

QUESTION STEMS

CHARACTER | Question Stems

Level of Challenge

Question Stems – Always support with evidence!

<p>1 – Comprehend & Identify</p> <p>For this level, students can define concepts, recall information, and identify literary elements in a text.</p>	<ul style="list-style-type: none"> • Who are the characters in the story...? • Describe the main character. • What is [character] like? • What does [character] do in the story?
<p>2 – Explain & Apply</p> <p>Students can identify literary elements in a text and explain how they affect the way the text is understood.</p>	<ul style="list-style-type: none"> • How would you characterize [character]? • Characterize [character]. How would you describe their personality? • What does [character]'s actions reveal about their character? • What evidence from the text reveals the character's traits? Explain whether the evidence is a form of direct or indirect characterization. • What does [character]'s actions reveal about their character?
<p>3 – Analyze</p> <p>Students can examine how literary elements shape the text's meaning.</p>	<ul style="list-style-type: none"> • How has [character] changed since the beginning of the story? Why has [character] changed? • How does the author use direct and indirect characterization to develop [character]? • What motivates [character] to [action]? What does this motivation reveal about their character? • How are [character 1] and [character 2] alike? How are they different? Why are these similarities and differences significant? • What detail best highlights a change in [character's] character?
<p>4 – Synthesize</p> <p>Students can evaluate the way literary elements create deeper meaning in a text and connect ideas across texts.</p>	<ul style="list-style-type: none"> • Write a letter from the perspective of [character] about an important event from the story. In the letter, capture [character]'s character traits and motivations. • What would [character] do if [scenario] happened? Why would the character respond in this way? • How does the character respond to their problem? What does this response reveal about their character? Do you agree with the character's actions? Why or why not? • How has the character's feelings changed towards their situation? What does this change in feeling reveal about them? • Analyze the character's comment. What do you think the character means? What does the comment reveal about them?

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➤ Questions for Each Level of Challenge, Color-Coded for Ease of Use

➤ Use to Facilitate Discussion, Create Activities & Assessments

➤ Great for Any Classroom Model

Higher Level Questioning Stems

**Jeff Danielian, C. Matthew
Fugate, Elizabeth Fogarty**



Higher Level Questioning Stems:

Promoting Rigor Through Higher Level Questioning Todd Stanley, 2021-09-09 Promoting Rigor Through Higher Level Questioning equips teachers with effective questioning strategies and Ready for Anything Lynn F. Howard, 2006 Ready for Anything is a year long site based professional development support model for new teachers It includes ready to use forms and checklists for the busy administrator

A Teacher's Toolbox for Gifted Education Todd Stanley, 2022-01-31 This book provides busy teachers with an adaptable toolbox of strategies for challenging gifted students that they can immediately put into practice in their classroom school or program Chapters cover everything from makerspaces and project based learning to enrichment clubs mentorships creative thinking and more Each strategy includes an overview resource guide description of how it looks in the classroom and all the information you need to put it into practice With templates charts and links to videos illustrating the tools in action A Teacher's Toolbox for Gifted Education is your go to guide for creative ways to support advanced learners

Assessing Critical Thinking in Middle and High Schools Rebecca Stobaugh, 2013-08-16 This practical very effective resource helps middle and high school teachers and curriculum leaders develop the skills to design instructional tasks and assessments that engage students in higher level critical thinking as recommended by the Common Core State Standards Real examples of formative and summative assessments from a variety of content areas are included and demonstrate how to successfully increase the level of critical thinking in every classroom This book is also an excellent resource for higher education faculty to use in undergraduate and graduate courses on assessment and lesson planning

The Teacher's Reflective Practice Handbook Paula Nadine Zwozdiak-Myers, 2018-03-29 What do we mean by reflective practice What does it involve How can it help you develop as a teacher The Teacher's Reflective Practice Handbook is an essential source of advice guidance and ideas for both student and practising teachers Helping you to translate pedagogical knowledge into practice this Handbook guides you through studying your own teaching for personal development evaluating your lessons through classroom research and enhancing the quality of pupil learning It offers an innovative framework which serves to prepare you for the challenges and complexities of the classroom environment and supports the continuing improvement of your teaching Underpinned by key theoretical concepts and contemporary research within the field of education chapters help you to systematically evaluate your teaching through classroom research procedures question personal theories and beliefs and consider alternative perspectives and possibilities try out new strategies and ideas to maximise the learning potential of all students enhance the quality of and continue to improve your teaching Including a range of reflective tasks links to online resources exemplification material and further reading to help you develop your own thinking The Teacher's Reflective Practice Handbook is an accessible guide which supports the facilitation of reflective practice through self and peer assessment problem based learning and personal development planning The multi dimensional framework enables you to build a meaningful personally relevant portfolio of

evidence informed practice **What Works in Distance Learning** Harold F. O'Neil, 2008-02-01 The purpose of this book is to document sample lessons based on our What Works in Distance Learning Guidelines O Neil 2005 The intent is to provide an instantiation of our various distance learning guidelines An overarching goal of our research was to create a robust and clear set of design guidelines and example lessons to support the next generation of distance learning systems Each lesson in this book constitutes a case Mayer 2005 or partially worked example Kalyuga Chandler Touvinen Sweller 2001 A case is a description of a realistic problem scenario that is relevant to a particular profession or field of study e g a case may be a distance learning lesson showing various instructors trying to design a lesson on a particular topic A common topic could be for example how car brakes work a surgery procedure or electronics troubleshooting procedures Mayer 2003 2005 In this book the case format was useful for the guidelines developed for multimedia strategies instructional strategies and assessment strategies A different format was used for the learning strategies self regulation strategies and management strategies guidelines The basic methodology in developing the guidelines for distance learning consisted of a research synthesis conducted by experts using analytical methods on what is known about what works in distance learning Research in the literature was reviewed for design flaws and only studies with robust designs were included Also we included only those entries for which research evidence and expert opinion were stable and consistent Furthermore we decided that this information would be provided to researchers instructors program managers and instructional or assessment designers in a What Works format that is What Works in Distance Learning We adopted many of the conventions of What Works Research About Teaching and Learning U S Department of Education 1986 1987 Our goal for non researchers was to translate the research findings into clear and comprehensible statements that we think can help users to guide their practice For both researchers and non researchers the references cited for each finding provide an avenue to seek additional information The guidelines are documented in O Neil 2005 Data Driven Differentiation in the Standards-Based Classroom Gayle H. Gregory, Lin Kuzmich, 2014-05-22 Collect the data you need to reach every student When it comes to meeting the rigorous new standards of the Common Core Curriculum knowing how to collect analyze and use data makes all the difference Fully updated to support the Common Core and other key standards this informative book shares an author with the best selling Differentiated Instructional Strategies One Size Doesn't Fit All Veteran educators Gregory and Kuzmich provide user friendly techniques for gathering qualitative and quantitative information helping you tailor instruction and assessment for diverse learners This resource is ideal for classroom teachers curriculum developers instructional leaders and district administrators Readers will find Step by step guidance on gathering data to improve classroom dynamics pinpoint student learning styles adjust lessons for different learners and inform diagnostic teaching and assessment Techniques for using data to enhance curriculum including numerous unit and lesson plans fully linked to the Common Core A wealth of templates for fast and simple data collection Updated differentiation strategies for the Common Core and other key standards including the Career

and College Readiness Standards and the Standards of Mathematical Practice Collect data with ease and discover new tools for differentiated teaching and learning Praise for the First Edition This book reconciles meeting children s affective needs with the new accountability requirements from the federal and state government The title may sound daunting but the chapters are extremely accessible Maria Elena Reyes Associate Professor University of Alaska Fairbanks [Literacy Triangle](#) LeAnn Nickelson,Melissa Dickson,2022-06-28 Accelerate learning with high impact strategies Beginning and veteran teachers alike will find insights and practices they can use immediately The authors dovetail their proven instructional process of chunk chew check change with before during and after reading strategies in this must have guide for powerful literacy instruction No matter what content area you teach this book will help you develop the strategic reader in every student K 8 teachers who are interested in high impact teaching strategies will Learn how to incorporate the literacy triangle s three points reading discussing and writing into instruction for any subject Cut through the conflict caused by the reading wars and gain clarity on the science behind effective well rounded literacy instruction Help students enjoy reading gain comprehension and build reading stamina Get differentiation ideas for scaffolding and enriching each strategy using best practices in literacy instruction Discover how to engage students in opportunities for making meaning choosing texts and leading discussions Understand how setting a student s purpose for reading can encourage focus engagement deeper conversations and a motivation to keep reading with literacy strategies Contents Introduction Part 1 Planning for Quality Literacy Instruction Chapter 1 Teaching Literacy Effectively Chapter 2 Choosing the Right Text Chapter 3 Using the Literacy Triangle to Drastically Improve Literacy Part 2 Implementing Quality Literacy Instruction Chapter 4 Preparing for Success Before Reading Chapter 5 Staying Focused on the Goal During Reading Chapter 6 Consolidating With Discussion and Writing After Reading Chapter 7 Bringing It All Together Conclusion References and Resources Index **Ready-to-Go**

Instructional Strategies That Build Collaboration, Communication, and Critical Thinking Denise White,Alisa Braddy,2017-03-01 Craft a culture of engaging student centered learning With over 50 years of experience in education Alisa H Braddy and Denise White have compiled this essential toolkit for teachers of any subject or grade level to inject life into their instruction Suitable for teachers administrators or instructional coaches this resource creates engaging lessons that bring agency and critical thinking to students learning Step by step procedures for implementing the various strategies are provided in each chapter as well as Actual scenarios and vignettes of strategies in action A matrix highlighting the benefits of each strategy Reflection questions to challenge readers thinking and generate action [Teaching Gifted Children](#) Jeff Danielian,C. Matthew Fugate,Elizabeth Fogarty,2021-09-23 From the pages of Teaching for High Potential a quarterly publication of the National Association for Gifted Children this collection of articles is sure to be of use to any educator of high ability students Topics included range from instructional methods across all content areas including tips and tools for reading and vocabulary instruction integrating STEM content and engaging students in math to identification differentiation

and addressing gifted students social emotional needs Articles also delve into current issues pertinent to the field of gifted education and this unique group of students including underachievement and underrepresented minority populations as well as new classroom strategies such as Makerspaces and teaching growth mindset This resource can be used to enhance a classroom lesson guide curriculum development or supplement professional development The featured articles are unique well written for the audience and selected by reviewers who understand what teachers need

Educational Psychology: Constructing Learning Dennis M McInerney,2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers

Primary Mathematics: Teaching Theory and Practice Claire Mooney,Mary Briggs,Alice Hansen,Judith McCullouch,Mike Fletcher,2021-02-10 An extensive knowledge of the primary Mathematics curriculum is not enough for you as a trainee teacher you need to know how to teach Mathematics in the primary classroom This is the essential teaching theory and practice text for primary Mathematics that takes a focused look at the practical aspects of teaching It covers the important skills of classroom management planning monitoring and assessment and relates these specifically to primary Maths Practical guidance features and resources help you translate your learning to the classroom and understand the wider context of teaching Online practical lesson ideas for the classroom The Primary National Curriculum for Mathematics in Key Stages one and two Tips for planning primary Maths Useful weblinks for primary Mathematics teaching The ninth edition of this popular book includes a new chapter on Mathematics in the primary classroom exploring primary mathematics teaching today It is also updated to include the new Ready to progress criteria

Reading Comprehension Gary Woolley,2011-05-21 Reading Comprehension Assisting Children with Learning Difficulties examines the complex nature of reading comprehension It introduces a model for classifying reading comprehension based on an expanded Simple View of Reading Issues related to assessment diagnosis and remediation of reading comprehension difficulties are discussed and translated into clear recommendations to inform reading intervention design and practice It gives an informed understanding as to why reading comprehension is difficult for some children with learning disabilities such as ADHD autism language difficulties and dyslexia From leading literacy research the book develops a deeper understanding of thinking processes that facilitate comprehension at the word discourse and metacognitive levels Children will benefit from the introduction of evidence based methods for teaching reading comprehension using structured multiple strategy frameworks

Questioning Sequences in the Classroom Robert J. Marzano,Julia A. Simms,2012-06-15 Ask targeted questions to enhance students reasoning skills and increase rigor in

classrooms Use a four phase questioning sequence to help students make claims build sound arguments and provide evidence to support their points You ll discover how to coordinate sequences to elicit students prior knowledge prompt the discovery of new information and deepen and extend students learning in all content areas *Teach Well, Live Well* John Luckner, Suzanne Rudolph, 2018-01-16 Teaching is a highly rewarding and highly demanding profession Honoring educators for the invaluable work they do this unique resource provides critical information about being a highly competent teacher while living a rewarding satisfying life outside of work New and experienced teachers will find a unique collection of strategies for developing essential skills for being masterful in teaching and in life Focused on preparation and effective teaching techniques this nuts and bolts volume helps teachers find the right balance between personal and professional priorities and covers a wide range of topics such as Increasing their teaching effectiveness Improving their ability to collaborate with others Developing self care strategies for a vibrant personal and professional life Featuring bottom line tips reproducibles for teacher reflection and support and up to date resources Teach Well Live Well is an essential tool for educators looking to enjoy vibrant productive careers and lives *Integrating Literacy and Math* Ellen Fogelberg, Carole Skalinder, Patti Satz, Barbara Hiller, Lisa Bernstein, Sandra Vitantonio, 2013-10-15 Many K 6 teachers and students still think of mathematics as a totally separate subject from literacy Yet incorporating math content into the language arts block helps students gain skills for reading many kinds of texts And bringing reading writing and talking into the math classroom supports the development of conceptual knowledge and problem solving in addition to computational skills This invaluable book thoroughly explains integrated instruction and gives teachers the tools to make it a reality Grounded in current best practices for both language arts and math the book includes planning advice learning activities assessment strategies reproducibles and resources plus a wealth of examples from actual classrooms **I Is for Inquiry** Bruce M Shore, Mark Wesley Aulls, Diana Tabatabai, Juss Kaur Magon, 2021-09-03 SCROLL TO THE SUPPORT MATERIAL SECTION BELOW FOR COMPANION RESOURCES I Is for Inquiry takes a unique approach to helping teachers in the elementary grades create lessons and sustain inquiry in their classrooms This colorful illustrated alphabet book explores 26 including X and Z key ideas and skills in inquiry based teaching and learning such as collaboration dialogue evidence hypothesis and scaffolding Each short chapter Summarizes one inquiry element that can be built into students experiences Uses straightforward language and examples Includes a classroom vignette and suggestions for using the concept Shares selected references and related Internet based resources Helps teachers build self confidence about teaching through inquiry This book will serve as a familiar and fun resource for busy teachers at any point in their careers Using the inquiry vocabulary and repertoire of concepts teachers can build curriculum and share ideas with colleagues making inquiry in the classroom as approachable as ABC **Preparing Agriculture and Agriscience Educators for the Classroom** Thoron, Andrew C., Barrick, R. Kirby, 2022-06-24 The preparation of school based agriculture teachers has been a part of public education for over 100 years

However there is a lack of texts available that address the components of teacher education in agriculture including teacher preparation and related activities Further study that goes beyond concepts to include practice and applications is required in order to further develop educators in this sector Preparing Agriculture and Agriscience Educators for the Classroom provides an up to date consideration of the best practices for developing and enhancing a complete teacher preparation program and highlights and showcases concepts and applications It is a mainstay for teacher education and teacher preparation in agriculture and is applicable anywhere in the world where teaching agriculture exists Covering a range of topics such as field experiences and student learning this reference work is ideal for researchers scholars practitioners academicians administrators instructors and students

Enhancing Primary Science: Developing Effective Cross-Curricular Links

Kelly, Lois, Stead, Di, 2013-02-01 How can other subjects in the primary curriculum enhance the teaching and learning of primary science The key argument in the book is that children's learning is enriched through both discrete subject teaching and cross curricular approaches to the curriculum and that children become more effective learners when they make links between the different subjects This book gives helpful insights into why making effective cross curricular links enriches science and discusses when and how to make effective and authentic links between science and other subjects Each chapter tackles a particular subject and considers how it can enhance science learning through a variety of approaches and a wealth of ideas for the classroom Written in a clear accessible and informative style this book Includes contributions from a range of expert practitioners Provides a good balance between theory and practice Includes practical advice and tasks to help develop your confidence and skill in cross curricular teaching Is illustrated with examples of pupils voice This book is ideal for students teachers and schools who wish to adopt a cross curricular approach to teaching and enhance their primary science curriculum Contributors Alison Brade Mark Hamill Sharon Harris Shelagh Hendry Alison Hermon Pat Hughes Arthur Kelly Liz Lawrence and Cliff Porter Let this book take you by the hand and guide you skilfully past the pitfalls of cross curricular teaching in primary science whilst enjoying the celebration of creative and effective links between science and other subjects It is full of practical suggestions for cross curricular work but it never loses sight of the need for clear learning goals Rooted in the principles of collaborative learning this book inspires and informs Anne Goldsworthy Independent Science Consultant This important book explores a practical framework for cross curricular teaching of science through a closely referenced theoretical rationale There are a range of open ended tasks that illustrate the rich learning opportunities that can be planned for when expert subject knowledge combines with a pedagogy for enquiry This is an essential read for all teachers inspired to tailor the curriculum to the needs and interests of their children Alison Peacock Headteacher of The Wroxham School and Transformative Learning Alliance Network Leader for the Cambridge Primary Review I enjoyed this book sharing insights into cross curricular approaches to primary science The authors have successfully demonstrated how they have put theory into practice There are many useful activities clearly outlined for use in the classroom based on the authors own experiences

The reader will gain sound knowledge and understanding of how and why cross curricular approaches can enhance primary science through worked examples My particular favourite was the History of Bread I will certainly recommend this book to my students Kathy Schofield Senior Lecturer for Primary Science Manchester Metropolitan University UK These ideas have given me the confidence that cross curricular approaches can enrich scientific provision rather than dilute it Primary School Teacher

Handbook of Communication and Social Interaction Skills John O. Greene, Brant Raney Burleson, 2003 A comprehensive handbook covering social interaction skills skill acquisition in the context of personal professional and public stages For scholars students in interpersonal group family health communication

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