STANDARDS-BASED QUESTION STEMS

EDUCATOR RESOURCE FOR GRADES K-12 READING STANDARDS

Purpose Statement

This resource provides question stems that are aligned to the NCSCOS Reading Standards. The question stems are intended for instructional use during standards-based, text-centered lessons. These are not the only questions that can be asked for instruction of the standards. Teachers are encouraged to adapt and/or add additional questions to support student access to complex texts. The stems can aid in scaffolding and can be used to formatively assess students' progress toward mastery of the grade-level standards.

Clusters

Clusters provide an overarching concept for groups of, or single, standards and are the main focus of content within a strand. These are not the only questions that can be used for standards-based instruction. Clusters can aid in the development of additional question stems to be used for instruction.

Standards

Each question stem is aligned to a specific grade-level reading standard. Each question stem may address one or multiple parts of a standard. A single question stem should not be used to determine mastery of the entire standard.

Question Stems

Question stems should be used for instructional purposes. Stems aid in scaffolding student understanding of complex texts. They may be sequenced to build-up to the grade-level aligned standard. While these stems meet the expectations of the standards, they are not meant for summative assessment purposes.

Key Ideas & Evidence

RL.6.1	Question Stems
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• In paragraph _____, what evidence supports _____? • What can be inferred from this portion of the text? • What is explicitly stated in the text about _____? • Which piece of evidence supports your analysis?
RL.6.2	Question Stems
Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• What is a summary of the text? • What details support the theme? • How do paragraphs _____ and _____ develop the theme of _____? • How do the details in paragraph _____ convey the theme of the text? • How does the author use the way _____ (character's name) responds to the situation to develop the theme of the story? • What key details summarize the text and its theme?

NCDPI ELA Question Stems

Kindergarten Reading Literature Standards

Key Ideas & Evidence	
RL.K.1	**Question Stems**
With prompting and support, ask and answer questions about key details in a text.	- Who is in the story? - What happened after/before/when _____? - Where did the story take place? - Why did _____ say/do _____? - What do you wonder about _____?
RL.K.2	**Question Stems**
With prompting and support, retell familiar stories, including key details.	- What problem is the character facing? - How does the character resolve or solve the problem? - What important event(s) happened at the beginning of the story? The middle? The end?
RL.K.3	**Question Stems**
With prompting and support, identify characters, settings, and major events in a story.	- Who are the characters in the story? - When/Where did the story take place? - What was the problem in the story?

Craft & Structure	
RL.K.4	**Question Stems**
With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	● What do you think _____means? ● What questions do you have about this word? ● What word(s) from the story make you feel _____? ● What word(s) from the story helps you experience the story through your senses? ● What word(s) in the story let you know that the character feels _____?
RL.K.5	**Question Stems**
Recognize common types of texts.	● Does this book tell a story or provide information? ● Are you reading a poem, story, or informational book?
RL.K.6	**Question Stems**
With prompting and support, define the role of the author and illustrator in telling the story.	● What does an author do? ● What does an illustrator do? ● How did the illustrator help tell the story? ● How did the author help tell the story?

Integration of Ideas & Analysis	
RL.K.7	**Question Stems**
With prompting and support, describe how the words and illustrations work together to tell a story.	- What in the illustration helped you understand the words? - What words helped you understand the illustration? - What part of the story is the illustration depicting? - What did you learn from the illustration and words?
RL.K.8	Not applicable to literature.
RL.K.9	**Question Stems**
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	- Describe the main character in each story. - How is_____'s experience like _____'s? - How is_____'s experience different from_____'s?
Range of Reading & Level of Complexity	
RL.K.10	**Question Stems**
Actively engage in group reading activities with purpose and understanding.	- How does this activity help you become a better reader? - Why is this activity important? - How did you participate in this activity?

NCDPI ELA Question Stems

Kindergarten Reading Informational Standards

Key Ideas & Evidence	
RI.K.1	**Question Stems**
With prompting and support, ask and answer questions about key details in a text.	- What happened after/before/when_____? - What is an important detail from the text? - What do you wonder about_____?
RI.K.2	**Question Stems**
With prompting and support, identify the main topic and retell key details of a text.	- What is this text mainly about? - What details help you understand what the text is mainly about? - What is the most important information that the author wants you to know?
RI.K.3	**Question Stems**
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	- How are _____ and _____ connected to each other? - What happened because of _____? - What caused _____ to happen? - Why did _____happen before/after _____?

Craft & Structure	
RI.K.4	**Question Stems**
With prompting and support, ask and answer questions about words in a text.	- What do you think _____means? - What questions do you have about this word? - What words do you not understand?
RI.K.5	**Question Stems**
Identify the front cover, back cover, and title page of a book.	- How would you hold this book to read? - Where is the front cover? - Where is the back cover? - Where is the title page?
RI.K.6	**Question Stems**
With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	- What did the author teach you? - What did the illustrator teach you? - How did the illustrator help present the information? - How did the author help present the information?
Integration of Ideas & Analysis	
RI.K.7	**Question Stems**
With prompting and support, describe how the words and illustrations work together to provide information.	- How does the illustration help you understand the words? - How do the words help you understand the illustration? - How do the words and illustrations work together to give information?

	• What did you learn when you combined the information from the words and information from the illustrations?
RI.K.8	Begins in grade 1
RI.K.9	**Question Stems**
With prompting and support, identify basic similarities in and differences between two texts on the same topic.	• How are these two texts the same? • How are these two texts different? • What information did you find in both texts? • What information is found just in _____?

Range of Reading & Level of Complexity

RI.K.10	**Question Stems**
Actively engage in group reading activities with purpose and understanding.	• How does this activity help you become a better reader? • Why is this activity important? • How did you participate in this activity?

NCDPI ELA Question Stems

Grade 1 Reading Literature Standards

Key Ideas and Evidence	
RL.1.1	**Question Stems**
Ask and answer questions about key details in a text.	• Who is in the story? • What happened after/before/when _____? • Where did the story take place? • Why did _____ say/do _____? • What do you wonder about _____?
RL.1.2	**Question Stems**
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• What problem is the character facing? • How does the character resolve or solve the problem? • What important event(s) happened at the beginning of the story? The middle? The end? • What lesson did the author teach the reader? • How is the character different at the end of the story than at the beginning?
RL.1.3	**Question Stems**
Describe characters, settings, and major events in a story, using key details.	• How do the characters in the story solve their problems? • What are some details about the most important events in the story? • Name 2-3 details about the setting. • Who are the characters? What are some actions they take and why?

	● How are the characters different at the end of the story than the beginning? ● How do the characters react to the main problem?

| **Craft & Structure** ||

RL.1.4	**Question Stems**
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	● What do you think _____means? ● What questions do you have about this word? ● What word(s) from the story make you feel _____? ● What word(s) from the story helps you experience the story through your senses? ● What word(s) in the story let you know that the character feels _____?

RL.1.5	**Question Stems**
Explain major differences between books that tell stories and books that give information.	● Is this a book that tells a story or gives information? How do you know? ● How are books that tell stories and books that give information different?

RL.1.6	**Question Stems**
Identify who is telling the story at various points in a text.	● Who is telling the story on this page? How do you know? ● How do you know when someone else other than a character is telling the story?

Integration of Ideas & Analysis	
RL.1.7	**Question Stems**
Use illustrations and details in a story to describe its characters, setting, or events.	• What from the pictures help you understand _____? • How did the picture and words on this page help you understand _____? • How do you know where the story takes place?
RL.1.8	Not applicable to literature.
RL.1.9	**Question Stems**
Compare and contrast the adventures and experiences of characters in stories.	• Describe the main character in each story. • How is _____'s experience like _____'s? • How is _____'s experience different from _____'s? • Did the same things happen to _____ and _____?
Range of Reading & Level of Complexity	
RL.1.10	**Question Stems**
With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	• What did/do you feel was difficult about reading this book? • Why did you choose to read that book? • What did/do you feel was easy about reading this book?

NCDPI ELA Question Stems

Grade 1 Reading Informational Standards

Key Ideas & Evidence	
RI.1.1	**Question Stems**
Ask and answer questions about key details in a text.	- What happened after/before/when _____? - What is an important detail from the text? - What do you wonder about?
RI.1.2	**Question Stems**
Identify the main topic and retell key details of a text.	- What is this text mainly about? - What details help you understand what the text is mainly about? - What is the most important information that the author wants you to know?
RI.1.3	**Question Stems**
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	- How are _____and _____connected to each other? - What happened because of _____? - What caused _____to happen? - Why did _____happen before/after _____?

Craft & Structure	

RI.1.4	**Question Stems**
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	- What do you think _____ means? - What questions do you have about this word? - What words do you not understand? - What do you do when you get to an unknown word?

RI.1.5	**Question Stems**
Know and use various text features to locate key facts or information in a text.	- What information did you learn from the title? Headings? - What is the purpose of a glossary? - If you wanted to know what page chapter 3 begins, where would you look? - Why are these words bolded?

RI.1.6	**Question Stems**
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	- What information did you learn from the pictures? - What information did you learn from the words?

Integration of Ideas & Analysis	

RI.1.7	Question Stems
Use the illustrations and details in a text to describe its key ideas.	- What is an important idea from the text? What in the words and pictures helped you understand that important idea? - How did the words and pictures help you understand an important idea in the text? - What key ideas are described in the pictures? Words? Both?
RI.1.8	**Question Stems**
With guidance and support, identify the reasons an author gives to support ideas in a text.	- What does the author think about this issue/idea? - What reasons does the author give to support his/her thinking? - What important points does the author make? - How does the author make his/her point clear?
RI.1.9	**Question Stems**
Identify basic similarities in and differences between two texts on the same topic.	- How are these two texts the same? - How are these two texts different? - What information did you find in both texts? - What information is found just in _____?
Range of Reading & Level of Complexity	
RI.1.10	**Question Stems**
With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.	- What did/do you feel was difficult about reading this book? - Why did you choose to read that book? - What did/do you feel was easy about reading this book? - What did you already know about _____ (*subject/topic of book)*?

NCDPI ELA Question Stems

Grade 2 Reading Literature Standards

Key Ideas & Evidence	
RL.2.1	**Question Stems**
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Who are the characters in this story? - Where does the story take place? - When does the story take place? - What is one of the most important details? Why? - Why is _____ a key detail? - How does knowing where the story takes place help you understand the story? - What do you wonder about _____?
RL.2.2	**Question Stems**
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	- What lesson/moral/central message does the author want you to take away from this story? - What details helped you understand the lesson/moral/central message? - What details should you include when you recount this story? - What happened at the beginning? The middle? The end?
RL.2.3	**Question Stems**
Describe how characters in a story respond to major events and challenges.	- What effects do the major events/challenges have on _____? - How does _____ react or respond to _____? - How does _____ change from the beginning of the story to the end?

Craft & Structure	
RL.2.4	**Question Stems**
Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	- What words help you understand the story/poem/song? - Clap with the rhythm of the poem/song. What words help you understand that rhythm? - Are there words that repeat or rhyme? How do these words add to your understanding of the story/poem/song?
RL.2.5	**Question Stems**
Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	- How does the story begin? - What happens at the beginning? - What major events happen in the middle of the story? - How does the story end/conclude? - How is the action or problem resolved?
RL.2.6	**Question Stems**
Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	- How does _____ feel when _____ happens? - What does _____ think about _____? - What do you think _____'s voice sounds like? - How is _____'s thinking/feeling different from _____'s?

Integration of Ideas & Analysis	
RL.2.7	**Question Stems**
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	- What information from the pictures helped you understand _____? - What information from the words helped you understand _____? - What did you learn about the characters/setting/plot from the pictures? - What did you learn about the characters/setting/plot from the words?
RL.2.8	Not applicable to literature.
RL.2.9	**Question Stems**
Compare and contrast two or more versions of the same story by different authors or from different cultures.	- How are the two stories alike? - How are the two stories different? - How are the characters alike? Different? - How are the settings alike? Different? - How are the events/adventures alike? Different?
Range of Reading & Level of Complexity	
RL.2.10	**Question Stems**
By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What do you already know about _____? - How does your previous knowledge/experiences help you understand _____? - What did/do you feel was difficult about reading this book? - Why did you choose to read that book? - What did/do you feel was easy about reading this book?

NCDPI ELA Question Stems

Grade 2 Reading Informational Standards

Key Ideas & Evidence	
RI.2.1	**Question Stems**
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	- Who is this text about? - Where does the text take place? - When does the text take place? - What is one of the most important details? Why? - Why is _____ a key detail? - How does knowing where the text takes place help you understand the information? - What do you wonder about _____?
RI.2.2	**Question Stems**
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	- What is this text mostly about? - What key details in each paragraph help you understand what the text is mostly about? - What is paragraph _____ mostly about?
RI.2.3	**Question Stems**
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	- How are _____ connected? - What happened because of _____? - What caused _____ to happen? - Why did _____ happen before/after _____? - Why is it important to do step _____ before step _____?

Craft & Structure	
RI.2.4	**Question Stems**
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	● What do you think _____ means? ● What words do you not understand? ● What do you do when you get to an unknown word?
RI.2.5	**Question Stems**
Know and use various text features to locate key facts or information in a text efficiently.	● What information did you learn from the title? Headings? ● What is the purpose of a glossary? ● If you wanted to know what page chapter 2 begins, where would you look? ● Why are these words bolded?
RI.2.6	**Question Stems**
Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	● Why did the author write this text? ● What does the author want you to know about _____? ● What is the author answering/explaining/describing?
Integration of Ideas & Analysis	
RI.2.7	**Question Stems**
Explain how specific images contribute to and clarify a text.	● How did the image on page _____ help you understand the text? ● What did you learn from the images that helped you understand what the author was saying? ● What information did you gather from the image on page _____?

	● When you read the words and looked at the image, what did you learn?
RI.2.8	**Question Stems**
Identify the reasons an author gives to support ideas in a text.	● What does the author think about this issue/idea? ● What reasons does the author give to support his/her thinking? ● What important points does the author make? ● How does the author make his/her point clear?
RI.2.9	**Question Stems**
Compare and contrast the most important points presented by two texts on the same topic.	● What are the most important points in _____? ● How are the most important points in both texts similar? Different?
Range of Reading & Level of Complexity	
RI.2.10	**Question Stems**
By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	● What did you already know about _____ (*subject/topic of book)*? ● How does your previous knowledge/experiences help you understand _____? ● What did/do you feel was difficult about reading this book? ● Why did you choose to read that book? ● What did/do you feel was easy about reading this book?

NCDPI ELA Question Stems

Grade 3 Reading Literature Standards

Key Ideas & Evidence	
RL.3.1	**Question Stems**
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- What are the major events that happen in the story? - What happens in the poem? - Who are the characters and how are the characters influenced by the major events? - What evidence (words, phrases, illustrations) from the text helps you know this? - What is the setting of the story? - What are the most important details? - Which details from the text can you point out that support your ideas?
RL.3.2	**Question Stems**
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.	- Is this a myth, fable or folktale? How do you know? - What happens in the beginning, middle and end of the story? - What is the central message, lesson or moral of the story? What details from the text does the author use to convey this?
RL.3.3	**Question Stems**
Describe characters in a story and explain how their actions contribute to the sequence of events.	- What are the traits of the main character and/or characters in the story? What does the author want you to know about _____ (*motivations/feelings*)? - What is the problem the main character is trying to solve?

	- What are the actions of _____ that help resolve the problem in the story? How do the characters respond? - How does _____ *(character's feeling)* about _____ contribute to the story? - What are the sequence of events in the story?

Craft & Structure

RL.3.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	- What words do you know in the sentence that can help you figure out the meaning of that word or phrase? - What clues does the author provide? - What are the most important words and phrases in this text? How do these words influence the meaning of the text?

RL.3.5	**Question Stems**
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.	- What are the elements of stories, poems, and dramas and how do the elements function? - If you were recounting a story, what parts would you speak or write about to tell about the beginning, middle, and end? - What happens in the first scene in a drama? How does each scene build on the previous one and move the action forward? - What is the poem about from the first stanza? - How do the stanzas build on one another to create meaning?

RL.3.6	**Question Stems**

Distinguish their own point of view from that of the narrator or those of the characters.	- Who is telling the story? - What is the main character's story and what is he/she like? - What is the main character's point of view _____ (in particular chapters, or the whole text)? What details help you know this? - How is the narrator's or main character's point of view different than yours? - Are there other characters that share your point of view?

Integration of Ideas & Analysis

RL.3.7	Question Stems
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	- What is the story about? - What do the illustrations tell you about the characters, the setting, the plot? - How do the illustrations help create mood? - How do the illustrations contribute to what the words are saying in the story? - What do the illustrations tell you that the words do not?
RL.3.8	Not applicable to literature.
RL.3.9	Question Stems
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	- How are the themes in the stories similar? How are they different? - How are the setting and plots in the stories similar? How are they different? - Do you come away with the same or similar feelings about the characters in each story?

Range of Reading & Level of Complexity	
RL.3.10	**Question Stems**
By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- Are you reading a range of literary texts – stories, dramas, and poetry? - What prior knowledge do you have about _____? - How does what you know connect to what is happening in the text? - What support do you need to read and comprehend this text on your own? - What strategies, prior knowledge and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems

Grade 3 Reading Informational Standards

Key Ideas & Evidence	
RI.3.1	**Question Stems**
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Who is this text about? - What happens in this text? - What specific details in the text help you understand the main topic? - How do the words, pictures, and headings help you understand the text?
RI.3.2	**Question Stems**
Determine the main idea of a text; recount the key details and explain how they support the main idea.	- What is the main idea of this text? - What key details support the main idea? - What do you need to include in a recounting of the key details? - How do the key details support the main idea?
RI.3.3	**Question Stems**
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.	- Is the text you are reading about people and/or events in history, does it explain a scientific idea or topic, or outline steps in a process or procedure? - What is the first, second, third step in this procedure? - How are these two ideas *(events, scientific concepts)* related/different? - What was the result of _____? - What were the contributing factors that led to _____?

	● How are _____ and _____ connected? ● Which keywords does the author use to signal _____ *(time, sequence, or cause/effect)*?

Craft & Structure

RI.3.4	**Question Stems**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	● What is this text mainly about? ● How can the photos and captions help you understand the text? ● How can other text features such as titles, bolded words, and headings help you figure out what is happening in the text? ● Can you read the sentences around the _____ *(word/phrase)* to help you understand the meaning? ● Can you read the words surrounding the _____ *(word/phrase)* to help you understand its meaning? ● Is there a part of the word you already know? ● Did the author use any clues such as providing an example or a synonym for the word?
RI.3.5	**Question Stems**
Use text features and search tools to locate information relevant to a given topic efficiently.	● What specific information do you need to know? What is the purpose for reading this text? ● Can you identify important words that will help you find the information for your topic? ● How can you use organizational features such as the table of contents, headings, subheadings and the index to locate information? ● How can you use informational features such as diagrams, charts, maps, illustrations, captions, bold, italics, and colored print, and the glossary to help locate information?

	● How can you use electronic features such as a menu, sidebar, icons, search terms, and hyperlinks to help locate information?
RI.3.6	**Question Stems**
Distinguish their own point of view from that of the author of a text.	● What is the topic of this text? ● Why do you think the author wrote this text? ● How does the author feel about the topic? ● How do you feel about this topic? ● Do you agree or disagree with the author? Why or why not?
Integration of Ideas & Analysis	
RI.3.7	**Question Stems**
Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	● What is the topic of this text? ● What visual information is used in the text? How does it give you a better understanding than the text alone gives? ● How do the visual information and the text work together to help you understand when, where, why, and how events happen?
RI.3.8	**Question Stems**
Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	● What is the topic of this text? ● What are the main ideas the author wants you to consider in this text? ● How did the author organize the text? ● How does the author connect the sentences and paragraphs?

	● Can you identify which words in the text help you know that the text is organized by cause/effect? Using comparison? Sequential?

RI.3.9	**Question Stems**
Compare and contrast the most important points and key details presented in two texts on the same topic.	- What is the topic of this text? - What are the most important points in each text? - Where can you look to support your ideas about what is important? - What are the similarities about the most important points? - What are the differences about the most important points?

Range of Reading & Level of Complexity

RI.3.10	**Question Stems**
By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- Are you reading a range of informational texts – biographies; autobiographies; texts about social studies, history, science, the arts, and technical texts? - What prior knowledge do you have about_____? - How does what you know connect to what is happening in the text? - What support do you need to read and comprehend this text on your own? - What strategies, prior knowledge and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems

Grade 4 Reading Literature Standards

Key Ideas & Evidence	
RL.4.1	**Question Stems**
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	- What are the major events that happen in the story? - What happens in the poem? - What is the author trying to convey? - What details help you understand what is happening to the characters? - What specific details from the text support your ideas? - What inferences can you make and what details from the text support your inferences? - What does the text say? What do you think about that? Why is that important?
RL.4.2	**Question Stems**
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	- What is the theme of this story, poem or drama? - What details from the text led you to determine the theme? - What details would you include from the beginning, middle, and end to summarize the story?
RL.4.3	**Question Stems**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	- How does _____ (character name) act at the beginning of the story? Why? - What details in the text about the character's thoughts, words or actions help you describe that character?

	● How does the setting contribute to the story or a character's actions?
	● How does the character's behavior change from the beginning of the story to the end? What details help you know this?
	● What are the most important events in the story? How do they lead to a resolution?

Craft & Structure

RL.4.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	● What does the word/phrase _____ mean in this sentence? ● What words do you know in the sentence that can help you figure out the meaning of that word or phrase? ● Which words and phrases contribute to the tone of the text? ● How do specific words and phrases the author chose influence the meaning of the text?
RL.4.5	**Question Stems**
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	● Is this text prose, drama or a poem? ● What are the differences between poems, drams, and prose? ● How does the author use rhythm in the poem? ● What are the literary terms you would use when speaking and writing about poetry? *(stanza, rhyme, rhythm, alliteration)* ● Can you identify an example of verse, and rhyme in the poem? ● What are the literary terms you would use when reading a play? *(casts of characters, settings, dialogue, stage directions)* ● How can you use your understanding of introductions, flow of paragraphs, conclusions, word choice, and voice to help you talk and write about prose?

RL.4.6	Question Stems
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	- Is the story written in first- or third-person? How do you know? - Who is telling the story? - What is the point of view of the narrator in each of the stories? - How is the point of view of the narrator similar in the stories? - How is the point of view of the narrator different in the stories?

Integration of Ideas & Analysis

RL.4.7	Question Stems
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.	- What is the same between the written text and the audio, video, or live version you watched? What is different? - How does the visual reflect what the author is saying? - What specific descriptions did you see in the written text and the visual or oral presentation? - Does the oral presentation accurately reflect the story? - Which written directions in the play were precisely evident in the audio recording? - Does the visual or oral presentation of the written text help you understand it better?
RL.4.8	Not applicable to literature.
RL.4.9	Question Stems
Compare and contrast the use of similar themes and topics and patterns of events in stories,	- Is this text a story or a myth? What culture is represented? - What is the theme of each text? How are they similar and different? - How do the events in each story unfold?

myths, and traditional literature from different cultures.	● How is this version of the story different from the version from _____ *(a second culture)*? How is it similar?

Range of Reading & Level of Complexity	
RL.4.10	**Question Stems**
By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	● Are you reading a range of literary texts – stories, dramas, and poetry? ● What prior knowledge do you have about_____? ● How does what you know connect to what is happening in the text? ● What support do you need to read and comprehend this text on your own? ● What strategies, prior knowledge, and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems

Grade 4 Reading Informational Standards

Key Ideas & Evidence	
RI.4.1	**Question Stems**
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	- What is this text about? Topic/subject? - What was the author's purpose for writing this text? - What happens in this text? - What specific details and examples in the text can you point out to support your understanding of what the text clearly states? - What conclusions/inferences can you draw from the text? What specific details and examples from the text support your conclusions/inferences?
RI.4.2	**Question Stems**
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	- What is the main idea of this text? - What key details support the main idea? - What details will you include to write a summary of the text?
RI.4.3	**Question Stems**
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.	- What is the organization of this text? - What is happening in this text? - What specific information from the text helped you explain an event that happened and why it happened? - What is the first, second, third step in this procedure?

Craft & Structure

RI.4.4	Question Stems
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	- What is this text mainly about? - How can the photos and captions help you understand the text? - How can other text features such as titles, bolded words, and headings help you figure out what is happening in the text? - Can you read the sentences around _____ (*word/phrase)* to help you understand the meaning? - Can you read the words surrounding _____ (*word/phrase)* to help you understand its meaning? - Is there a part of the word you already know? - Did the author use any clues such as providing an example or a synonym for the word?

RI.4.5	Question Stems
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	- How are the main parts of this text organized? - Is this text organized by cause/effect, comparison, chronologically, or by problem/solution? - What organizational pattern/structure did the author use? What signal words help you determine this? - How does this pattern help you explain what is happening, what the ideas are, or information in the text?

RI.4.6	Question Stems
Compare and contrast a first-hand and second-hand account of the same event or topic;	What is the difference between a first-hand account and a second-hand account?

describe the differences in focus and the information provided.	• Is this a first-hand or second-hand account of the event or topic? How do you know? • What are the similarities and differences in the account that two people are giving of the same event or on the same topic? • Are they looking at the event in the same way? Is their focus different? Is the information different? If so, why?

Integration of Ideas & Analysis	

RI.4.7	**Question Stems**
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	• What is the topic of this text? • What visual information is used in the text? How does it give you a better understanding than the text alone gives? • How do charts, graphs, diagrams, and timelines, give you a deeper level of understanding of the text? • Can you explain what the animation is showing?
RI.4.8	**Question Stems**
Explain how an author uses reasons and evidence to support particular points in a text.	• What is the topic of this text? • What is the main idea/key points the author is conveying about the topic? • What are the supporting details the author uses to support the key points? Are the reasons and evidence adequate?
RI.4.9	**Question Stems**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	● What is the subject/topic of these two texts? ● What details are important to include from both texts when you write/speak about the subject? How do you decide? ● How can you combine the information you gathered to write about the subject? ● Does the information you combined convey the subject in a way that allows you to speak knowledgeably about it?
Range of Reading & Level of Complexity	
RI.4.10	**Question Stems**
By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	● Are you reading a range of informational texts – biographies; autobiographies; texts about social studies, history, science, the arts, and technical texts? ● What prior knowledge do you have about_____? ● How does what you know connect to what is happening in the text? ● What support do you need to read and comprehend this text on your own? ● What strategies, prior knowledge, and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems

Grade 5 Reading Literature Standards

Key Ideas & Evidence	
RL.5.1	**Question Stems**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	- What are the major events that happen in the story or poem? - What is the author trying to convey? What direct quotes from the text support that? - What inferences can you make and what direct quotes from the text support your inferences?
RL.5.2	**Question Stems**
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.	- What is the theme of this story, poem or drama? - What details does the author use that provide clues to the theme? - What conflicts did the characters face? How did they respond to the challenges/conflicts? - In the poem, how does the speaker feel about the topic? - What details would you include from the beginning, middle, and end to summarize the story?
RL.5.3	**Question Stems**
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	- What happens to the characters in the story/drama? - How are they alike/different? - When you think about the settings in the story, what does that tell you about the characters?

	● What details in the story help you understand how the characters are changing? ● What does the dialogue convey about the characters and their actions? ● What are the most important events in the story? Where does the most tension happen and how does this influence how the characters interact?

Craft & Structure

RL.5.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	● What does the word/phrase _____ mean in this sentence? ● What words do you know in the sentence that can help you figure out the meaning of that word or phrase? ● Which words and phrases contribute to the tone of the text? ● How do specific words and phrases the author chose influence the meaning of the text?
RL.5.5	**Question Stems**
Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	● Is this text prose, drama, or a poem? How is it organized? ● What are the differences between poems, dramas, and prose? ● How does the author build upon each chapter to develop the story? ● What happens in the beginning scene of a drama? How do the remaining scenes build on one another? ● What is the reason for each stanza in a poem? How do the stanzas fit together to help develop the poem? Why was the poem written in this particular way?

RL.5.6	Question Stems
Describe how a narrator's or speaker's point of view influences how events are described.	- Who is telling the story? Why? - How does this affect the events in the story? - Why do you think the narrator described the events the way he/she did? - What effect does the story have on you? Why?

Integration of Ideas & Analysis

RL.5.7	Question Stems
Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.	- How do images, sound effects, video help you understand the meaning of what the written text is saying? - How are photographs, animation, and sound used to enhance the beauty in a multimedia presentation of a print text? - How does a visual presentation contribute to the tone of the written text? - How do the illustrations in a text help you clarify your understanding of specific text details? - How can an audio recording of a character's voice clarify the meaning of that character's words? How does this affect the tone?
RL.5.8	Not applicable to literature.
RL.5.9	Question Stems
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	- What is the genre of the book you are reading? - What is the theme of each text? How is the theme similar to another book in the same genre? How is it different? - What kind of writing does the author use to tell the story?

	● How does the author approach each theme/topic?

Range of Reading & Level of Complexity	

RL.5.10	**Question Stems**
By the end of grade 5, read and understand literature at the high-end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	● Are you reading a range of literary texts – stories, dramas, and poetry? ● What prior knowledge do you have about _____? ● How does what you know connect to what is happening in the text? ● What support do you need to read and comprehend this text on your own? ● What strategies, prior knowledge, and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems

Grade 5 Reading Informational Standards

Key Ideas & Evidence	
RI.5.1	**Question Stems**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	- What is this text about? - What was the author's purpose for writing this text? - What specific details are the most important? - What evidence/quotes can you cite to support your understanding of what the text says? - What does the author mean when he/she says _____? - What conclusions/inferences can you draw from the text? What specific details and examples from the text support your conclusions/inferences?
RI.5.2	**Question Stems**
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	- What are the main ideas of this text? - What key details support the main idea? How did you decide that these details were important? - What details and facts will you include to write a summary of the text?
RI.5.3	**Question Stems**
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.	- What type of text are you reading? - Can you explain the connection between these two scientific concepts? What key details support your explanation?

	● Can you explain the connection between these two historical events? What key details support your explanation?

Craft & Structure

RI.5.4	**Question Stems**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	● What is this text mainly about? What is the topic? ● What do you know about the topic that can help you figure out this part of the text? ● How can the photos and captions help you determine what the words and phrases mean? ● How can other text features such as titles, bolded words, and headings help you figure out what is being explained in the text? ● Can you read the sentences around _____ (*word/phrase)* to help you understand the meaning? ● Can you read the words surrounding _____ (*word/phrase)* to help you understand its meaning? ● Is there a part of the word you already know? ● Did the author use any clues such as providing an example, repeating a word, or providing a synonym for the word?
RI.5.5	**Question Stems**
Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	● What is the main idea of each text? ● Is each text organized by cause/effect, comparison, chronologically, or by problem/solution? What signal words help you determine this? ● How did each author write about the events, ideas, concepts, or information in each of the two texts? Did they use the same or a different organizational structure?

RI.5.6	Question Stems
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	- What is the point of view of each account of the same event? What clues do the authors provide to help you know what their point of view is? - What are the similarities between these accounts? - What are the differences between these accounts? Why do you think the authors describe or tell about the accounts differently?

Integration of Ideas & Analysis

RI.5.7	Question Stems
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	- What topic/question are you researching? - What digital and print resources are available? Which search engine will help you find the information you need most efficiently? - Where would you find the answer to _____? - How will you use the information from the various formats to help you in your research?

RI.5.8	Question Stems
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	- What is the topic of this text? - What is the main idea/key points the author is conveying about the topic? - What evidence did the author use to support his/her points? Do the topic sentences, headings, repeated words help provide evidence for the points? - Are the reasons and evidence sufficient?

RI.5.9	Question Stems
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	- What is the subject/topic of these texts? - What details are important to include from each text when you write/speak about the subject? How do you decide? - Did one author write about something important you need to include that the other author did not? - How can you combine the information you gathered to compose a written piece? - Does the information you combined convey the subject in a way that allows you to speak knowledgeably about it?

Range of Reading & Level of Complexity

RI.5.10	Question Stems
By the end of grade 5, read and understand informational texts at the high-end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text	- Are you reading a range of informational texts – biographies; autobiographies; texts about social studies, history, science, the arts, and technical texts? - What prior knowledge do you have about _____? - How does what you know connect to what is happening in the text? - What support do you need to read and comprehend this text on your own? - What strategies, prior knowledge, and experiences would be helpful for reading and comprehending a more challenging text on your own?

NCDPI ELA Question Stems
Grade 6 Reading Literature Standards

Key Ideas & Evidence	
RL.6.1	**Question Stems**
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- In paragraph _____, what evidence supports _____? - What can be inferred from this portion of the text? - What is explicitly stated in the text about _____? - Which piece of evidence supports your analysis?
RL.6.2	**Question Stems**
Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	- What is a summary of the text? - What details support the theme? - How do paragraphs _____ and _____ develop the theme of _____? - How do the details in paragraph _____ convey the theme of the text? - How does the author use the way _____ (character's name) responds to the situation to develop the theme of the story? - What key details summarize the text and its theme?
RL.6.3	**Question Stems**
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	- At what point in the story did the character change? - How does the character's reaction to _____ add to the plot? - What is the sequence of events? - What are the key details throughout the story that lead to a resolution? - How does the character _____ respond to the challenge presented by _____?

	● Which event contributes to _____?
	● How does the character change as a result of the _____ event?
	● How does the plot unfold?

Craft & Structure

RL.6.4	Question Stems
Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	● What does the author mean by using the word _____ here? ● How does the word _____ in the title impact the tone of the poem? ● What would happen to the meaning of the text if the word _____ was used in its place? ● What word can be used in its place to change the tone? ● What is a synonym for the word _____? ● What words in the text create the tone of _____? ● What is the connotation of the word _____? What feeling is associated with the word? ● How does the use of _____ in stanza _____ impact the tone of the text? ● How does the author's choice of words impact the meaning and tone of the text?
RL.6.5	Question Stems
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	● What impact does the _____ have on the _____? ● What does the effect of _____ have on the development of the theme? ● Why did the author describe the _____ scene in detail? ● How does this scene fit into the structure of the text? ● How does _____ support the theme? ● Why is the scene where _____ important to the plot? ● How does this section contribute to the development of the setting? ● How does _____ advance the plot?

	● How did the author structure the text?

RL.6.6	Question Stems
Explain how an author develops the point of view of the narrator or speaker in a text.	- What is the narrator's point of view? - What key details in the text illustrate the narrator's point of view? - How does _____'s point of view of _____ change throughout the text? - What effect does the narrator's point of view have on the reader? - How does the author construct the point of view of the narrator?

Integration of Ideas & Analysis

RL.6.7	Question Stems
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	- What did you "hear" or "see" differently while reading/watching/listening to the text? - How did the _____ version change your perception of what you imagined while reading the text? - What did the _____ version reinforce from your reading of the text? - How is watching/viewing the scene similar to reading it? - How would you depict this scene in a _____ version of the text? - How does the format of a text affect the _____ (*reader/viewer/listener*)?

RL.6.8	Not applicable to literature.

RL.6.9	Question Stems
Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	- How is _____ similar or different from _____? - What unique ideas does each form have? - Although _____ and _____ address the same theme or topic, what makes them different?

	- How does the form or genre of _____ create a differing perspective from _____? - How do these two texts approach similar themes or topics?

Range of Reading & Level of Complexity	
RL.6.10	**Question Stems**
By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What connections can be made to the text? - What experiences have you had that help you to understand this theme? - What is the purpose for reading this text? - How did the purpose for reading aid you in your understanding of the text? - How is your stamina for independent reading developing?

NCDPI ELA Question Stems
Grade 6 Reading Informational Standards

Key Ideas & Evidence	

RI.6.1	Question Stems
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- What can be inferred from this portion of the text? - What specific details does the author use to convey this idea? - In paragraph _____, what evidence supports _____? - What is explicitly stated in the text about _____? - Based on the selection, what can be inferred about _____? - Which piece of evidence supports your analysis?

RI.6.2	Question Stems
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	- Is the summary based only on the text? - What message is the author trying to convey? - What central idea is introduced in this section? - What details support the development of the central idea? - How does the author develop the central idea? - How do the details in paragraphs _____ contribute to the development of the central ideas of the text? - What key details summarize the text?

RI.6.3	Question Stems
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	- What are the ideas, individuals, and/or events in the text? - How does the author introduce _____ in the text? - What specific details does the author use to illustrate the idea that___? - How does the idea that _____ evolve throughout the text? - How does this section of the article elaborate on the idea that ____?

	● How are the key individuals, events, or ideas developed in the text?

Craft & Structure	

RI.6.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.	● What does the author mean by using the word _____ here? ● What would happen to the meaning of the text if the word _____ was used in its place? ● What is a synonym for the word _____? ● Which words or phrases contribute the most to the meaning of the text? ● How does this word support the ideas in the text? ● How does the author's word choice impact the overall meaning of the text?

RI.6.5	**Question Stems**
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	● What impact does _____ have on the _____? ● How does _____ support the central idea? ● How did the author structure the text? ● How does the central idea of this paragraph fit into the overall structure of the text? ● How does _____ support the development of the ideas? ● How does the text structure support the development of the ideas about _____ in the text?

RI.6.6	**Question Stems**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	- What is the author's point of view? - Why does the author provide information about _____? - What is the author's purpose regarding this subject? - How does the author construct his or her point of view? - What key details in the text convey the author's point of view?

Integration of Ideas & Analysis

RI.6.7	Question Stems
Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.	- How does the photo and caption add to the understanding of the topic? - How does the chart support the information about _____? - How does the map connect to the text in this section? - What are the features of the _____on this page? - Why did the author include the _____ in this text?
RI.6.8	**Question Stems**
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	- What is the author's argument? - How is the argument introduced in the text? - What claims support the author's argument? - Which claims are supported by evidence in the text? - Is the claim that _____ supported by reasons? - What claim is supported by the detail that _____? - What final claim does the author make to support his/her argument that _____? - How does the author construct his/her argument?
RI.6.9	**Question Stems**

Compare and contrast on author's presentation of events with that of another.	- Which presentation of _____ is more reliable? - What is each author's purpose? - What makes one presentation more reliable than the other? - How are the events depicted in _____ and _____ similar and different?

Range of Reading & Level of Complexity	
RI.6.10	**Question Stems**
By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What connections can be made to the text? - What do you already know about _____? - What experiences have you had that help you to understand this topic? - What is the purpose for reading this text? - How did the purpose for reading aid you in your understanding of the text? - How is your independent reading of informational texts enhancing your background knowledge?

NCDPI ELA Question Stems
Grade 7 Reading Literature Standards

Key Ideas & Evidence	
RL.7.1	**Question Stems**
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- In paragraph _____, what evidence supports _____? - What can be inferred from this portion of the text? - What is explicitly stated in the text about _____? - Which pieces of evidence support your analysis?
RL.7.2	**Question Stems**
Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	- What is a summary of the text? - Is your summary based only on the text? - How does the theme develop over the course of the text? - How does section _____ develop the theme of _____? - How do the details in paragraph ___ develop the theme of the text? - What key details about the theme summarize the text?
RL.7.3	**Question Stems**
Analyze how particular elements of a story or drama interact.	- How does the setting influence the character's actions? - How does the setting move the plot forward? - If the _____ (*setting, characterization, conflict, point of view*) was changed, how would that alter the plot?

Craft & Structure	

RL.7.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	● How does the repetition of _____ impact this section of the text? ● How does the use of _____ in stanza _____ impact the tone of the poem? ● What word can replace _____that would not change the meaning of the sentence? ● How can we revise the rhyme or repetition of sounds to create a different tone? ● What tone is created by the author's word choice? ● How does the author's word choice create meaning in the text?

RL.7.5	**Question Stems**
Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.	● What effect does the change in rhyme scheme in stanza _____ have on the poem's meaning? ● How does the lack of any punctuation contribute to the poem's meaning? ● What structure is the author using in this text? ● What is unique about the structure of the text? ● How does the structure contribute to the meaning of the text?

RL.7.6	**Question Stems**
Analyze how an author develops and contrasts the perspectives of different characters in a text.	● What are the different perspectives of each character? ● How does the author create a contrast between two characters' perspectives in the text? ● Why does _____ have the attitude that _____? ● How are differing perspectives developed throughout the text?

Integration of Ideas & Analysis	
RL.7.7	**Question Stems**
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	- How do the techniques used in the _____ version affect the meaning of the text? - How does the _____ version add meaning to the written text? - In the _____ version, why did the _____ chose to alter the _____? - Where did the text remain the same? Why did the _____ chose to stay true to the written text? - Which technique used in a specific medium most impacts your understanding of the work?
RL.7.8	Not applicable to literature.
RL.7.9	**Question Stems**
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	- What is similar between the two texts? - How does the literary text change the historical or factual information? - What could the author have done to more accurately depict the historical event or person? - How does the literary text use the information from the informational text?

Range of Reading & Level of Complexity	
RL.7.10	**Question Stems**
By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time, connect prior knowledge and experiences to text.	- What connections can be made to the text? - What experiences have you had that help you to understand this theme? - What is the purpose for reading this text? - How did the purpose for reading aid you in your understanding of the text? - How is your stamina for independent reading developing?

NCDPI ELA Question Stems
Grade 7 Reading Literature Standards

Key Ideas & Evidence	
RI.7.1	**Question Stems**
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- What can be inferred from this portion of the text? - What specific details does the author use to convey this idea? - In paragraph _____, what evidence supports _____? - What is explicitly stated in the text about _____? - Based on the selection, what can be inferred about _____? - Which pieces of evidence support your analysis?
RI.7.2	**Question Stems**
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	- What makes a summary objective? - What message is the author trying to convey? - What details support the development of the central ideas? - How does the author develop the central ideas? - How do the details in paragraphs _____ contribute to the development of the central ideas of the text? - What key details about the central ideas are used to summarize the text?
RI.7.3	**Question Stems**
Analyze the interactions between individuals, events, and ideas in a text.	- What details in the text elaborate on the events that occurred between _____ and _____? - How does the author illustrate the relationship between _____ and _____? - How does the idea or individual influence the event? - How do the events impact the individuals or ideas in the text?

	● How do the ideas, individuals, and events interact throughout the text?

Craft & Structure

RI.7.4	Question Stems
Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	● What does the author mean by using the word _____ here? ● What would happen to the meaning/tone of the text if the word _____ was used in its place? ● What is a synonym for the word _____? ● Which words or phrases contribute the most to the meaning of the text? ● Which words or phrases contribute the most to the tone of the text? ● How does this word support the ideas in the text? ● How does the author's word choice impact the overall meaning and tone of the text?

RI.7.5	Question Stems
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.	● Why did the author begin the article with _____? ● How do sections _____ and _____ relate to each other? ● How does the main idea of paragraph _____ support the author's position? ● What is the impact of the organization of the text on its meaning?

RI.7.6	Question Stems
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	● How does the author construct his or her point of view? ● What is the author's point of view? ● What is a differing point of view? ● What is the author's purpose regarding this subject?

	● What does the author's word choice reveal about his/her attitude toward the topic?

Integration of Ideas & Analysis	
RI.7.7	**Question Stems**
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	- How does listening to a speech differ from reading it on the page? - What techniques were used in each medium? - How is your understanding of the information impacted by a technique specific to that medium? - How does the format of a text impact its meaning?
RI.7.8	**Question Stems**
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	- How is the argument introduced in the text? - Do the claims support the argument? - Is there relevant evidence to fully support the claims? - How does the author build a reasonable argument in the text?
RI.7.9	**Question Stems**
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	- How does each author's purpose impact his or her presentation? - What approach does each author take on the topic? - How does the evidence for differ in each text? - How is the key information about the topic presented differently?
Range of Reading & Level of Complexity	
RI.7.10	**Question Stems**
By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time, connect prior knowledge and experiences to text.	- What connections can be made to the text? - What do you already know about _____? - What experiences have you had that help you to understand this topic? - What is the purpose for reading this text?

	- How did the purpose for reading aid you in your understanding of the text? - How is your independent reading of informational texts enhancing your background knowledge?

NCDPI ELA Question Stems
Grade 8 Reading Literature Standards

Key Ideas & Evidence	
RL.8.1	**Question Stems**
Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	- In paragraph _____, what evidence supports _____? - What can be inferred from this portion of the text? - What is explicitly stated in the text about _____? - Which piece of evidence most strongly supports your analysis or inference?
RL.8.2	**Question Stems**
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	- What makes a good summary? - How does the theme develop throughout the plot? - How do the characters' actions reveal the theme? - What events help to develop the theme? - How does the setting contribute to the development of the theme? - What key details about the theme summarize the text? - How does the author build relationships between the setting, plot, characters, and theme?
RL.8.3	**Question Stems**
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	- How do the characters' actions advance the plot? - What does the dialogue reveal about the characters? - How does _____ incident provoke the character to _____? - How do the events and interactions in the story (or drama) drive the plot?

Craft & Structure	

RL.8.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	- What clues can you use to determine the meaning of the word _____ in the text? - How does the author's word choice impact the meaning of the piece? - How does the author's allusion to _____ impact the meaning or tone of this text? - What tone is created by the author's use of _____? - How does the analogy of _____ enhance the meaning of the text? - How does the author's use of words, phrases, and literary devices impact the overall tone or meaning of the text?

RL.8.5	**Question Stems**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	- How do the structures of each text differ? - How are the structures of the two texts similar? - How does the structure of each text impact its meaning or style? - Which structure is more effective in how it contributes to its meaning or style?

RL.8.6	**Question Stems**
Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.	- How does the author develop the perspective of the character? - What is the perspective of the reader or audience? - How does the author contrast the perspective of the character and reader? - What effect is created by the character's perspective? - What effect is created by the contrasting perspectives between the character and audience or reader?

Integration of Ideas & Analysis	
RL.8.7	**Question Stems**
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	● What makes the production distinct from the text? ● How effective were the director's choices? ● To what extent does the production stay similar to the text? ● How do the director's choices to adapt the text in the live or filmed version impact its meaning? ● Did the director make the right choice to either stay similar or depart from the original text?
RL.8.8	Not applicable to literature.
RL.8.9	**Question Stems**
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	● What elements of _____ are similar to the elements of _____? ● How is the theme from _____ depicted in _____? ● How does the author draw on the character types in _____ to depict the characters in _____? ● What is the effect of the author using and or adapting elements from other works in this text?
Range of Reading & Level of Complexity	
RL.8.10	**Question Stems**
By the end of grade 8, read and understand literature at the high-end of the 6-8 text complexity band proficiently and independently for sustained	● What connections can be made to the text? ● What experiences have you had that help you to understand this theme? ● What is the purpose for reading this text?

periods of time. Connect prior knowledge and experiences to text.	- How did the purpose for reading aid you in your understanding of the text? - How is your stamina for independent reading developing?

NCDPI ELA Question Stems
Grade 8 Reading Informational Standards

Key Ideas & Evidence	
RI.8.1	**Question Stems**
Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	- What is a strong inference from this portion of the text? - What specific details does the author use to convey this idea or claim? - In what paragraph is there evidence that most strongly supports _____? - What is explicitly stated in the text about _____? - Based on the selection, what can be inferred about _____? - Which piece of evidence most strongly supports your analysis of _____?
RI.8.2	**Question Stems**
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	- What unifying concept is being conveyed by the author? - What is an objective summary of the text? - How is the central idea introduced? - How is the central idea developed in the text? - What is the relationship between the central idea and key details in the text?
RI.8.3	**Question Stems**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	● How does the text introduce, develop, and make connections between ideas and events? ● How are distinctions made between the ideas about _____ in the text? ● What connections exist between the ideas, events, and individuals in the text? ● What purpose does the author have for making these connections or distinctions? ● How does the text's connections or distinctions between the ideas, events, and individuals add meaning?

Craft & Structure

RI.8.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	● What clues can you use to determine the meaning of the word _____ in the text? ● How does the author's word choice impact the meaning of the piece? ● What is the author alluding to when it states, _____? ● How does the author's allusion to _____ impact the meaning or tone of this text? ● What tone is created by the author's use of _____? ● How does the analogy of _____ clarify the point about _____? ● How does the author's use of words, phrases, and literary devices impact the overall tone or meaning of the text?

RI.8.5	**Question Stems**
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	● What is the structure of the paragraph? ● Where does the author introduce the central idea of the paragraph? ● How do sentences _____ and _____ develop the concept of _____?

	- Which lines enhance the reader's understanding of the concept _____? - How does the structure of the paragraph enhance the meaning of _____?

RI.8.6	Question Stems
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	- How does the author construct his/her point of view? - What is the author's point of view on _____? - What is the author trying to convey with this text? - What piece of evidence conflicts with the author's purpose? - What is an alternate viewpoint presented in the text? - Is the author's acknowledgment of a conflicting piece of evidence or viewpoint effective for his/her purpose? - How does the author address a conflicting piece of evidence or viewpoint to enhance his/her purpose?

Integration of Ideas & Analysis

RI.8.7	Question Stems
Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	- What are the limitations to presenting the topic in this format? - What are the advantages to presenting the topic in this format? - How does a second format enhance or detract from your understanding of the topic or idea? - Which medium presents the topic or idea most effectively?

RI.8.8	Question Stems
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	- What is the argument? - What are the specific claims that support the argument? - Is each claim backed by evidence that is relevant to the argument? - Where in the text does the author introduce irrelevant evidence? - What is the impact of the irrelevant evidence on the purpose of the text? - How effective is the argument?

RI.8.9	Question Stems
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	- How does each text present the topic? - Why does the information conflict? - Does the factual information conflict between the texts? - Which text is more effective for its purpose? - How does the presentation of facts or the interpretation of information in each text create a contrast between them?

Range of Reading & Level of Complexity

RI.8.10	Question Stems
By the end of grade 8, read and understand informational texts at the high-end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What connections can be made to the text? - What do you already know about _____? - What experiences have you had that help you to understand this topic? - What is the purpose for reading this text? - How did the purpose for reading aid you in your understanding of the text? - How is your independent reading of informational texts enhancing your background knowledge?

NCDPI ELA Question Stems
Grades 9-10 Reading Literature Standards

Key Ideas & Evidence	
RL.9-10.1	**Question Stems**
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- What does the text explicitly say? What does the text convey about _____? - What inference can be drawn from _____? - Based on your inferences and what the text says, what is your analysis? - What are the strongest pieces of textual evidence that support your analysis of _____? - What evidence most thoroughly supports your analysis of _____? - What are the strongest and most thorough pieces of evidence that support your analysis?
RL.9-10.2	**Question Stems**
Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- What is the theme of the text? - How does the theme develop over the course of the text? - Where does the theme first emerge and how does it emerge? - Which details from the text shape the development of the theme of _____? - What specific details in the text does the author use to refine the theme of _____? - How can you objectively summarize the text? - How does the theme develop over the course of the text? - Using the theme and key details, what is an objective summary of the text?

RL.9-10.3	Question Stems
Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	- What characters can be identified as complex? What makes these characters complex? - How does _____ (*character*) change as a result of _____? - How does the character change or develop over the course of the text? - How does _____ (*character*)'s interaction with _____ affect _____? - How does _____ (*character's action*) advance the plot or develop the theme? - How does _____ (*character*) develop over the course of the text, interact with other characters, and advance the plot or develop the theme?

Craft & Structure

RL.9-10.4	Question Stems
Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.	- What clues can you use to determine the meaning of the word/phrase _____ in paragraph _____? - What does the author mean by the word/phrase _____? - What is the overall or cumulative effect of _____, _____, and _____ on the meaning and tone of the text? - Based on the author's intended meaning of the word/phrase _____, how does this affect the meaning and tone of the text?

RL.9-10.5	Question Stems
Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.	- How does the author organize or structure the text? - How does the author order events within this structure? - How does the author utilize pacing? - How does the author manipulate time in the text?

RL.9-10.6	Question Stems
	• What effects do these devices create for the reader? • How does the use of a _____ structure/sequence of events/pacing contribute to the element of _____ (*effect*) in the text?

RL.9-10.6	Question Stems
Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	• How does the culture of _____ shape the _____ (*author/character's*) perspective/experience? • How is _____ (*author/character*)'s perspective/experience indicative of the culture? • How does _____ (*author/character*)'s perspective/experience affect his/her attitude towards _____ (*events/ characters /ideas/ concepts*) in the text? • How would the _____ (*author/character*)'s perspective or experience differ in another culture? • How does the _____ (*author/character*)'s perspective or cultural experience differ from that of another work of world literature you know?

Integration of Ideas & Analysis

RL.9-10.7	Question Stems
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	• How does _____ (*artistic medium*) treat the subject/key scene of _____? • How does _____ (*artistic medium*) represent _____ (*subject/key scene*) differently than _____ (*artistic medium*)? • What is emphasized or absent in _____ (*artistic medium*) in comparison to _____ (*second artistic medium*)? • How is the _____ (*subject/key*) scene represented differently in _____ than _____?

RL.9-10.8	Not applicable to literature.

RL.9-10.9	Question Stems
Analyze how an author adopts or adapts source material in a specific work.	- What source material was used by the author in _____ *(title of work)?* - How does the author draw upon the work of _____? - How does the author adopt or adapt the original work? - What is the effectiveness of how the author of _____ adopted or adapted the work of _____.

Range of Reading & Level of Complexity

RL.9-10.10	Question Stems
By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high-end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What do you already know about _____? - How does your previous knowledge/experiences connect to the text? - How did the text add to your knowledge of _____? - As you read this text, what is your purpose or objective for reading? - How did keeping the purpose of _____ in mind help you monitor your understanding of the text? - Is this text an easier or more challenging read? How do you know? - What strategies or prior knowledge and experiences would be helpful for reading and understanding this more challenging text on your own? - How will you push your stamina as a reader?

NCDPI ELA Question Stems

Grades 9-10 Reading Informational Standards

Key Ideas & Evidence	
RI.9-10.1	**Question Stems**
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- What does the text explicitly say? What does the text convey about _____? - What inference can be drawn from _____? - Based on your inferences and what the text says, what is your analysis? - What is the strongest pieces of textual evidence that supports your analysis of _____? - What evidence most thoroughly supports your analysis of _____? - What are the strongest and most thorough pieces of evidence that support your analysis?
RI.9-10.2	**Question Stems**
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- What is the central idea or unifying concept of the text? - How does the central idea develop over the course of the text? - Where does the central idea first emerge and how does it emerge? - Which details from the text shape the development of the central idea of _____? - What specific details in the text does the author use to refine the central idea of _____? - How can you objectively summarize the text? - How does the central idea develop over the course of the text? - Using the central idea and key details, what is an objective summary of the text?

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RI.9-10.3	Question Stems
Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	- How did the author order his/her points? - How did the author introduce, develop, and connect his/her points? - How does the author connect his/her analysis of _____? - How did the author introduce, order, and connect the ideas or events in the text?

Craft & Structure

RI.9-10.4	Question Stems
Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.	- What clues can you use to determine the meaning of the word/phrase _____ in paragraph _____? - What does the author mean by the word/phrase _____? - What is the overall or cumulative effect of _____, _____, and _____ on the meaning and tone of the text? - Based on the author's intended meaning of the word/phrase _____, how does this affect the meaning and tone of the text?
RI.9-10.5	Question Stems
Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	- What are the author's ideas or claims? - How do sentences/paragraphs/sections _____ develop the author's idea/claim that _____? - How do sentences/paragraphs/sections _____ refine the author's idea/claim that _____? - How does the author arrange sentences/paragraphs/sections to build and clarify his/her ideas/claims?
RI.9-10.6	Question Stems

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	- What is the author's point of view or purpose in this text? - What rhetorical devices did the author use? - How did the author use these rhetorical devices to advance or promote his/her point of view or purpose? - How does the diction in the text advance or further the author's point of view or purpose? - How does the use of _____ *(rhetorical focus/foci)* advance or further the author's point of view about _____ or purpose for _____?

Integration of Ideas & Analysis

RI.9-10.7	**Question Stems**
Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	- How do the different mediums address the same subject? - How is the subject reported differently in _____ *(medium)* than _____ *(medium)*? - What details does _____ *(medium)* emphasize that _____ *(medium)* does not? - In comparing the mediums' similarities and differences, what details did the authors choose to emphasize in each? Was this effective?

RI.9-10.8	**Question Stems**
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	- Describe the author's precise argument. - What are the specific claims that support this argument? - Does the author use valid reasoning to support his/her argument and claims in the text? Explain. - What evidence justifies the argument and/or claims that _____? - Is there enough evidence to support _____? Explain. - Based on what you know, are there any false or irrational statements? How can you tell?

	● In your opinion, is the author's specific argument and claims valid and well-supported? Explain.

RI.9-10.9	Question Stems
Analyze influential documents of historical and literary significance, including how they address related themes and concepts.	- Why were these documents written? - What makes these documents influential and significant? - What are the themes and concepts that these documents share? - What is the subject, context, audience, purpose, speaker, and tone of each document? - How do these documents address the themes and concepts of _____ similarly and differently?

Range of Reading & Level of Complexity

RI.9-10.10	Question Stems
By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high-end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What do you already know about _____? - How does your previous knowledge/experiences connect to the text under study? - How did the text under study add to your knowledge of _____? - As you read this text, what is your purpose or objective for reading? - How did keeping the purpose of _____ in mind help you monitor your understanding of the text? - Is this text an easier or more challenging read? How do you know? - What strategies or prior knowledge and experience would be helpful for reading and understanding this more challenging text on your own? - How will you push your stamina as a reader?

NCDPI ELA Question Stems
Grades 11-12 Reading Literature Standards

Key Ideas & Evidence	

RL.11-12.1	Question Stems
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- What does the text explicitly say? What does the text convey about _____? - What inference can be drawn from _____? - Based on your inferences and what the text says, what is your analysis? - What are the strongest pieces of textual evidence that supports your analysis of _____? - What evidence most thoroughly supports your analysis of _____? - What information is left out or unresolved? What questions do you still have? - Do you think the author was deliberately vague? Explain. - What are the strongest and most thorough pieces of evidence that support your analysis of the text as well as its uncertainties?

RL.11-12.2	Question Stems
Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	- What are the themes of the text? - How do the themes develop throughout the text? - How do the themes build on each other in paragraphs _____? - How does the theme of _____ interact with the theme of _____? - How can you objectively summarize the text? - How does the author develop and use the themes of _____ and _____ to produce a complex account? - Using the themes and key details, what is an objective summary of the text?

RL.11-12.3	Question Stems
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	- What is the effect of _____ (*element of story or drama*) as it relates to_____ (*another element of story or drama*)? - What is the impact of using_____ (*element of story or drama*) and _____ (*another element of story or drama*) throughout the text? Explain. - What is the effect of using _____ (*element of story or drama*) rather than using _____? - How does the author's choice to relate _____ to _____ impact the text?

Craft & Structure

RL.11-12.4	Question Stems
Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.	- What clues can you use to determine the meaning of the word/phrase _____ in paragraph _____? - What are the multiple meanings of the word _____? - What meaning did the author intend? How is the word used in the text? What is the impact of this specific meaning on the meaning and tone of the text? - Does the intended meaning of this word change throughout the text? - What is the effect of using _____ instead of _____ on the reader's engagement with the text? Explain. - What is the overall or cumulative effect of _____, _____, and _____ on the meaning and tone of the text? Explain.

RL.11-12.5	Question Stems
Analyze how an author's choices concerning how to construct specific parts of a text contribute to	How did the author choose to construct _____ (*specific part of text*)?

its overall structure and meaning as well as its effect on the reader.	• How does the author's use of _____ (*structural choice*) contribute to the overall structure of the text? • How do _____ (*specific part of text*) and _____ (*specific part of text)* contribute to the meaning of the text? • What is the effect of the author's choice to _____ (*structural choice*) on the reader? • How does the author's use of _____ (*structural elements*) add to the structure and meaning of the text and its effect on the reader?
RL.11-12.6	**Question Stems**
Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.	• What does the text say? • When the author says _____, what does he/she *really* mean? How can you tell? • What is the meaning of _____ as it relates/ applies to (*character/narrator*)? • Why would the author say _____ instead of _____? Explain. • Based on what the author really means, what is his/her perspective on _____?

Integration of Ideas & Analysis

RL.11-12.7	**Question Stems**
Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	• How does _____ interpret the source text in comparison to _____ and _____? • What is your opinion of each interpretation? Support your rationale. • What makes _____'s interpretation of the text superior/inferior to _____'s and _____'s interpretation of the text?
RL.11-12.8	Not applicable to literature.

RL.11-12.9	Question Stems
Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.	- What do you know about the time period of _____? How does this relate to these texts? - How do _____ and _____ treat the theme/topic of _____? - What are the comparisons between the different approaches the authors take towards the theme/topic of _____? - Though _____ and _____ are from the same time period, why do you think they differ in their treatment of the theme/topic of _____?

Range of Reading & Level of Complexity

RL.11-12.10	Question Stems
By the end of grade 9, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high-end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	- What do you already know about _____? - How does your previous knowledge/experiences connect to the text? - How did the text add to your knowledge of _____? - As you read this text, what is your purpose for reading? - How did keeping the purpose of _____ in mind help you monitor your understanding of the text? - Is this text an easier or more challenging read? How do you know? - What strategies or prior knowledge and experience would be helpful for reading and understanding this more challenging text on your own? - How will you push your stamina as a reader?

NCDPI ELA Question Stems
Grades 11-12 Reading Informational Standards

Key Ideas & Evidence	

RI.11-12.1	Question Stems
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- What does the text explicitly say? What does the text convey about _____? - What inference can be drawn from _____? - Based on your inferences and what the text says, what is your analysis? - What are the strongest pieces of textual evidence that supports your analysis of _____? - What evidence most thoroughly supports your analysis of the text? - What information is left out or unresolved? What questions do you still have? - Do you think the author was deliberately vague? Explain. - What are the strongest and most thorough pieces of evidence that support your analysis of the text as well as its uncertainties?

RI.11-12.2	Question Stems
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	- What are the central ideas or unifying concepts of the text? - How do the central ideas develop throughout the text? - How do the central ideas build on each other in paragraphs _____? - How does the central idea of _____ interact with the central idea of _____? - How can you objectively summarize the text? - How does the author develop and use the central ideas of _____ and _____ to produce a complex analysis?

	● Using the central ideas and key details, what is an objective summary of the text?
RI.11-12.3	**Question Stems**
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	● What makes the set of ideas/sequence of events complex? ● How does _____ (*individual/idea/event from the text*) interact with _____ (*individual/idea/event from the text*)? ● How do they develop over the course of the text? ● How is _____ (*individual/idea/event from the text*) impacted by the _____ (*individual/idea/event from the text*) over the course of the text? ● How does the sequence of events/ideas contribute to the development of _____ (*individual/idea/event from the text*)?
Craft & Structure	
RI.11-12.4	**Question Stems**
Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	● What clues can you use to determine the meaning of the word/phrase _____? ● How is the word used in the text? What is the author's intended meaning? ● How does the author use this intended meaning over the course of the text? ● How does the author refine the meaning of _____ from _____ to _____? ● How does the author use and refine the key term(s) of _____ over the course of the text?

RI.11-12.5	Question Stems
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	- How does the author structure the text? - How does the author's organization of the text make the argument/exposition's points clear, convincing, and engaging? - What is the effect of organizing the text using a _____ pattern instead of a _____ one? - Elaborate on whether or not the text's organization is effective. What improvements would you make to make points more clear, convincing, and engaging?
RI.11-12.6	Question Stems
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.	- What is the author's point of view or purpose in this text? - How does the use of _____ (*rhetorical device*) advance the author's point of view/purpose? - What makes this _____ (*rhetorical device*) effective? - How does the author's rhetorical style contribute to the power and/or persuasiveness of the text? - How does the content in the text contribute to the power and/or persuasiveness of it? - How does the use of _____ (*rhetorical focus/foci*) and _____ (*content*) advance the author's point of view/purpose?

Integration of Ideas & Analysis

RI.11-12.7	Question Stems
Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.	- How is the information presented in each source? - What related information do they share that can be connected? - Verify each source's bias, accuracy, relevance to the question or problem, and reliability. Are they valid? Explain.

	● How can the information from your valid sources be integrated into an answer to the question or a solution to the problem?
RI.11-12.8	**Question Stems**
Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.	● What makes this text influential? ● What is the specific premise, purpose, and argument of this text? ● Describe the author's precise reasoning behind the overall text. ● What is your opinion of this reasoning? Do you feel it is valid? Explain. ● What is your assessment of the author's specific reasoning behind this text?
RI.11-12.9	**Question Stems**
Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.	● What is the historical or literary significance of the documents? ● What makes these documents foundational? ● What are the themes and purposes of these documents? ● What rhetorical features are used? ● What influences did these documents have on history and/or literary history? ● How does the author of the document use themes, purposes, and rhetorical features to achieve _____?
Range of Reading & Level of Complexity	
RI.11-12.10	**Question Stems**
By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	● What do you already know about _____? ● How does your previous knowledge/experiences connect to the text under study? ● How did the text under study add to your knowledge of _____? ● As you read this text, what is your purpose or objective for reading?

| By the end of grade 12, read and understand informational texts at the high-end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | How did keeping the purpose of _____ in mind help you monitor your understanding of the text? Is this text an easier or more challenging read? How do you know? What strategies or prior knowledge and experience would be helpful for reading and understanding this more challenging text on your own? How will you push your stamina as a reader? |