginning of (this story) ?	Can you retell the first event in your own words?	Why do you think the author chose not to solve the problem with (restate event) ?	How would you improve upon (this character's) actions as related to the theme? Justify reasons.
What happened in the middle of (this story) ?	Can you retell another event in your own words?	What is your interpretation of the theme of (this story) ? Justify your thoughts.	What can be learned about reading multiple stories with ----- theme?
What happened at the end of (this story) ?	Can you retell the solution in your own words?	Can you make connections between (the main character's) actions and the story's message?	Do you agree/disagree with (the character) ? Justify your reason(s).
What does the word solution mean?	Can you tell (this story's) lesson in your own words?	Could this story happen in (new time or place) ? Why or why not?	Can you think of a way to deal with someone who acts like (the character) ?

DOK Level Question Stems related to Learning Goals:

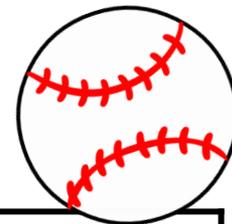
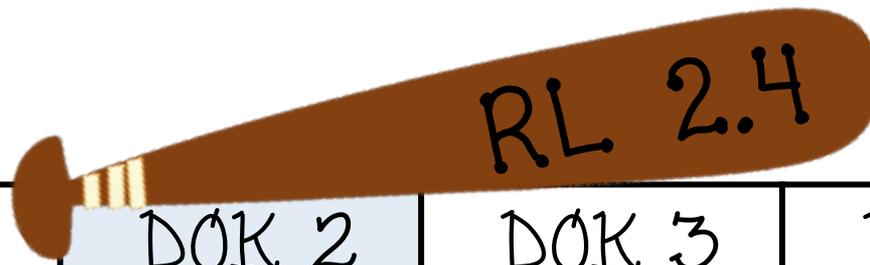
- K LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story. DOK 1
- 1 LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. DOK 2
- 2 LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. DOK 2
- 3 LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. DOK 2
- 4 LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). DOK 2
- 5 LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
Who is the main character in the story?	Describe the setting of the story in your own words.	How does the author create the sense of (tension, happiness, etc) in the story?	Do you agree/disagree with the actions of (the main character)? Why?
Where does this story take place?	Tell me some good/bad traits of the main character.	How would you solve (this problem) using what you have learned about (the character)?	What judgment(s) would you make about the actions of (the main character)?
What is the problem in the story?	Explain why the problem exists in the story.	Why do you think the author chose to solve the problem by (restate solution)?	If you were (the main character), what choice would you have made about (the event)? Why?
Tell me one way they tried to solve the problem but it didn't work.	Describe how the main character reacts to the solution.	What is the relationship between the (main character) and the way the problem was solved?	If you could change the main character, who would you choose and how would that impact the story?
What is the solution?	Does this story show any kind of pattern? If so, what is it?	Can you explain why the solution worked and the other events did not solve the problem?	If you were the author, how would you improve the plot? Why would that make it better?

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text. DOK 2.
- 1 LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. DOK 2
- 2 LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. DOK 2.
- 3 LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. DOK 2
- 4 LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). DOK 2
- 5 LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
Do you know what that word says?	Can you write/draw in your own way what you think (the word) means?	What story evidence can you find to let you know that (the word) means ---?	What word or phrase choices would you have made to describe (the character's) actions?
Do you know what that word means?	How does (this word) make you feel?	Why do you think the author chose (the word or phrase) to describe ----?	Can you create a new story part using the same phrasing that the author chose?
Are there any words that you would like to ask a question about?	How do you know that (the word) means -----?	What is the relationship between (the word or phrase) and the character's actions?	Which use of the phrase, -----, is BEST used to show its meaning? Develop a persuasive argument to prove your point.
How would you define (word) ?	How would you rephrase the meaning of (the word) ?	How are (the words or phrasing) related to the theme of the story?	Can you compare other stories that use the same type of phrasing to see if it has the same use or meaning?
Do you know any letters/sounds that help you read (the word) ?	Can you identify the words that make you feel ---- ?	Can you explain why the author chose to write the story in this format?	Explain how you feel when you compare the phrasings from (2-3 different stories) from this author.

DOK Level Question Stems related to Learning Goals:

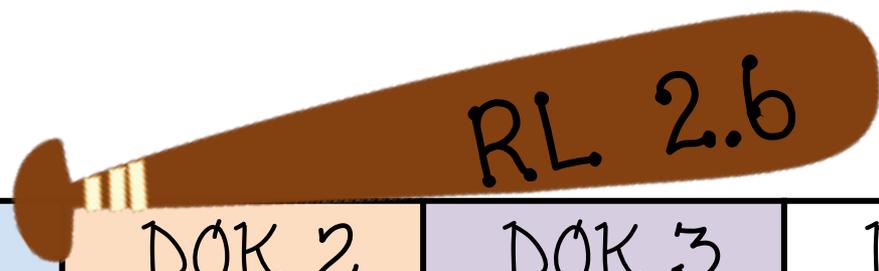
- K LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems). DOK 1
- 1 LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. DOK 2
- 2 LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. DOK 2
- 3 LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. DOK 2
- 4 LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. DOK 3
- 5 LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
What are the names of the different kinds of texts?	Can you provide an example of a non-fiction text feature?	Explain why you categorized the stories in that way.	Can you assess the value of this stanza, nonfiction text feature, chapter, etc.. to this poem, informational text, etc... ?
What does non-fiction mean?	How can you show your understanding of the structure of a story?	Can you compare the use of (non-fiction text feature) on p. ---- to the one on p. -----?	What conclusions can you make that justify why (this author) chooses to write using (this structure)?
What does fiction mean?	How would you classify this text?	After looking at all of (these non-fictional text features), explain how they are helpful when learning?	What type of text would be the best choice for the reader to interpret (this information)? Justify your choice.
Is this a poem or play?	Compare/contrast the structures of fictions and non-fiction texts.	Can you explain why an author follows a story map when writing fictional stories?	Evaluate why the series of stanzas or chapters, etc... fit together to create a structure in this poem, novel, etc....
Name the parts of a fictional story.	What characteristics make this story a -----?	Can you explain why the author chose to write (the story/text) in this way?	Evaluate why it is important to read many kinds of texts. Justify your answer.

DOK Level Question Stems related to Learning Goals:

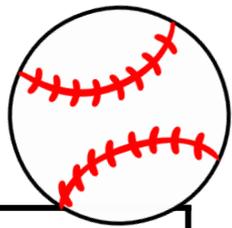
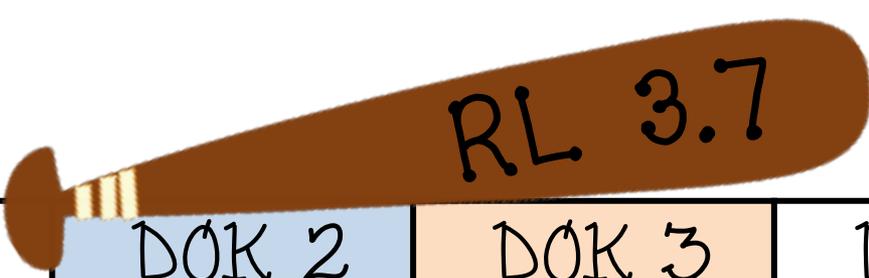
- K LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. DOK 1
- 1 LAFS.1.RL.2.6 Identify who is telling the story at various points in a text. DOK 2
- 2 LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. DOK 2
- 3 LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters. DOK 3
- 4 LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. DOK 3
- 5 LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
What is the name of the author of this story?	Can you provide an example of what the illustrator does in this story?	Explain the differences in the authors' points of view in these stories?	What changes would you recommend to the illustrator? Why?
What is the name of the illustrator of this story?	Explain the differences between the author and the illustrator's jobs?	Using text evidence, how do you know that (character's and author's) points of view are same/different?	What changes would you recommend to the author? Why?
What does an author do?	Identify who is telling the story at (this part). Explain how you know.	Using text evidence, how do you know that (character) feels differently than (character)?	How would you rate the illustrator's job? Why?
What does an illustrator do?	Why did I change my voice when I read (this part) in the story?	Describe how you would judge the opinions of (these characters)?	Using (these texts) prove which job (author or illustrator) was MORE important.
Who writes the words in the story?	How do you know that (the characters) acted or felt differently?	How is the author's job similar to that of the illustrator's job? Explain with text evidence.	Is the author's job or the illustrator's job MORE important in this text? Use evidence to argue your point.

DOK Level Question Stems related to Learning Goals:

- K LAFs.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). DOK 2
- 1 LAFs.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events. DOK 2
- 2 LAFs.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. DOK 2
- 3 LAFs.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). DOK 2
- 4 LAFs.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. DOK 2
- 5 LAFs.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). DOK 3

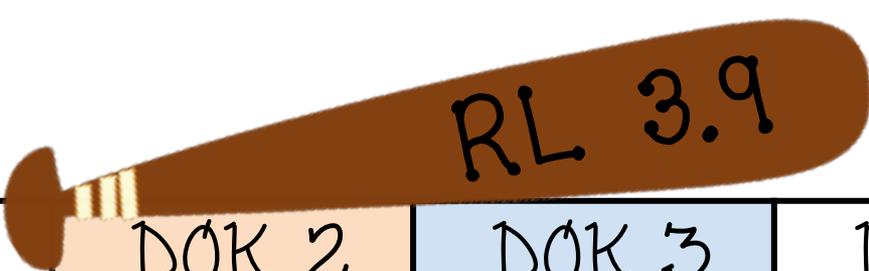


DOK 1	DOK 2	DOK 3	DOK 4
Which illustration in the story shows -----?	Describe how (this illustration) shows what the story is saying.	What conclusions can you make from the comparisons of the photos on p. ---- and p. -----?	What judgment would you make about the illustrator's choice of pictures? Why?
Locate the illustration that shows the setting of the story.	Describe how (this illustration) shows that (the character) is -----.	Can you tell the difference in the way the illustrator drew the picture on p. -- and the one on p. --?	What changes would you tell the illustrator to do to create a different mood? How will that work?
Which illustration shows (the main character)?	Describe how (this illustration) is creating the story's mood.	Why do you think the illustrator chose to put ----- in the picture on p. ----? Use text evidence to prove it.	Suppose you could draw an illustration for the text on p. ---. What would it show and why?
Which illustration shows that (the character) feels -----?	Can you show an example of how the illustrator is showing the mood of -----?	What text evidence can you find that would prove that the illustrator's picture is drawn correctly?	How would you improve the visual on p. --- to better show the author's ideas?
Which illustration matches (these words)?	What can you say about the way the illustrator drew this picture?	What conclusions can you make from the illustrator's choice of pictures?	What information can you gather from the visuals to support your idea about-----?

A Learning Goal for
RL 8 does not exist.

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RL.3.1 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. DOK 3
- 1 LAFS.1.RL.3.1 Compare and contrast the adventures and experiences of characters in stories. DOK 3
- 2 LAFS.2.RL.3.1 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. DOK 3
- 3 LAFS.3.RL.3.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). DOK 3
- 4 LAFS.4.RL.3.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. DOK 3
- 5 LAFS.5.RL.3.1 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. DOK 2



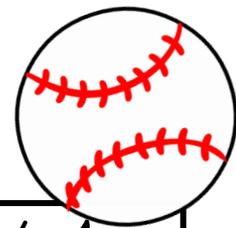
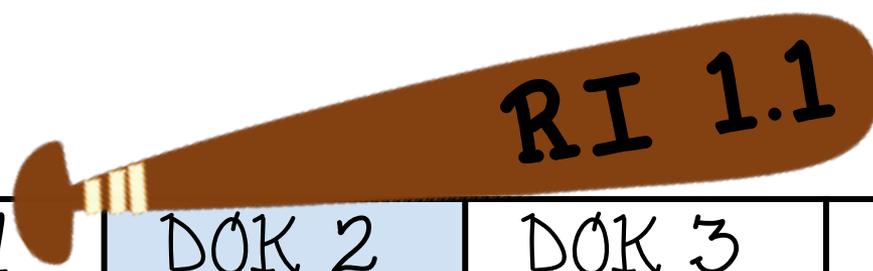
DOK 1	DOK 2	DOK 3	DOK 4
What is the name of the main character in (the story)?	Describe how (the main character) reacts to his/her adventure.	Explain why the author chooses (these characters) for this theme?	Which version of (title) do you think is better? Why?
Does the character in (the story) have a good or bad adventure?	Which is the MOST important character in the story?	What evidence can you find in both stories that proves the theme relates to the pattern of events?	Suppose you were the main character in (title), would you act the same or different from (character) in (title)? Why or why not?
Tell what the main character looks like.	What are the differences between (the characters) in the story?	How are the adventures of (the characters) the same in both (of these stories)?	How would you change the adventures of (character) in (title) to improve the version?
Where does the adventure take place?	What can you say about (the character)?	Are the actions of (the character) and (the other story's character) the same or different? How?	Evaluate why you think that (this story) has more than one version?
What is the main character's adventure?	Compare/contrast the approaches to the themes of these stories?	How are the versions of (title) similar and different?	Can you think of a new version for this story?

DOK Level Questions
were not created for
RL 10.

DOK QUESTIONS FOR
LAFS RI
LEARNING GOALS

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text. DOK 2
- 1 LAFS.1.RI.1.1 Ask and answer questions about key details in a text. DOK 2
- 2 LAFS.2.RI.1.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. DOK 2
- 3 LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. DOK 2
- 4 LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 2
- 5 LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
When did (event) happen?	Can you explain why (this fact) is important in the text?	What is the MOST important part of the information about -----? Use text evidence to tell why.	Explain your connection to the information in this text.
Where is -----?	What new information did you learn about -----?	Which is the BEST answer for (this question) about -----? Use text examples to explain.	How were the facts in (this text) more important than the facts in (these texts) ? Explain why.
Name a fact about -----.	When we/you were done reading, what were our/your questions that were left unanswered?	Can you ask an original question about this fact?	What can you infer from the information you gathered from the facts in these texts? Use quotes from the text in your explanation.
What kind of ----- is -----?	How are (these two facts) alike/different?	Can you make a connection from (this information) to something else?	How can you judge the importance of understanding (the detailed information) ?
Who is famous for -----?	Can you explain how (this fact) helps you understand the information?	What facts would you select to support your answer?	Design/make a model of ----- to prove your understanding of the details.

DOK Level Question Stems related to Learning Goals:

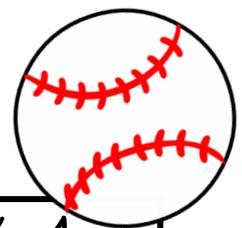
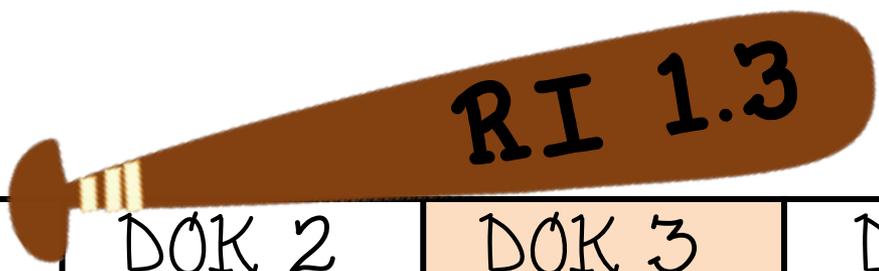
- K LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text. DOK 2
- 1 LAFS.1.RI.1.2 Identify the main topic and retell key details of a text. DOK 2
- 2 LAFS.2.RI.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. DOK 2
- 3 LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. DOK 2
- 4 LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. DOK 2
- 5 LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
What is a main idea?	Determine the details that support the main idea.	Explain why the author would choose to use (these details) as a way to support the main idea.	Explain a connection to the details in (this text) to something you have learned about in another subject.
What does key detail mean?	Compare (the details) given about the main idea.	Which of (these details) proves a better way to explain the main idea? Why?	Explain how this author's use of the (key details) were more helpful than (this author's) in (this text) .
What is a topic?	Contrast (the details) given about the main idea.	How are (these details) related to the main idea. Use text evidence to support your ideas.	Why do you think that (these facts) were the best way to share this information?
Can you locate one detail in the text?	Which sentence BEST tells the main idea?	How could you adapt the details to develop a new main idea?	Which of the author's texts do you think helped you the most? Why?
Can you identify a detail on this chart/graph?	Can you sort these details that do and do not support the main idea?	How would you describe the order that the facts were written in this text as they are related to the main idea?	What details can you gather to support your own idea?

DOK Level Question Stems related to Learning Goals:

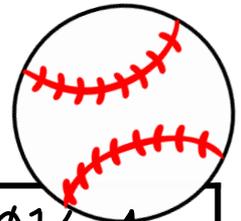
- K LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. DOK 3
- 1 LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. DOK 3
- 2 LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. DOK 3
- 3 LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. DOK 3
- 4 LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. DOK 3
- 5 LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
What are the names of the (inventors, scientists, presidents, etc...)?	Compare/contrast (two historical figures).	Use text evidence to describe a connection between these (historical events).	Explain a connection to the concepts in (this text) to something you have learned about in another subject.
Can you name the steps in the process?	How are the facts on p. --- similar to the facts on p. ----?	Which of (these texts) proves a better way to explain the procedure? Why?	Explain how (this author's) use of the information was more helpful than (this author's) in (this text).
What is that process called?	How is the lifecycle of (this animal) similar to (that animal)?	Connect the science experiments to figure out what hypothesis they prove.	Why do you think that (these events) in history are compared and connected?
When did that happen in history?	How is the habitat of ---- the same/different than the habitat of ---?	Use text evidence to describe the connection between (these ideas).	How would you use what you have learned about ----- in your own life?
Write/tell me the steps in (this process).	Compare/contrast these (two historical events).	How would you describe the order that the facts were written in (this text)?	Can you write/draw a picture to show how you can apply (these concepts) in life?

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text. DOK 2
- 1 LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. DOK 2
- 2 LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. DOK 2.
- 3 LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. DOK 2
- 4 LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. DOK 2
- 5 LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
Do you know what (that word) says?	Can you write/draw in your own way what you think (the word) means?	What text evidence can you find to let you know that (the word) means ----?	What word choices would you have made to describe the topic? Why?
Do you know what (that word) means?	How can you figure out what (the word) means?	Why do you think the author chose (the word or phrase) to explain ----?	Can you gather information to develop alternative explanations for reasons for the authors' word choices/phrasings in these texts?
Are there any words that you would like to ask a question about?	How do you know that (the word) means -----?	What is the relationship between (the word or phrase) and the text's information?	Explain how similar words/phrasings compared/contrasted in (these texts) . Apply text evidence to justify.
How would you define (word) ?	How would you rephrase the meaning of (the word) ?	How are (the words or phrasing) related to the topic?	Can you compare (these texts) to see if the meanings of the key words/phrases are the same or different?
Do you know any letters/sounds that help you read (the word) ?	What other words helped you figure out (the unknown word) ?	Can you explain why the author chose (this phrase) to explain (this topic) ?	Explain what you learned when you compared the phrasings from (2-3 different texts) about this topic.

DOK Level Question Stems related to Learning Goals:

K LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book. DOK 1

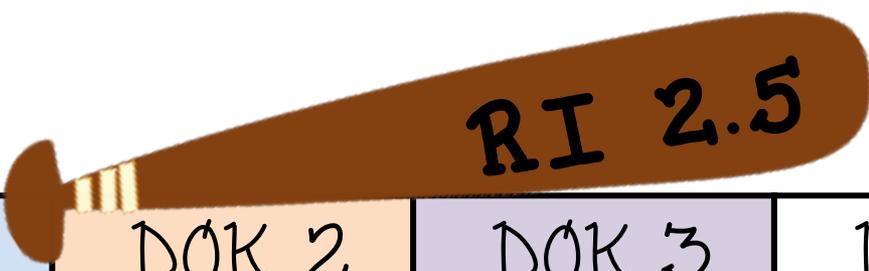
1 LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. DOK 2

2 LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. DOK 2

3 LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. DOK 2

4 LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. DOK 3

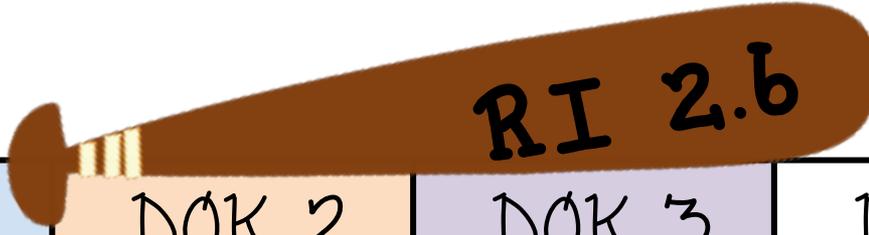
5 LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
Can you point to the front cover of the book?	Using the (text feature), locate the facts about...?	Can you describe how the overall structure of the text helps you understand the information?	If you were the author, what text structure/feature would you have chosen to describe the topic? Why?
Can you open the book to the title page?	Which text feature would BEST help you locate the meaning of words?	Using text evidence, explain which text feature is the BEST way to locate (this information)?	Analyze the structures of these text to prove which better clarifies the purpose of the text.
Can you show me where the back cover of the book is?	How and why do you use a... (table of contents, labels, headings, title page, front/back cover)?	Can you explain/write about the use of the author's choice of text features to explain the information?	What information can you gather from these text features to support your idea?
Can you locate a... (heading, label, caption, table of contents, etc...)?	Can you sort these text features that can/can't assist you with locating... (definitions, pages, etc)?	Compare the use of (this text feature) on p. ---- to the use of the same text feature on p. ---.	Can you use the information from these text features to make a connection to a fictional story? Explain your answer.
What is the name of (this text feature)?	What other text feature or search tool can help you locate...?	Can you explain why the author chose (this text structure) to share this information?	What can you conclude from the information shown in... (these diagrams, graphs, captions, etc...)?

DOK Level Question Stems related to Learning Goals:

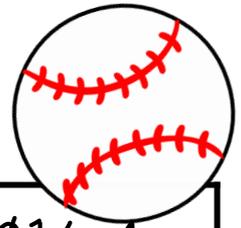
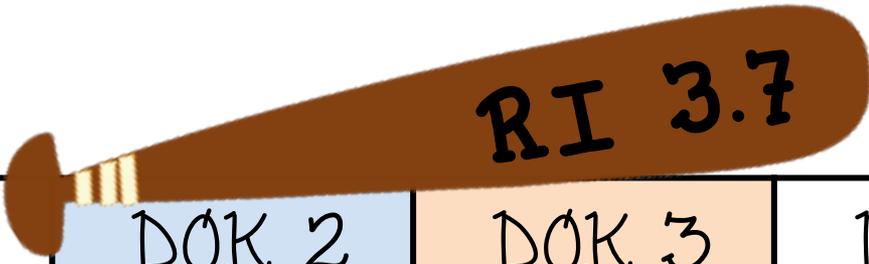
- K LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. DOK 1
- 1 LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. DOK 1
- 2 LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. DOK 2
- 3 LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. DOK 2
- 4 LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. DOK 3
- 5 LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
What is the name of the person who writes a story?	What is the main purpose of this text?	Why do you think it is important for the author and the illustrator to work closely together?	What changes would you recommend to the author to better explain the purpose? Why would that help?
What is the name of the person who draws/takes the story's pictures?	How can you show your understanding of the main purpose of (this text)?	Using text evidence, show whether the author or illustrator BEST explains the information?	What changes would you recommend to the illustrator to improve? Use multiple sources to justify why that would help?
What does an author do?	What important facts did the author include to show the purpose of this text?	Compare/contrast different accounts of the same event. Then describe the differences in the information.	Based on the purposes of these texts (about the same topic), can you predict the potential benefits and drawbacks of -----?
Can you tell me about the job of the illustrator?	Did the author or illustrator explain ...?	Using several different texts, describe how the authors' information about the same topic differs?	Can you think of an original way to apply the knowledge gained from the main purpose of these texts?
Did the author or the illustrator help you with (that information)?	Describe how ----- explained the main purpose of this text.	Why did the author include -----? What impact does it have on the reader?	How would you evaluate the authors' points of view of these texts about ----- written over a period of time?

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). DOK 2
- 1 LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas. DOK 2
- 2 LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. DOK 2
- 3 LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). DOK 2
- 4 LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. DOK 3
- 5 LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
Which illustration matches (this information)?	What is the relationship between the text and the illustration on p. ----?	Can you interpret then explain how the information found in this visual resource assists you in your understanding?	Develop a generalization about the information in these visuals. Then apply it to a life scenario.
Locate the picture that shows (this idea).	Explain how (this image) clarifies the key details?	Does your perception of the illustration guide your understanding? Why or why not?	Analyze multiple visual sources about -----. Then evaluate their importance.
What do you see in the illustration on p. -----?	How does this picture help you understand the information in this text?	What are the possible flaws in the visual resources that you have researched about -----?	Based on these visuals (about the same topic), can you construct a model that would change -----?
Which detail matches this picture?	Can you find the visual resource that answers (this question)?	What is the impact on the reader when looking at the visual image on p. ----- ?	Can you think of an original way to apply the knowledge gained from the visuals in these texts?
Identify the ----- in the illustration.	How does the illustration describe the details in the text?	Critique these multiple visuals and explain which provides the BEST information.	Can you propose an alternative solution to the problem shown in the information in (these visuals)?

DOK Level Question Stems related to Learning Goals:

K LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text. DOK 2

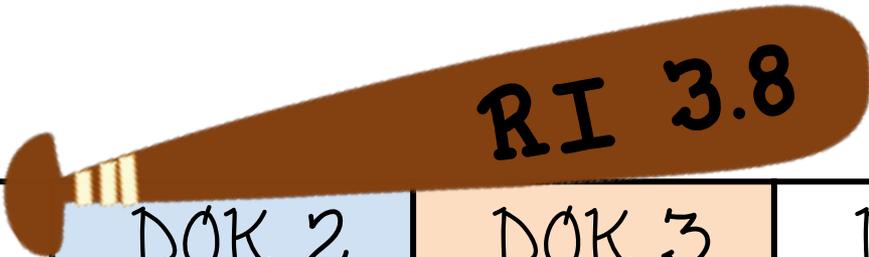
1 LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text. DOK 2

2 LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text. DOK 3

3 LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). DOK 3

4 LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text. DOK 3

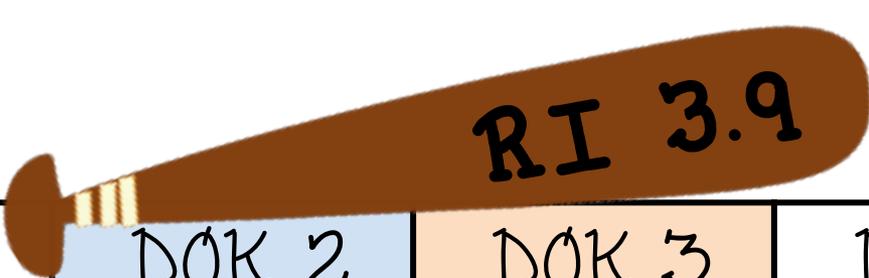
5 LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). DOK 3



DOK 1	DOK 2	DOK 3	DOK 4
Can you recall a fact about -----?	What reasons does the author give to support his/her points about -----?	Using text evidence, how does the author choose to use these reasons to support the idea of -----?	How could you disprove the author's reasons that support -----?
Locate one of the details about -----.	What examples can you find that the author is/is not supporting his/her points?	What is the author's chain of reasoning for -----?	Can you construct a model that validates the reasons the author gave about -----?
Can you define -----?	How can you show your understanding of the reasons the author gives to support these points about -----?	What conclusions can you draw about the author based on the reasons he/she gave to support -----?	What could be done to minimize or maximize the readers interpretation of the author's points?
Make a list of key words that you/we read about -----.	How can you organize these reasons to better support the idea of -----?	What reasons justify the author's points about -----? Why do you think so?	What changes could be made to deal with the major issue that is explained by the author's points about -----?
Restate the author's points about -----.	Explain the reasons that the author gives to support -----.	Apply the reasons the author gives to support ----- to a real-world situation.	Do you agree with the author's reasons that support -----? Why or why not?

DOK Level Question Stems related to Learning Goals:

- K LAFS.K.RI.3.1 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). DOK 3
- 1 LAFS.1.RI.3.1 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). DOK 3
- 2 LAFS.2.RI.3.1 Compare and contrast the most important points presented by two texts on the same topic. DOK 3
- 3 LAFS.3.RI.3.1 Compare and contrast the most important points and key details presented in two texts on the same topic. DOK 2
- 4 LAFS.4.RI.3.1 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. DOK 3
- 5 LAFS.5.RI.3.1 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. DOK 2



DOK 1	DOK 2	DOK 3	DOK 4
How are these (pictures, texts, diagrams, etc...) the same?	Compare and contrast the important details about (this topic) .	Using text evidence, what conclusions can you make about the way the topic is presented in these texts?	Evaluate which text BEST supports the topic with the use of the chosen details. Use text evidence to prove it.
How are these (pictures, texts, diagrams, etc...) different?	Combine/organize the information about (this topic) from these texts.	How is the information about the topic in ----- related to the information about the topic in -----?	Can you construct a model that validates your knowledge gained from reading these texts about -----?
What are the (titles, genres, etc..) of these texts? Are they the same or different?	How would you classify the similarities and differences of these topics?	Can you elaborate on the reasons why the facts about the same topic were presented differently in these texts?	Can you elaborate on the relationship found within the information about ----- from these texts?
What do the words similarities and differences mean?	How would you summarize the information about (this topic) from this text?	Can you formulate a theory about this topic from the details presented in all these texts?	After reading these texts, justify why the details are different about the same topic. Use text evidence.
What is a topic?	What do you notice about the way the topic is presented in these texts?	Integrate the information from the texts. Present your understanding of the information about (this topic) .	Propose new texts to share that would provide more key details about (this topic) .

DOK Level Questions
were not created for
RI 10.

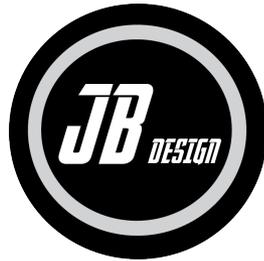
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Many thanks to Barbara...the brainstorm behind this project!

