

Standards-based Question Stems

Second Grade

Standard: ELA.2.R1 Reading Prose and Poetry
Benchmark: Literary Elements

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

DOK 1 (Recall):

- Describe _____ in the text (explicitly stated).
- What is the central message?
- Which of the following does the character do first _____?
- What is the main topic of the text?
- What does the story say _____?
- Who are the characters in the story?
- Select the sentences in the story that show that the main character _____ is _____ (explicitly stated).
- Who is discussed in the text?
- When did the story take place?
- When did the event occur (explicitly stated)?
- What happened when/where/before/after/during?
- Retell....
- What happens in the story next?
- What is the problem (conflict) in the story?
- When is the problem (conflict) in the story?
- What is the setting of the story?
- The story takes place (explicitly stated).
- Where did the story take place?

DOK 2 (Skill/Concept)

• **Two-Part Question**

Part A: What happens in the text?

Part B: Which sentences help you to determine this?

- Why was _____ described as _____?
- How does _____ cause _____?
- What are some details that help you understand the text?
- Select a detail from the text that shows that _____ was _____?
- Which sentence shows why _____ happened?
- How is _____ introduced in the text?
- What does paragraph _____ add to the passage?

• **Two-Part Question**

Part A: How does the character feel in the paragraph below?

Part B: Select the sentences that show this feeling.

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Standard: ELA.2.R1 Reading Prose and Poetry Benchmark: Literary Elements

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

- **Two-Part Question**

Part A: Based on the information in the passage, how does the reader know that the main character _____?

Part B: Which piece of evidence from the passage supports your answer to Part A?

- Which sentence from the text shows _____ about the character?
- Based on the information in the passage, explain ____
- Share two reasons why the author included _____ in the text?
- What are two details that tell the reader about _____.
- Select two reasons why the author included paragraph _____ in the passage.
- The main character is _____ in the passage. Select the sentences that show this feeling.
- How did the characters respond to the events described in the text?
- Select the phrase that describes how the chronological order of the events helps the reader to understand the process of _____.
- How does the author develop the idea of _____ throughout the text?

- **Two-Part Question**

Part A: What happened after _____?

Part B: How does the reader know?

- How are characters _____ and _____ alike/different?

- **Two-Part Question**

Part A: How does the character respond to _____? (implicitly stated)

Part B: Select the sentences that show this feeling.

DOK 3 (Strategic Thinking)

- What does the reader understand using the information from Passage 1 and the illustration?
- How does _____ (text excerpt) compare to _____ (text excerpt)?
- **Two-Part Question**
 - Part A:** What has the main character learned by the end of the story?
 - Part B:** What important events from the entire story caused him/her to learn this?
- How would the story be different if it had taken place at a different location or at a different time?
- Can you explain how _____ affected _____?
- How would you summarize the events? The character?
- How are one character's actions effected by the main character's actions?
- How are Passages 1 and 2 alike?
- What is something you learned from Passage 2 that you did not learn in Passage 1?

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Standard: ELA.2.R.1. Reading Prose and Poetry

Benchmark: Theme

ELA.2.R.1.2: Identify and explain a theme of a literary text.

DOK 1 (Recall)

- What is the central message?
- What are the key details?
- What is a theme?
- Which of the following does the character do first? last? (explicitly stated)
- What is main topic of the text?
- What is the lesson in the text?
- What is the moral of the text?

DOK 2 (Skill/Concept)

- Write a sentence to explain the theme of the text.
- How does _____ contribute to the theme?
- **Two-Part Question:**
Part A: What problem/need is the main character experiencing?
Part B: What gets in the character's way?
- **Two-Part Question:**
Part A: One of the lessons in the text is _____.
Part B: Select two details in the passage that support this idea.
- **Two-Part Question:**
Part A: What is the central message of this text?
Part B: Use text evidence to support your answer.
- How does the author show the theme of _____ in this text?

DOK 3 (Strategic Thinking)

- How does the author convey the lesson, moral, or theme of the text?
- What events lead to the resolution of the character's problem?
- How is the main character different at the end of the story from the beginning?
- What is the most important information the author wants you to know?
- Can you explain how _____ affected _____?
- How would you summarize the moral, lesson, or theme of the story?

Standard: ELA.2.R.1 Reading Prose and Poetry

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Benchmark: Perspective and Point of View

ELA.2.R.1.3: Identify different characters perspectives in a literary text.

DOK 1 (Recall)

- Who is the narrator?
- What is dialogue?
- What is point of view?
- What is perspective?
- What is the character's _____ stated point of view?
- What is the narrator's stated point of view?

DOK 2 (Skill/Concept)

- **Two-Part Question:**
Part A: Select the part of the story that is told from the point of view of someone other than the main character.
Part B: How did the story change when it was told from the different point of view?
- **Two-Part Question:**
Part A: How do character _____'s point of view compare to character _____'s point of view?
Part B: Select the sentences or phrase in the text that support your answer to Part A.
- **Two-Part Question:**
Part A: Who is speaking in the sentence _____ (excerpted text)?
Part B: Select the sentence that supports your answer to Part A.
- Explain who is telling the story from the context clues in the story?
- Which sentences from the text reveals the authors primary purpose?

DOK 3 (Strategic Thinking)

- Which sentences from the passages illustrate information the reader would likely miss if the story were written from a different point of view?
- **Two-Part Question:**
Part A: How do authors use the point of view of the main characters in this story?
Part B: Select sentences from the text that show this point of view.
- Can you summarize how the narrator affected the story?
- **Two-Part Question:**
Part A: How did _____'s point of view change in the story?
Part B: What events led to this change?

Standard: ELA.2.R.1 Reading Prose and Poetry

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Benchmark: Poetry

ELA.2.R.1.4 Identify rhyme schemes in poems.

DOK 1 (Recall):

- What is a poem?
- What is a rhyming word?
- What are the rhyming words in this poem?
- Where are the rhyming words found in this poem?
- Which words rhyme in each stanza?
- Identify the line breaks.
- Define stanza.
- How can the reader tell the poem is written in stanzas?
- How many lines are in the stanzas?
- How is the poem organized?
- What is a rhyme scheme?
- Identify the rhyme scheme for the poem.
- Label the rhyme scheme for the poem.

DOK 2 (Skill/Concept):

- What is the main message of each stanza?
- The poem is mostly about a speaker who _____.
- How are the words _____ and _____ alike?
- How are the words _____ and _____ different?
- Based on the poem, what can the reader conclude about the main character.
- What does the poem express the importance of?

DOK 3 (Strategic Thinking):

- Produce a poem that contains the same rhyme scheme as this poem.
- Summarize the poem.
- Analyze the _____ (1st, 2nd, 3rd, etc.) stanza. How does this stanza relate to the poem as a whole?
- **Two-Part Question:**
 - Part A:** How does stanza 1 differ from stanza 2?
 - Part B:** Select words for phrases from the text that shows the difference.

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Benchmark: Structure

ELA.2.R.2.1: Explain how text features—including titles, heading, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

DOK 1 (Recall):

- What is a glossary?
- What are captions?
- What in an index?
- What is a table?
- What is a map?
- What is an illustration?
- What is a photograph?
- What is a heading? Subheading?
- Which information (explicitly stated) can be found under the heading _____?
- Why does the author use bullets?
- Which part of the selection can the reader find information about _____?
- What can the reader learn from the chart on p. ____?
- What does the first photograph in this selection show?

DOK 2 (Skill/Concept):

- How do the headings in this text help you get information about the topic _____?
- What information can be found in the headings in this text to help you get information about the topic _____?
- Explain why it is more efficient to use headings instead of an index to locate _____.
- What did the author use the subheading _____ for paragraph ____ of the text?
- Why did the author use a glossary at the end of this nonfiction text?
- Why did the author use an index at the end of the nonfiction text?
- Explain what a table is in your own words.
- How are captions and labels alike?
- How are pictures and illustrations alike and different?
- Which text feature best supports the main idea of this paragraph?
- Based on text features, what do you think the book will be about?
- Explain how the text features add to your understanding of the text.

DOK 3 (Strategic Thinking):

- How can you use the title or heading of this book to predict the central idea of the text?
- What caption would you write for this photograph?
- Write an appropriate heading for this paragraph.
- How do the text features on this page relate to each other?
- What inferences can you make about the text based on the illustrations?
- Compare and contrast two text features on this page.
- Create an additional text feature for this book.
- Choose one of the text features and write your own paragraph to support the text.
- How would the book have been different if the author had not included text features?

Standard: ELA.2.R.2 Informational Text

Benchmark: Central Idea

Standards-based Question Stems

Second Grade

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

DOK 1 (Recall):

- What is a central idea?
- What is a topic of this text?
- What is a key detail?
- The author wrote this text mainly to _____.
- What happens in this text? First? Next? Last?
- What are the key details of the text?

DOK 2 (Skill/Concept)

- How does the author use _____ to describe _____?
- How does the author use details to support the topic of the text?
- Write a sentence to explain the topic of the text.
- How does _____ contribute to the topic of this text?
- **Two Part Question**
Part A: What is the central idea of the text?
Part B: Select a sentence from the passage that best supports your answer.
- Which of these is a good summary sentence? (Teacher gives 3-4 choices.)

DOK 3 (Strategic Thinking)

- How does the author develop the central idea using key details?
- How does the author convey the message of the text?
- What is the most important information about the central idea that the author wants you to know?
- Which of these details does not support the topic of the text? (Teacher gives 3-4 choices.)
- Is _____ a good title for the text? Why or why not?
- **Two Part Question**
Part A: What could be a new title for this text?
Part B: What evidence from the text supports this new title?

Standard: ELA.2.R.2 Informational Text

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Second Grade

Benchmark: Purpose and Perspective

ELA.2.R.2.3: Explain an author's purpose in an informational text.

DOK 1 (Recall):

- What is an author's purpose?
- What is an informational text?
- Using visuals and words from the informational text, what is this story about?

DOK 2 (Skill/Concept)

- What points is the author making, including reasons and evidence?
- What in the text helped you to determine the points being made?
- How can you show your understanding of the reasons the author gives to support these points about _____?
- What evidence does the author use to support the idea that _____?
- **Two-Part Question:**

Part A: Write a description of the reasons the author provides to support his/her points.

Part B: Use at least two details from the text in your response.

DOK 3 (Strategic Thinking)

- Compare and contrast the illustrations and text features in the two texts.
- Compare and contrast the authors' points on _____ (two or more texts).
- Elaborate on the similarities and differences provided in words and visuals from an informational text.
- What information does the reader learn from the visuals that is not learned through the words?
- Why does the author use visuals and words in an informational text?
- What conclusion can you draw about the author based on the reasons he/she gave to support _____?
- Summarize the differences between visuals and words in an informational text.
- Summarize the similarities between visuals and words in an informational text.

Standard: ELA.2.R.2 Informational Text

Standards-based Question Stems

Second Grade

Benchmark: Argument

ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence.

DOK 1 (Recall):

- How do authors support their ideas?
- What is an opinion?
- What does the writer think about this problem?
- Why do you think the author wrote _____?
- Were there any reasons why you think the author like...?
- What in the writing made you think _____?
- What were the reasons the author wrote this piece?
- How and where did the author support his reasoning?
- What important points does the author make?

DOK 2 (Skill/Concept)

- Based on information in the text, which reasons support the author's ideas?
- What reasons does the author give for his/her opinion?
- What reasons does the author use to support the idea that _____?
- What is the best reason the author provides to support his/her opinion or idea? Use at least TWO details from the text.
- What points is the author making, including reasons and evidence?
- How does the author use reasons and evidence to support the point of _____ in the text?
- What are key points the author wants us to know about this topic?
- How is the author attempting to convince the reader of his/her opinion?

DOK 3 (Strategic Thinking)

- Why did the author use the examples that he/she did?
- What inference can you make about the points the author is making?
- What other reasons could the author have given to support his/her point?
- How does the author make his/her points clear?
- How does the author support the idea of _____ using text evidence?

Standards-based Question Stems

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Benchmark: Figurative Language

ELA.2.R.3.1: Identify and explain similes, idioms and alliteration in texts.

DOK 1 (Recall):

- What is a simile?
- What is an idiom?
- What is an alliteration?
- Identify a simile in the text.
- Identify an idiom in the text.
- Identify an alliteration in the text.
- Identify a simile, idiom, or alliteration in paragraph _____, or page _____ in the text.

DOK 2 (Skill/Concept)

- How can you use the words and sentences around an unknown word to figure out what the simile, idiom or alliteration _____ means?
- What would the literal meaning of _____ be? What is the intended meaning?
- **Two-Part Question:**
Part A: What does the author mean by the phrase _____?
Part B: How does the author illustrate this phrase in the passage?
- How do the words or phrases help you picture what is happening?
- What does the word or phrase, _____, describe in this sentence?
- What does the phrase _____ mean in the text? What type of figurative language is this?

DOK 3 (Strategic Thinking):

- How does the word/phrase help you understand the text/meaning as whole?
- Explain why the author chose to use the words _____ on page _____ or paragraph _____.
- Write a sentence related to the text using a simile, idiom or alliteration.
- Based on the _____ (simile, idiom or alliteration), what might you infer about _____?
- What does the author imply by saying _____?

Standard: ELA.2.R.3 Reading Across Genres
Benchmark: Paraphrasing and Summarizing

Standards-based Question Stems

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ELA.2.R.3.2: Retell a text to enhance comprehension.

a. Use main story elements in a logical sequence for a literary text.

DOK 1 (Recall)

- Who are the characters in the text?
- What happened in the beginning, middle and end of this text?
- What is this text about?
- What happens in this text?
- Retell this text with beginning, middle and end.
- What is the setting of this text?
- How does the setting change from beginning to end?
- What is the problem and solution of the text?

DOK 2 (Skill/Concept)

- **Two-Part Question:**
 - Part A:** What happens in this text?
 - Part B:** Which text features along with sentences help you determine this?
- Place key details in the correct order in a graphic organizer.
- Which sentence shows why _____ happened?
- Can you explain why _____ happened in the story?
- How does the character(s) change from the beginning to the end of the story?

DOK 3 (Strategic Thinking)

- Write a summary of the text including beginning, middle, and end.
- Which of these sentences is not in order?
- Why do you think the author chose not to solve the problem by _____?
- How does the author's comparison of _____ to _____ help you understand _____?
- Why does the author make a comparison between _____ and _____?

Standard: ELA.2.R.3 Reading Across Genres
Benchmark: Paraphrasing and Summarizing

Standards-based Question Stems

Second Grade

ELA.2.R.3.2: Retell a text to enhance comprehension.

b. Use central idea and relevant details for an informational text.

DOK 1 (Recall):

- What is the central idea?
- What is a relevant detail?
- Locate a detail on page ____ that supports ____.
- What is this text about?
- What happens in this text?
- Retell this text.

DOK 2 (Skill/Concept)

- Write a sentence to explain the central idea of the text.
- Which sentence shows why _____ happened?
- Can you explain why _____ happened in the story?
- **Two-part Question:**
Part A: What is the central idea of the passage?
Part B: Select a sentence from the passage that best supports your answer.
- Explain why the author titles this section ____.
- What point does the author want you to understand about _____?
- What does the author mean when he writes _____?

DOK 3 (Strategic Thinking)

- How does the author develop the central idea using relevant details?
- Write a sentence to explain the central idea of the text. Add relevant details from the text.
- Which of these details is not in order? (Teacher provides 3-4 details.)
- Which of these details is not about the central idea of the text? (Teacher provides 3-4 details.)
- Summarize the central idea of the text using relevant details.
- Based on the information in this text, would you reach a conclusion similar to the one the author states in the text?

Standard: ELA.3.R.3 Reading Across Genres
Benchmark: Comparative Reading

Standards-based Question Stems

Second Grade

ELA.3.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.

DOK 1 (Recall):

- What does compare mean?
- What does contrast mean?
- How are _____ and _____ alike in both texts?
- How are _____ and _____ different from one text to the other?

DOK 2 (Skill/Concept)

- How do the ideas in _____ compare to the ideas in _____?
- Use a Venn Diagram to compare the two texts.
- Use a T-chart to compare the two texts.
- What is the difference in the comparisons of _____ from Passage 1 to Passage 2?
- Two-Part Question:

Part A: Which points are the most important ones in the text(s)?

Part B: Select the sentence or phrase that supports your answer in Part A.

DOK 3 (Strategic Thinking)

- Compare and contrast the illustrations and text features in the two texts.
- How is the information in topic _____ related to topic _____?
- Write why the relationship found in these texts are the same.
- Justify why the details are different about the same topic. Use text evidence to support your answer.
- Using information from both texts, select two similar ways that the authors present information on _____.
- Summarize the information in both texts about _____.