Kindergarten Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.K.1
With prompting and support, ask and answer questions about key details in a text.

- What happened in the story?
- Who was in this part of the story?
- Where did that happen?
- Can you tell me something important you learned?
- How do you know?

RL.K.2
Retell familiar stories, including key details, and identify the central message or lesson.

- What happened first, next, and last?
- Can you retell the story?
- What was the story mostly about?
- What lesson did the character learn?
- What does the author want us to remember?

RL.K.3
Identify characters, settings, and major events.

- Who are the characters?
- Where does the story take place?
- What important event happened?
- What is the character doing?
- What happened that changed the story?

RL.K.4
Ask and answer questions about unknown words.

- What does this word mean?
- What clues helped you figure it out?
- Can you show me a picture that helps?
- Can you explain this word in your own words?
- What other word could the author have used?

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RL.K.5
Recognize common types of texts (e.g., storybooks, poems).
- What kind of book is this?
- Is this a story or an informational book?
- How do you know?
- What features helped you decide?
- What makes this a story?

RL.K.6
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Who is telling the story?
- Is someone talking?
- Who is speaking here?
- How do you know?
- Who is sharing what happened?

RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- What do the pictures show?
- How do the pictures help you understand?
- What did you notice in the illustration?
- What can you learn from the picture that isn't in the words?
- Which picture helps you understand this part best?

RL.K.9
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- How are these stories alike?
- What is the same about the characters?
- What is different?
- Which story did you like more? Why?
- What happened in both stories?

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Kindergarten Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.K.1
With prompting and support, ask and answer questions about key details in a text.
- What did you learn from this book?
- What is one important fact?
- What question can you answer using the book?
- Where did you find your answer?
- How do you know?

RI.K.2
With prompting and support, identify the main topic and retell key details of a text.
- What is this book mostly about?
- What is the main topic?
- What are some important things you learned?
- Can you tell me the most important facts?
- What is one key detail you remember?

RI.K.3
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- How are these two things connected?
- What happened because of...?
- How does this idea connect to the one before it?
- What do these people (or events) have in common?
- How are these pieces of information related?

RI.K.4
With prompting and support, ask and answer questions about unknown words in a text.
- What does this word mean?
- What clues helped you figure it out?
- Can the picture help you understand the word?
- Can you explain this word in your own words?
- Where have you heard this word before?

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RI.K.5
Identify the front cover, back cover, and title page of a book.
- Can you show me the front cover?
- Where is the back cover?
- Can you find the title page?
- What information do you see on the cover?
- How do these parts help you use the book?

RI.K.6
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- Who wrote this book?
- Who created the pictures?
- What does the author do?
- What does the illustrator do?
- How do the author and illustrator help us learn?

RI.K.7
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- What does the picture show?
- How does the picture help you understand the words?
- What did you learn from the illustration?
- Which part of the text matches this picture?
- How do the words and pictures work together?

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RI.K.8
With prompting and support, identify the reasons an author gives to support points in a text.

- What reason does the author give?
- What fact tells you more about this idea?
- How does the author help you understand?
- What detail supports the author's point?
- What information explains this idea?

RI.K.9
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- How are these books alike?
- What is different about these books?
- What did both books teach you?
- Which facts did both authors include?
- What was different in the pictures or information?

RI.K.10
Actively engage in group reading activities with purpose and understanding.

- What did you learn from today's reading?
- What was your favorite fact?
- What do you still wonder about?
- Can you share something you understood?
- What helped you understand this book?

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Grade 1 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.1.1
Ask and answer questions about key details in a text.
- What happened in this part of the story?
- Who is involved in this event?
- What important detail helped you answer the question?
- Where did you find your answer in the story?
- What makes you think that?

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Can you retell the story using important details?
- What happened first, next, and last?
- What lesson did the character learn?
- What is the story mostly teaching us?
- What message do you think the author wants readers to remember?

RL.1.3
Describe characters, settings, and major events in a story, using key details.
- What is the character like?
- Where does the story take place?
- What important event happened?
- How did the character respond to what happened?
- Which details tell you about the setting?

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Grade 1 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Which words tell you how the character feels?
- What words help you picture the story?
- Which words help you hear, see, smell, taste, or feel something?
- How do these words help you imagine the story?
- What feeling do these words create?

RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Is this a story or an informational text?
- How do you know what kind of book this is?
- What features make this a story?
- How is this book different from an informational book?
- What clues helped you decide?

RL.1.6
Identify who is telling the story at various points in a text.
- Who is telling this part of the story?
- How do you know who is speaking?
- Did the person telling the story change?
- Who is sharing what happened?
- What clues tell you who the narrator is?

RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
- What do the pictures help you understand?
- How do the illustrations show the setting?
- What details do you notice in the picture?
- How do the words and pictures work together?
- What did you learn from the illustration?

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Grade 1 Reading Literature (RL)

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RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

- How are these characters alike?
- How are they different?
- What adventures did both characters have?
- How did the characters solve their problems differently?
- Which character would you rather be? Why?

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

- What helped you understand the story?
- What was your favorite part? Why?
- What questions do you still have?
- What happened that surprised you?
- What did you learn from reading this story?

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Grade 1 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.1.1
Ask and answer questions about key details in a text.
- What did you learn from this text?
- What important fact answers the question?
- Where did you find that information?
- What detail helped you understand the topic?
- How do you know your answer is correct?

RI.1.2
Identify the main topic and retell key details of a text.
- What is this text mostly about?
- What is the main topic?
- What are the most important facts?
- Can you retell what you learned?
- Which detail is most important?

RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- How are these ideas connected?
- What happened because of...?
- How do these people work together?
- How are these events related?
- What connection did you notice?

RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- What does this word mean?
- What clues helped you figure it out?
- Can the picture help you understand the word?
- What does this phrase tell you?
- How can you tell what this word means?

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Grade 1 Reading Informational (RI)

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RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- Which text feature helped you find the answer?
- What does the heading tell you?
- How does the table of contents help?
- Where could you find more information?
- How did this text feature help you learn?

RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- What did you learn from the picture?
- What did you learn from the words?
- How are the picture and words different?
- What information did only the illustration provide?
- What information did only the text provide?

RI.1.7
Use the illustrations and details in a text to describe its key ideas.

- How does the picture help explain the text?
- What key idea does this illustration show?
- What details help you understand the topic?
- What did you learn from the diagram or photograph?
- How do the words and pictures work together?

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Grade 1 Reading Informational (RI)

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RI.1.8
Identify the reasons an author gives to support points in a text.
- What reason does the author give?
- Which fact supports that idea?
- How does the author explain this point?
- What evidence helps you understand the author's thinking?
- Which detail is the strongest support?

RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- How are these texts alike?
- What is different about these texts?
- What facts do both texts include?
- Which text taught you something new?
- How do the authors explain the topic differently?

RI.1.10
With prompting and support, read informational texts appropriately complex for Grade 1.
- What is the most important thing you learned?
- What facts helped you understand the topic?
- What questions do you still have?
- What surprised you?
- How did the text help you learn something new?

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Grade 2 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.2.1
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 important characters in this part of the story?
- What happened, and why was it important?
- Where and when did this event take place?
- Why did the character make that choice?
- How do the details in the story help answer the question?

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- What happened at the beginning, middle, and end?
- What is the lesson or moral of the story?
- How did the characters help teach the lesson?
- What message does the author want readers to understand?
- Which details helped you determine the central message?

RL.2.3
Describe how characters in a story respond to major events and challenges.

- What challenge did the character face?
- How did the character respond?
- How did the character's actions change the story?
- How did the character feel after the event?
- What can you learn about the character from their response?

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Grade 2 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Which words or phrases stand out to you?
- How do the repeated words help the story or poem?
- What words create rhythm or rhyme?
- How do these words make the story more interesting?
- What feeling do these words or phrases create?

RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- How does the story begin?
- What problem is introduced at the beginning?
- How does the ending solve the problem?
- What happened in the middle that moved the story forward?
- How does the ending connect to the beginning?

RL.2.6
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- How do the characters think differently about this event?
- What does each character believe?
- How are the characters' points of view different?
- Why might each character feel that way?
- How would this part sound if you read it like the character?

RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- What do the illustrations help you understand?
- What details do the pictures add?
- How do the words and illustrations work together?
- What did you learn from the illustration that wasn't in the words?
- How do the illustrations help explain the setting or events?

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Grade 2 Reading Literature (RL)

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RL.2.9
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- What is the same in both versions of the story?
- What is different?
- How are the characters similar or different?
- How do the settings or events compare?
- Which version tells the story differently?

RL.2.10
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- What evidence shows you understood the story?
- What was the most important event?
- What lesson did you learn?
- Which part helped you understand the story best?
- What questions do you still have after reading?

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Grade 2 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Who or what is the text about?
- What important facts did you learn?
- Where did you find the answer?
- Why is this information important?
- How do the details support your answer?

RI.2.2
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- What is the main topic of the text?
- What is this paragraph mostly about?
- How do the paragraphs connect to the main topic?
- Which details support the main topic?
- What is the author teaching you in this section?

RI.2.3
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- How are these events connected?
- What happened first, next, and last?
- How does one idea lead to another?
- What steps should happen in order?
- Why is the sequence important?

RI.2.4
Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
- What does this word or phrase mean?
- What clues helped you figure it out?
- How does this word help explain the topic?
- Can you use the sentence to help determine the meaning?
- What would happen if this word were replaced?

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

- Which text feature helped you find the answer?
- How does the caption help you understand?
- Why did the author include bold words?
- What information can you find in the glossary or index?
- Which text feature was most useful?

RI.2.6
Identify the 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 learn?
- Is the author explaining, describing, or answering a question?
- What clues tell you the author's purpose?
- How do you know what the author wanted readers to understand?

RI.2.7
Explain how specific images contribute to and clarify a text.

- How does this picture help you understand the text?
- What new information does the diagram provide?
- What did you learn from the photograph?
- How do the words and images work together?
- Which image best explains the author's ideas?

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RI.2.8
Describe how reasons support specific points the author makes in a text.
- What point is the author making?
- What reasons support that point?
- Which facts help explain the author's thinking?
- How do the details support the main idea?
- Which reason is most convincing? Why?

RI.2.9
Compare and contrast the most important points presented by two texts on the same topic.
- What important ideas do both texts share?
- How are the texts different?
- Which details are the same?
- How do the authors explain the topic differently?
- Which text helped you understand the topic better? Why?

RI.3.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed.
- What is this text mostly about?
- What are the most important ideas or facts?
- How would you summarize the text?
- What strategies helped you understand the information?
- Which part was challenging, and how did you figure it out?

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Grade 3 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.3.1
Ask and answer to demonstrate understanding, referring explicitly to the text as the basis for their answers.

- Who, what, when, where, why, or how?
- What question can you ask about the story?
- What details from the text support your answer?
- Where in the story did you find that information?
- What can you infer from the text?

RL.3.2
Determine the central message, lesson, or moral and explain how it is conveyed through key details.

- What is the central message or lesson?
- What lesson does the character learn?
- What details support the story's message?
- How do the character's actions reveal the lesson?
- How would you summarize the story?

RL.3.3
Describe characters and explain how their traits, motivations, or feelings contribute to the sequence of events.

- What are the character's traits, motivations, or feelings?
- Why did the character act this way?
- How do the character's actions affect the events?
- How does the character respond to a challenge?
- How does the character change throughout the story?

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Grade 3 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.3.4
Describe the meaning of words and phrases, including distinguishing literal from nonliteral language.
- What does this word or phrase mean?
- What clues help you determine its meaning?
- Is the author using literal or nonliteral language?
- What does this expression mean in the story?
- Why did the author choose this word?

RL.3.5
Refer to parts of stories, dramas, and poems and describe how each part builds on earlier sections.
- How is the story organized?
- How does this chapter or scene build on the one before it?
- What happens at the beginning, middle, and end?
- How does each part contribute to the story?
- How are the events connected?

RL.3.6
Distinguish their own point of view from that of the narrator or characters.
- Who is telling the story?
- What is the narrator's point of view?
- How is your point of view different from the narrator's?
- How is your perspective different from the character's?
- How would the story change if another character told it?

RL.3.7
Explain how illustrations contribute to what is conveyed by the words in a story.
- What do the illustrations show?
- How do the illustrations help establish the setting?
- How do the illustrations reveal the character's mood or traits?
- What information appears in the illustration but not the words?
- How do the words and illustrations work together?

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Grade 3 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

- How are these stories similar?
- How are they different?
- How do the themes compare?
- How are the settings or plots alike or different?
- How does the author develop the characters across both stories?

RL.3.10
By the end of the year, independently read and comprehend literature at the high end of the grades 2–3 text complexity band.

- What is happening in the story?
- What are the most important events?
- How would you summarize the text?
- What strategies helped you understand the story?
- Which part was challenging, and how did you work through it?

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Grade 3 Reading Informational (RI)

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RI.3.1
Ask and answer questions to demonstrate understanding, referring explicitly to the text as the basis for their answers.
- What question can you ask about the text?
- What is the answer to this question?
- Which details support your answer?
- Where did you find that information?
- What can you infer from the text?

RI.3.2
Identify the main idea of a text, recount key details, and explain how they support the main idea.
- What is the main idea?
- Which details support the main idea?
- What is each section mostly about?
- How would you summarize the text?
- Which information is most important?

RI.3.3
Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures.
- How are these events connected?
- What caused this event to happen?
- What happened as a result?
- How are these ideas, steps, or concepts related?
- Why did the author include this sequence?

RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text.
- What does this word mean in the text?
- What context clues help you understand it?
- Is this a general academic or topic-specific word?
- How does this word help explain the topic?
- What is another word with a similar meaning?

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Grade 3 Reading Informational (RI)

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RI.3.5
Use text features and search tools to locate information relevant to a given topic efficiently.

- Which text feature helps you find this information?
- How does the heading help organize the text?
- How could you use keywords to locate information?
- What information does the sidebar, glossary, or hyperlink provide?
- Which feature would help you answer this question quickly?

RI.3.6
Distinguish their own point of view from that of the author of a text.

- What is the author's point of view?
- What is the author's opinion about the topic?
- How is your point of view different from the author's?
- Which details reveal the author's perspective?
- How might another person view this topic differently?

RI.3.7
Use information gained from illustrations and the words in a text to demonstrate understanding.

- What information does the image, map, chart, or diagram provide?
- How does the visual help explain the text?
- What can you learn from the visual?
- How do the words and visual work together?
- Which visual best supports the author's explanation?

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Grade 3 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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

- How are these sentences connected?
- How does this paragraph build on the previous one?
- Which words show sequence, cause and effect, or comparison?
- How does this sentence support the author's point?
- What connection does the author make between these ideas?

RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.

- How are the most important points in these texts alike?
- How are they different?
- What information appears in both texts?
- How does each author explain the topic?
- Which text gives a clearer explanation? Why?

RI.3.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed.

- What is this text mostly about?
- What are the most important ideas or facts?
- How would you summarize the text?
- What strategies helped you understand the information?
- Which part was challenging, and how did you figure it out?

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Grade 4 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

- What details from the text support your answer?
- Which evidence helped you make that inference?
- What can you conclude that the author doesn't say directly?
- Which examples best support your thinking?
- How does the text help you understand what happened?

RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- What is the theme of this story or poem?
- Which details helped you determine the theme?
- How does the character's experience support the theme?
- Can you summarize the text without including every detail?
- What lesson or message does the author want readers to understand?

RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

- What details help you understand this character?
- How does the setting influence what happens?
- Which details make this event important?
- How does the character change throughout the story?
- What evidence supports your description?

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Grade 4 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.4.4
Determine the meaning of words and phrases as they are used in a text, including figurative language.
- What does this word or phrase mean in the story?
- Is the author using literal or figurative language here?
- What context clues helped you determine the meaning?
- How does this figurative language add to the story?
- Why did the author choose these particular words?

RL.4.5
Explain major differences between poems, drama, and prose, and refer to structural elements of poems and drama.
- How is this text organized?
- What features tell you this is a poem, drama, or prose?
- How do lines, stanzas, or scenes help organize the text?
- How does the structure affect your understanding?
- How would this text be different if it were written in another form?

RL.4.6
Compare and contrast the point of view from which different stories are narrated, including first- and third-person narrations.
- Who is telling the story?
- Is the story told in first person or third person?
- How does the narrator influence what you learn?
- How would the story change if another character told it?
- What are the advantages of this point of view?

RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation, identifying where each version reflects specific descriptions and directions.
- How does the illustration or performance match the text?
- What details were added or left out?
- Which version helped you understand the story better?
- How did the visual presentation change your understanding?
- What details stayed the same across both versions?

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Grade 4 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.4.9
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

- What themes do both stories share?
- How are the stories similar and different?
- How do the cultures influence the stories?
- What patterns of events appear in both texts?
- What can you learn by comparing these stories?

RL.4.10
Read and comprehend literature independently and proficiently at the high end of the Grades 4–5 text complexity band.

- What is the central idea or theme?
- Which details helped you understand the text?
- What challenges did you encounter while reading?
- What questions do you still have?
- Which part of the text was most meaningful to you?

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Grade 4 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
- Which details support your answer?
- What evidence helped you make that inference?
- What can you conclude based on the information?
- Which examples best explain the author's ideas?
- How does the text support your thinking?

RI.4.2
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 section?
- Which details support the main idea?
- How do the supporting details fit together?
- Can you summarize the text using only the most important information?
- Which detail is most important to understanding the topic?

RI.4.3
Explain events, procedures, ideas, or concepts using specific information from the text.
- How does the author explain this idea?
- What happened first, next, and last?
- Why is this event or process important?
- How are these ideas connected?
- Which details help explain the concept?

RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text.
- What does this word mean in the text?
- Which context clues helped you determine its meaning?
- Is this an academic or topic-specific word?
- How does understanding this word help you understand the text?
- Can you explain this word in your own words?

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Grade 4 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.4.5
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

- How is this text organized?
- Is the author using chronology, cause and effect, problem and solution, or comparison?
- How does this structure help explain the topic?
- Why might the author have chosen this organization?
- How does the organization help you understand the information?

RI.4.6
Compare and contrast a firsthand and secondhand account of the same event or topic.

- Is this a firsthand or secondhand account?
- What details are included in one account but not the other?
- How are the accounts similar?
- How does each author's perspective affect the information?
- Which account provides different insights?

RI.4.7
Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding the text.

- What information does the chart, graph, or diagram provide?
- How does this visual help explain the text?
- What did you learn from the image that wasn't explained in the words?
- How do the visuals strengthen the author's ideas?
- Why did the author include this feature?

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Grade 4 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.
- What point is the author making?
- What evidence supports that point?
- Which reason is the strongest? Why?
- How does the evidence help convince the reader?
- Is the author's support convincing? Explain.

RI.4.9
Integrate information from two texts on the same topic to write or speak knowledgeably about the subject.
- What information do both texts include?
- How do the texts complement one another?
- What new understanding do you gain by reading both?
- Which details are unique to each text?
- How can you combine information from both sources?

RI.4.10
Read and comprehend informational texts independently and proficiently at the high end of the Grades 4–5 text complexity band.
- What is the most important idea in this text?
- Which details helped you understand the topic?
- What strategies helped you make sense of challenging sections?
- What questions do you still have after reading?
- What did you learn that you didn't know before?

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Grade 5 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.

- Which quotation best supports your answer?
- What evidence from the text helped you make that inference?
- What can you conclude based on the author's details?
- Which part of the text directly answers the question?
- How does the quoted evidence support your thinking?

RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects on a topic; summarize the text.

- What is the theme of this text?
- How do the character's actions help develop the theme?
- What lesson does the speaker or character learn?
- Which details helped you determine the theme?
- Can you summarize the text while keeping the theme clear?

RL.5.3
Compare and contrast two or more characters, settings, or events, drawing on specific details in the text.

- How are these characters alike and different?
- How do the settings influence the events?
- How do the characters respond differently to similar situations?
- Which details support your comparison?
- What effect do these similarities and differences have on the story?

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Grade 5 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language.
- What does this word or phrase mean in context?
- Is the language literal or figurative?
- How does this figurative language affect the meaning?
- What context clues helped you determine the meaning?
- Why did the author choose this word or phrase?

RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama, or poem.
- How does this chapter move the story forward?
- Why is this scene or stanza important?
- How do the parts work together to build the text?
- What changes from one section to the next?
- How does the structure help the reader understand the story or poem?

RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
- Who is telling the story?
- How does the narrator influence what you learn?
- What does the narrator know or not know?
- How would the story change if another character told it?
- How does the narrator's perspective shape the reader's understanding?

RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- How do the illustrations or multimedia add to the story?
- What details are emphasized in the visual version?
- How does the presentation affect the mood or tone?
- What did you understand better because of the visuals?
- How does the visual version compare to the written text?

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Grade 5 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.5.9
Compare and contrast stories in the same genre on their approaches to similar themes and topics.

- What themes do these stories have in common?
- How do the authors develop the theme differently?
- Which story communicates its message more effectively? Why?
- What similarities and differences do you notice in the characters or events?
- How does each author's approach affect the reader?

RL.5.10
Read and comprehend literature independently and proficiently at the high end of the Grades 4–5 text complexity band.

- What is the theme or central message?
- Which evidence helped you understand the text?
- What reading strategies helped you make sense of difficult sections?
- What questions do you still have after reading?
- What part of the text had the greatest impact on you?

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Grade 5 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.
- Which quotation best supports your answer?
- What evidence helped you make that inference?
- What can you conclude based on the author's details?
- Which part of the text directly answers the question?
- How does the evidence support your thinking?

RI.5.2
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?
- Which details support each main idea?
- How are the main ideas connected?
- Can you summarize the text using only the most important information?
- Which supporting detail is the strongest? Why?

RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text.
- How are these ideas or events connected?
- How did one event influence another?
- What relationship exists between these individuals?
- Which details explain these interactions?
- Why is this relationship important to understanding the text?

RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text.
- What does this word mean in context?
- Which context clues helped you determine its meaning?
- Is this an academic or domain-specific word?
- Why is this word important to understanding the topic?
- Can you explain this term in your own words?

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Grade 5 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.5.5
Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- How are these texts organized?
- What text structure does each author use?
- How does the structure help communicate the information?
- Why might the authors have organized the texts differently?
- Which structure was more effective? Why?

RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- How do these accounts describe the same event differently?
- What details are included in one account but not the other?
- How does each author's perspective shape the information?
- What similarities do you notice between the accounts?
- Which account helps you understand the event more completely? Why?

RI.5.7
Draw on information from multiple print or digital sources to locate an answer or solve a problem quickly.
- Which source provided the most useful information?
- How did you combine information from multiple sources?
- Which source was the most reliable? Why?
- What information did one source include that another did not?
- How did the different sources help answer your question?

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Grade 5 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons

- What point is the author trying to make?
- Which reasons and pieces of evidence support that point?
- How does each piece of evidence strengthen the author's argument?
- Which evidence is the most convincing? Why?
- Is the author's argument well supported? Use evidence from the text to justify your thinking.

RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- What information do all of the texts have in common?
- How does each text add to your understanding of the topic?
- What new information did you learn by reading multiple sources?
- Which details from each text would you include in your explanation?
- How can you combine information from all of the texts to support your thinking?

RI.5.10
Read and comprehend informational texts independently and proficiently at the high end of the Grades 4–5 text complexity band.

- What are the most important ideas in this text?
- Which evidence best supports the author's ideas?
- What strategies helped you understand challenging sections?
- What questions or connections did you make while reading?

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Grade 6 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- What textual evidence best supports your analysis?
- Which details support your inference?
- What can you infer based on the evidence in the text?
- Which evidence supports what the text states explicitly?
- How does the evidence support your interpretation?

RL.6.2
Determine a theme or 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.

- What is the theme or central idea of the text?
- Which details help convey the theme or central idea?
- How does the theme develop through the events or characters?
- Which details are most important to include in a summary?
- How can you summarize the text without including your own opinions or judgments?

RL.6.3
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.

- How does the plot unfold throughout the text?
- How does each episode or event move the plot forward?
- How does the character respond to a major event or challenge?
- How does the character change as the story progresses?
- How do the events lead toward the resolution?

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Grade 6 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- What does this word or phrase mean in context?
- Is the meaning literal, figurative, or connotative?
- What context clues help you determine its meaning?
- How does this specific word choice affect the meaning?
- How does the author's language contribute to the tone?

RL.6.5
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.

- How does this chapter or scene fit into the overall structure?
- Why is this sentence, scene, or stanza important?
- How does this section contribute to the development of the plot?
- How does this part help develop the theme or setting?
- What would be lost if this section were removed?

RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

- What is the narrator's or speaker's point of view?
- How does the author develop this point of view?
- Which details reveal the narrator's or speaker's perspective?
- How does the narrator's point of view influence how events are presented?
- How might the text be different if told from another point of view?

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Grade 6 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.6.7
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.

- How is your experience of reading the text different from watching or listening to it?
- What did you imagine while reading that was presented differently in the other version?
- What does the audio, video, or live version emphasize?
- How do the different versions affect your understanding of the text?
- Which version has a stronger impact on you? Why?

RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- What theme or topic do these texts have in common?
- How does each text approach the theme or topic?
- How does the form or genre affect how the theme is developed?
- What similarities and differences do you notice between the texts?
- How does each author's approach shape your understanding of the theme?

RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- What is the theme or central idea of the text?
- Which evidence was most important to your understanding?
- What strategies helped you make sense of challenging sections?
- What connections or inferences did you make while reading?
- Which parts of the text required the most careful reading?

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Grade 6 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- What textual evidence best supports your analysis?
- Which details support your inference?
- What can you infer based on the evidence?
- Which evidence supports what the author states explicitly?
- How does the evidence support your interpretation?

RI.6.2
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.
- What is the central idea of the text?
- Which details help develop the central idea?
- How is the central idea conveyed throughout the text?
- Which information is most important to include in a summary?
- How can you summarize the text without including your own opinions or judgments?

RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- How is this individual, event, or idea introduced?
- How does the author illustrate this idea?
- What examples or anecdotes help elaborate on it?
- How does your understanding develop as you read?
- Why is this individual, event, or idea important to the text?

RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- What does this word or phrase mean in context?
- Is the meaning figurative, connotative, or technical?
- Which context clues help you determine the meaning?
- Why is this word important to understanding the topic?
- How does the author's word choice affect the meaning of the passage?

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Grade 6 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.6.5
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.

- How does this section fit into the overall structure of the text?
- What role does this paragraph play in developing the author's ideas?
- How does this section connect to the ideas before and after it?
- Why might the author have included this section here?
- How would the text change if this section were removed?

RI.6.6
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 or purpose?
- What details reveal the author's point of view?
- How does the author convey their purpose?
- How does the author's word choice help communicate their perspective?
- Which evidence best supports your understanding of the author's purpose?

RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- What information do you learn from each format?
- How does the visual or quantitative information add to the written text?
- How can you combine information from the different formats?
- What does one format communicate that another does not?
- How does integrating the information deepen your understanding of the topic?

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Grade 6 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.6.8
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 argument or claim is the author making?
- What reasons and evidence does the author provide?
- Which claims are supported by evidence?
- Are any claims unsupported or insufficiently supported? Explain.
- How effectively does the evidence support the author's argument?

RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- How do the authors present the same event differently?
- What information do both accounts include?
- What details does one author emphasize that the other does not?
- How does each author's perspective influence the presentation?
- What do you understand by comparing both accounts that you might miss from reading only one?

RI.6.10
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- What is the central idea of the text?
- Which evidence was most important to your understanding?
- What strategies helped you understand challenging sections?
- What connections or inferences did you make while reading?
- Which parts of the text required the most careful reading?

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Grade 7 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- What pieces of textual evidence best support your analysis?
- Which details support your inference?
- What can you infer based on the evidence in the text?
- Which evidence supports what the text states explicitly?
- How do multiple pieces of evidence work together to support your interpretation?

RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- What is the theme or central idea of the text?
- How does the theme develop over the course of the text?
- Which events or details contribute to the development of the theme?
- How does the theme change or become clearer as the text progresses?
- How can you objectively summarize the text without including your own opinions?

RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- How do the setting, characters, and plot interact?
- How does the setting influence a character's actions or decisions?
- How does a character's response to an event affect the plot?
- How does one story element influence another?
- How would the story change if one of these elements were different?

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Grade 7 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

- What does this word or phrase mean in context?
- What figurative or connotative meaning does this language convey?
- How does the author's word choice affect the meaning or tone?
- What effect does the repetition of words or sounds create?
- How do rhyme, repetition, or alliteration contribute to this section of the text?

RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- How is this drama or poem structured?
- How does the form contribute to the meaning of the text?
- Why might the author have chosen this particular structure?
- How does the structure affect the way the reader experiences the text?
- How would the meaning or effect change if the text were structured differently?

RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- What are the different points of view presented in the text?
- How does the author develop each character's or narrator's point of view?
- How do the characters' perspectives differ?
- Which details reveal differences between their points of view?
- How does contrasting these perspectives affect the reader's understanding of the text?

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Grade 7 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.7.7
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 (e.g., lighting, sound, color, or camera focus and angles in a film).

- How is your experience of reading the text different from watching or listening to it?
- What techniques (lighting, sound, color, camera angles) does the other version use that the written text cannot?
- How do these techniques change the mood, tone, or meaning of the text?
- What does the written text do that the audio, filmed, or staged version cannot?
- Which version communicates the story or poem more effectively? Why?

RL.7.9
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.

- How does the fictional portrayal compare with the historical account?
- What details are similar in both texts?
- What historical details did the author change or adapt in the fictional version?
- Why might the author have altered certain historical details?
- How does comparing the two texts deepen your understanding of the historical period?

RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- What is the theme or central idea of the text?
- Which evidence was most important to your understanding?
- What strategies helped you understand challenging sections?
- What inferences or connections did you make while reading?
- Which parts of the text required the most careful analysis?

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Grade 7 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- What pieces of textual evidence best support your analysis?
- Which details support your inference?
- What can you infer based on multiple pieces of evidence?
- Which evidence supports what the text states explicitly?
- How do the pieces of evidence work together to support your interpretation?

RI.7.2
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 are the central ideas of the text?
- How does each central idea develop over the course of the text?
- Which details contribute to the development of each central idea?
- How are the central ideas connected?
- How can you summarize the text objectively using the most important ideas and details?

RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- How do the individuals, events, and ideas in the text interact?
- How does one event influence another?
- How does an individual's actions influence the events or ideas presented?
- How do the ideas in the text influence individuals or events?
- Why are these interactions important to understanding the text?

RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- What does this word or phrase mean in context?
- Is the meaning figurative, connotative, or technical?
- Which context clues help you determine the meaning?
- How does this specific word choice affect the meaning of the text?
- How does the author's word choice contribute to the tone?

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Grade 7 Reading Informational (RI)

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RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- How is the text organized?
- How does this section contribute to the overall text?
- How do the major sections work together to develop the author's ideas?
- Why might the author have organized the information in this way?
- How does the structure help you understand the ideas in the text?

RI.7.6
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.

- What is the author's point of view or purpose?
- Which details reveal the author's position?
- How does the author distinguish their position from other viewpoints?
- What language does the author use to communicate their perspective?
- How does the author's point of view influence the way the information is presented?

RI.7.7
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 the written text compare with the audio, video, or multimedia version?
- What information is emphasized in each version?
- How does each medium portray the subject differently?
- What does one version communicate that the other does not?
- How does the choice of medium affect your understanding of the subject?

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Grade 7 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.7.8
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.

- What argument or claim is the author making?
- What reasons and evidence does the author use to support the claim?
- Is the author's reasoning sound? Why or why not?
- Is the evidence relevant and sufficient to support the claim?
- Which evidence most effectively supports the author's argument?

RI.7.9
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 do the authors present the same topic differently?
- What evidence does each author emphasize?
- How do the authors interpret the same facts differently?
- Why might each author have chosen to emphasize different information?
- How does comparing the authors' presentations deepen your understanding of the topic?

RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- What are the central ideas of the text?
- Which evidence was most important to your understanding?
- What strategies helped you understand challenging sections?
- What inferences or connections did you make while reading?
- Which parts of the text required the most careful analysis?

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Grade 8 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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Use these standards-aligned question stems to spark meaningful conversations before, during, and after reading. Rather than asking every question, choose the stems that best match your instructional goal and encourage students to support their thinking with evidence from the text, illustrations, or text features.

RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- What textual evidence most strongly supports your analysis?
- Which evidence best supports your inference?
- What can you infer based on the strongest evidence in the text?
- Which details most clearly support what the text states explicitly?
- Why is this evidence stronger than other evidence in the text?

RL.8.2
Determine a theme or central idea 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 is the theme or central idea of the text?
- How does the theme develop over the course of the text?
- How do the characters, setting, and plot contribute to the development of the theme?
- Which details are most important to understanding the theme?
- How can you objectively summarize the text while showing how the theme develops?

RL.8.3
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 does this line of dialogue move the action forward?
- What does this incident reveal about the character?
- How does this event influence a character's decision?
- Why is this particular moment important to the development of the story?
- How would the plot or character development change without this dialogue or incident?

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Grade 8 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
What does this word or phrase mean in context?
What figurative or connotative meaning does the language suggest?
How does this specific word choice affect the meaning or tone?
What does this analogy or allusion add to the text?
Why might the author have chosen this particular word or phrase?

RL.8.5
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 are the structures of these texts similar and different?
How does each text's structure contribute to its meaning?
How does the structure affect the style of each text?
Why might each author have chosen a different structure?
How would the meaning or style change if the text were structured differently?

RL.8.6
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
How does a character's point of view differ from what the reader or audience knows?
How does this difference in point of view create suspense or humor?
What information does the reader know that the character does not?
How does the author's use of dramatic irony affect your experience of the text?
How would the effect change if the character knew the same information as the reader?

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Grade 8 Reading Literature (RL)

Standards-Aligned Reading Question Stems

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RL.8.7
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.

- How closely does the filmed or live production follow the original text or script?
- What scenes, characters, or details were added, removed, or changed?
- What choices did the director or actors make in presenting the story?
- Why might the director or actors have made these changes?
- Do these choices strengthen or weaken the story? Why?

RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

- What earlier story, myth, or traditional work does this text draw from?
- What themes, events, or character types appear in both works?
- How has the author adapted elements of the earlier work?
- How does the modern text make the original material new or different?
- How does understanding the earlier work deepen your understanding of the modern text?

RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

- What is the theme or central idea of the text?
- Which evidence was most important to your understanding?
- What strategies helped you understand complex or challenging sections?
- What inferences or connections did you make while reading?
- Which aspects of the text required the most careful analysis?

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Grade 8 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- What textual evidence most strongly supports your analysis?
- Which evidence best supports your inference?
- What can you infer based on the strongest evidence in the text?
- Which details most clearly support what the text states explicitly?
- Why is this evidence stronger than other evidence in the text?

RI.8.2
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 is the central idea of the text?
- How does the author introduce and develop the central idea over the course of the text?
- What supporting ideas help develop the central idea?
- How do the supporting ideas connect to and strengthen the central idea?
- How would you summarize the text objectively, without including your own opinions?

RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- How does the text connect these individuals, ideas, or events?
- What distinctions does the author make between these ideas or events?
- How does the author use comparisons or analogies to show relationships?
- How does categorizing the information help clarify the connections or differences?
- Why are these connections and distinctions important to understanding the text?

RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- What does this word or phrase mean in context?
- What figurative, connotative, or technical meaning does the language suggest?
- How does this specific word choice affect the meaning or tone?
- What does this analogy or allusion contribute to the text?
- Why might the author have chosen this particular word or phrase?

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Grade 8 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.8.5
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.

- How is this paragraph structured?
- How does this sentence contribute to the development of the key concept?
- What role does each sentence play within the paragraph?
- How does the paragraph refine or clarify the author's idea?
- How would the meaning change if this sentence were removed?

RI.8.6
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.

- What is the author's point of view or purpose?
- How does the author acknowledge a conflicting viewpoint?
- How does the author respond to evidence that challenges their position?
- What language reveals the author's perspective on the topic?
- How does addressing other viewpoints strengthen or weaken the author's position?

RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- What are the advantages of presenting this information in this medium?
- What are the disadvantages or limitations of this medium?
- How might another medium present the information differently?
- Which medium communicates the topic or idea most effectively? Why?
- How does the choice of medium affect your understanding of the topic?

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Grade 8 Reading Informational (RI)

Standards-Aligned Reading Question Stems

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RI.8.8
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 argument or specific claim is the author making?
- What reasons and evidence does the author use to support the claim?
- Is the author's reasoning sound? Why or why not?
- Is the evidence relevant and sufficient to support the argument?
- Does the author include any irrelevant evidence? How does it affect the argument?

RI.8.9
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.

- What conflicting information do the texts present?
- Where do the authors disagree about the facts?
- How do the authors interpret the same information differently?
- What evidence does each author use to support their interpretation?
- How does comparing the texts help you understand the disagreement?

RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

- What is the central idea of the text?
- Which evidence was most important to your understanding?
- What strategies helped you understand complex or challenging sections?
- What inferences or connections did you make while reading?
- Which aspects of the text required the most careful analysis?

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