

LC01: Theme
(Reading GLE 2.1.3)
Multiple Choice Stems

- What is the main idea of the story/selection/poem?
- Which sentence best states the main idea of the story/selection/poem?

LC01: Theme
(Reading GLE 2.1.3)
Short Answer Stems

- The story shows (theme). Provide **two** details from the story/selection/poem that support this idea.

LC01: Theme
(Reading GLE 2.1.3)
Short Answer Stems

- Any of these titles could be another title for the story/selection/poem. Choose the title you think best fits the story/selection/poem.

(title), (title), (title)

Support your choice with **two** details from the story/selection/poem.

NOTE: Make sure titles capture the theme of the selection.
Alternative: Each of these titles is appropriate for the story/selection/poem. Choose the title...

LC01: Theme
(Reading GLE 2.1.3)
Short Answer Stems

- What is the main idea/theme of the story/selection/poem? Support your answer with **one** example from the story/selection/poem.

LC02: Summarize
(Reading GLE 2.1.7)
Multiple Choice Stems

- Which sentence best summarizes the story/selection/poem?
- Which sentence is the best summary of the story/selection/poem?

LC02: Summarize
(Reading GLE 2.1.7)
Short Answer Stems

- Write a summary of the story/selection/poem. Include **three** main events from the story/selection/poem in your summary.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- What does the author mean when he/she says "_____" in paragraph (number) of the story/selection/poem?

LC03: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- What is the most likely reason that (character) (action)? Include **two** details from the story/selection/poem in your answer.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- Based on the information in the story, what do you think (character) will do now that (cite circumstances at end of story)?

LC03: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- Based on the information in the story/selection/poem, what do you predict will most likely happen if (character) (action)? Include information from the story/selection/poem to support your prediction.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- What happens at the end of the story/selection/poem?
- NOTE:** must be an inference, not a concrete detail; use only when the ending is left up in the air

LC03: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- What will (character) do now that (cite circumstances at end of story/selection/poem)? Support your prediction with information from the story/selection/poem.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- Which word best describes how (character) felt about (character)?

NOTE: must be an inference

LC03: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- What do you think (character) will do the next time he/she meets (another character)? Support your prediction with information from the story/selection/poem.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- Based on the information in the story/selection/poem, what do you predict (character) will do now that (cite circumstances at end of story)?

LC03: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- Explain how _____ was important to the author/poet/character. Support your answer with **two** details from the story/poem/selection.

LC03: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

LC04: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

- In paragraph (number) what can the reader infer about _____?
- How did (character) probably react to _____?

- What is the meaning of the word/phrase (word/phrase in italics) as it is used in the (number) paragraph of the section titled " _____ "?

LC04: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

LC05: Sequence
(Reading GLE 2.2.1)
Multiple Choice Stems

- What is the meaning of the word/phrase (word/phrase in italics) in paragraph (number) of the story/selection/poem?

- Which event happens first in the story/selection/poem?

LC04: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

LC05: Sequence
(Reading GLE 2.2.1)
Short Answer Stems

- Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase)?

- According to the story/selection/poem, what are **three** steps, in order, that (character) takes to (action)?

LC05: Sequence
(Reading GLE 2.2.1)
Multiple Choice Stems

- According to the story/selection/poem, which event happens first/last?

LC05: Sequence
(Reading GLE 2.2.1)
Multiple Choice Stems

- According to the story/selection/poem, after (character) (action), what did he/she do next?

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Multiple Choice Stems

- According to the story/selection/poem, how does (character) feel about (character)?

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Short Answer Stems

- Any of these words could describe (character) in the story. Choose the word you think best describes (character) in the story/selection/poem.

(Adjective) (Adj.) (Adj.)

Support your choice with **two** details from the story/selection/poem.

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Multiple Choice Stems

- According to the story/selection/poem, which word best describes (character/setting)?

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Short Answer Stems

- How does (character) change in the story/selection/poem? Support your answer with information from the story/selection/poem.

NOTE: This stem is passage dependent. Make sure the item is a character driven item, not cause and effect.

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Multiple Choice Stems

- According to the story/selection/poem, where/when does the story take place?

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Extended Response Stems

- According to the story/selection/poem, describe how (character) feels about (character/event/issue). Support your answer with **three** details from the story/selection/poem.

NOTE: Scaffold Item 2/16 lines

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Multiple Choice Stems

- According to the story/selection/poem, what is the (character's) problem/conflict in the story/selection/poem?

LA06: Literary Elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)
Extended Response Stems

- What problem does (character) face? What are **three** steps he/she takes to solve this problem? Include information from the story/selection/poem in your answer.

NOTE: (conflict/resolution) Scaffold item: 2 lines/16 lines

LA07: Compare and Contrast
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)
Multiple Choice Stems

- According to the selection/story/poem, which sentence tells how (two characters in the story/selection/poem) are alike/different?

LA07: Compare and Contrast
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)
Short Answer Stems

- What are **two** differences/similarities between (character) and (character)? Include information from the story/selection/poem in your answer.

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

- How is (character) different from (character) in the story/selection/poem?

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

- What are **two** ways (2 characters or 2 pieces of information) are alike/different? Include information from the story/selection/poem in your answer.

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

- According to the story/selection/poem, which sentence tells how (character) is different from (character)?

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

- The author of (the first story/selection/poem in a pair) states "_____." Support this statement with **two** examples from the (second story/selection/poem in a pair) that (demonstrate the idea from the story/selection/poem).

NOTE: Use above stem for linking two passages together

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

- How do (character's) feeling about (subject) compare to the author/poet's feeling about (same subject)?

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Extended Response Stems

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Extended Response Stems

ONE ER:

- What are **two** ways (character/element) in (first story/selection/poem) is like (character/element) in (second story/selection/poem)? Include information from (the first story/selection/poem) and (the second story/selection/poem) in your answer.
- What are **two** ways (character/element) in (first story/selection/poem) is different from (character/element) in (second story/selection/poem)? Include information from (the first story/selection/poem) and (the second story/selection/poem) in your answer.

OR

...Include information from both stories/selections/poems in your answer.

NOTE: The titles should not be repeated. Scaffold item:

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

- How are ____ in the story/selection/poem and ____ in the story/selection/poem alike/different?

LA08: Cause and effect

(Reading GLE 2.3.1)

Multiple Choice Stems

LA07: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

- Which sentence explains why (event) happened in the story/selection/poem?

- How do author's/subject's feelings about _____ compare to the author's/subject's feelings about _____? Include **one** detail from (the first selection) and **one** detail from (the second selection) in your answer.

LA08: Cause and effect

(Reading GLE 2.3.1)

Multiple Choice Stems

LA08: Cause and effect

(Reading GLE 2.3.1)

Short Answer Stems

- According to the story/selection/poem, what happens/happened when (action)?

- Explain why (event) happened. Include **two** details from the story/selection/poem in your answer.

LA08: Cause and effect

(Reading GLE 2.3.1)

Multiple Choice Stems

- According to the story/selection/poem, why does (character) decide to/not to _____?

LA08: Cause and effect

(Reading GLE 2.3.1)

Extended Response Stems

- What problem does (character) experience in the story/selection/poem? What are **three** events that happen as a result of the problem? Include information from the story/selection/poem in your answer.

NOTE: Scaffold item: 2 lines/ 16 lines

LA09: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- What is the author's purpose for writing the story/selection/poem?

LA08: Cause and effect

(Reading GLE 2.3.1)

Extended Response Stems

- What problem does (character) experience in the story/selection/poem? What are **three** events that help the character solve the problem? Include information from the story/selection/poem in your answer.

NOTE: Scaffold item: 2 lines/16 lines

LA09: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- Which sentence from the story/selection/poem is an opinion/fact?

NOTE: Preferably only used in biographies

NOTE: Sentences taken from passages are to be in quotes.

LA09: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Short Answer Stems

- The author's purpose for writing this story/selection/poem may have been to (inform about _____/persuade the reader to _____/tell about). Support this purpose with **two** details from the story/selection/poem.

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Multiple Choice Stems

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Short Answer Stems

- Which sentence best states the author's purpose for writing the story/selection/poem?

- Any of these phrases could identify the author's purpose for writing the story/selection/poem. Choose the phrase that best describes the author's purpose for writing the story/selection/poem.
To (verb), To (verb), To (verb)
Support your choice with **4** details from the story/selection/poem.

NOTE: Possible phrases include, but are not limited to: To entertain, To describe, To inform, etc.

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Short Answer Stems

- The author of the story/selection/poem states "_____." Do you agree with his/her statement? Support your answer with **two** details from the story/selection/poem.

NOTE: Use for 5th grade passages only.

- **NOTE:** Use statements from the passage that state an opinion.

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Multiple Choice Stems

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Extended Response Stems

- Which opinion can be supported with information from the story/selection/poem?

NOTE: Each statement must be an opinion.

NOTE: Use for 4th and 5th grade only

- The author’s purpose for writing this story/selection/poem may have been to (inform about ____/persuade the reader to ____/tell about ____). Support this purpose with **four** details from the story/selection/poem.

LA09: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Multiple Choice Stems

LA07: Compare and Contrast
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)
Short Answer Stems

- Which word/sentence best describes the author's/poet's attitude/feelings about ____ in the story/selection/poem?

- Compare how (character) feels before (action/event) to how (character) feels after (action/event). Support your answer with information from the story/selection/poem.

NOTE: This is a passage dependent stem. Make sure the item is a compare/contrast, not cause and effect.

LA10: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Multiple Choice Stems

LA10: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Short Answer Stems

- Who might benefit most from reading this story/selection/poem?

- How might this story/selection/poem be useful to someone who wants to (do something related to the story)? Include **two** details from the story/selection/poem in your answer.

LA10: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Multiple Choice Stems

LA10: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Short Answer Stems

- Based on the information in the story/selection/poem, which conclusion can the reader draw about character/event/idea/concept?

NOTE: Use for 5th grade only.

- What do you think would be the best part of (character's situation)? Include information from the story/selection/poem in your answer.
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- What do you think would be the worst part of (character's situation)? Include information from the story/selection/poem in your answer.

NOTE: Scaffold Item 5/5 lines

LA10: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Extended Response Stems

- How might this story/selection/poem be useful to someone who wants to (do something related to the story)? Include **four** details from the story/selection/poem in your answer.

IC11: Main Idea
(Reading GLE 2.1.3)
Multiple Choice Stems

IC11: Main Idea
(Reading GLE 2.1.3)
Multiple Choice Stems

- Which sentence states the main idea in the selection?

- What is the main idea of the selection/paragraph/number/section?

IC11: Main Idea
(Reading GLE 2.1.3)
Short Answer Stems

IC11: Main Idea
(Reading GLE 2.1.3)
Short Answer Stems

- The selection shows (major idea). Include **two** details from the selection that support this idea.

- Any of these titles could be another title for the selection. Choose the title you think best fits the selection.
(title)
(title)
(title)
Support your choice with **two** details from the selection

NOTE: Make sure titles capture the theme of the selection.

IC12: Summarize
(Reading GLE 2.1.7)
Multiple Choice Stems

IC12: Summarize
(Reading GLE 2.1.7)
Multiple Choice Stems

- Which sentence best summarizes this selection/section/paragraph number?

- Which sentence is the best summary of this selection/section/paragraph number?

IC12: Summarize
(Reading GLE 2.1.7)
Short Answer Stems

- Write a summary of the selection/section. Include **three** important ideas from the selection /section in your summary.

IC13: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

IC13: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- Based on information in the selection, what will most likely happen if/when (action)?

- Based on information in the selection, which sentence explains why (subject) is most likely to (action)?

IC13: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

IC13: Inference
(Reading GLE 2.1.5)
Multiple Choice Stems

- Based on the information in the selection, predict what will most likely happen when (action).

- What does the author mean when he/she says "_____" in paragraph (number) of the selection?

IC13: Inference
(Reading GLE 2.1.5)
Short Answer Stems

IC13: Inference
(Reading GLE 2.1.5)
Short Answer Stems

- Based on the information in the selection, predict what will most likely happen if _____? Include information from the selection to support your prediction.

- Based on the information in the selection, why did _____ most likely happen? Include **two** details from the selection in your answer.

IC13: Inference
(Reading GLE 2.1.5)
Short Answer Stems

IC14: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

- Any of these words could describe (person/subject/event) in the selection. Choose the word you think best describes (person/subject/event) in the selection. (Adjective) (Adj.) (Adj.) Support your choice with **two** details from the selection.

NOTE: To ensure this is a true IC13 target, the adjectives must be inferences from the text.

- What is the meaning of word/phrase (word/phrase in quotes) as it is used in the (number) paragraph of the section titled " _____"?

IC14: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

IC14: Vocabulary
(Reading GLE 1.3.2)
Multiple Choice Stems

- What is the meaning of the word/phrase (word/phrase in italics) in paragraph (number) of the selection?

- Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase)?

IC15: Sequence
(Reading GLE 2.2.1)
Short Answer Stems

- According to the selection, what are **three** steps, in order, _____ takes to (action)?

Comprehension

IC15: Sequence
(Reading GLE 2.2.1)
Multiple Choice Stems

IC15: Sequence
(Reading GLE 2.2.1)
Multiple Choice Stems

- According to the selection, which idea does the author of the selection discuss first/last?

- What are the ideas in paragraph/section arranged to show?

NOTE: Possible options can include: how _____ are alike; how _____ changed; the order in which events occurred, steps to complete _____

IA16: Text Features
(Reading GLE 2.2.2)
Multiple Choice Stems

- According to (text feature), which statement is true?

IA16: Text Features
(Reading GLE 2.2.2)
Multiple Choice Stems

- Which idea is included in the section under the heading ___?

NOTE: (section headings are in bold)

IA16: Text Features
(Reading GLE 2.2.2)
Multiple Choice Stems

IA16: Text Features
(Reading GLE 2.2.2)
Short Answer Stems

- What is the purpose of (text feature)?

- According to the (text feature) what are **two** ways that _____? Include information from the (text feature) in your answer.

IA16: Text Features
(Reading GLE 2.2.2)
Short Answer Stems

IA16: Text Features
(Reading GLE 2.2.2)
Short Answer Stems

- Explain **two** ways that (text feature) helps you understand the selection. Include information from the (text feature) in your answer.

- Any of these headings could be used for the (number) paragraph/section. Choose the heading that best fits the paragraph/section.

(heading)
(heading)
(heading)

Support your choice with **two** details from the selection.

IA17: Compare and Contrast
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)
Multiple Choice Stems

IA17: Compare and Contrast
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)
Multiple Choice Stems

- How are the _____ in the story/selection/poem and _____ in the story/selection/poem different (similar)?

- What is the main difference (or similarity) between (information from both selections)?

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Multiple Choice Stems

- Which sentence tells how (two pieces of information in the selection) are alike (or different)?

- How is _____ from the two selections alike/different?

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

- What are **two** differences/similarities between (two pieces of information in the selection)? Include information from the selection in your answer.
- What are **two** ways (2 characters or 2 pieces of information) are alike/different? Include information from the selection in your answer.

- The author of (the first story/selection/poem of a pair) states "_____." Include **two** examples from (the second story/selection/poem of a pair) that (demonstrate the idea in the statement).

NOTE: Use above stem for linking two passages together

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Short Answer Stems

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Extended Response Stems

- How do (the first author's/subject's/poet's) feelings about _____ compare to (the second author's/subject's/poet's) feelings about _____? Include **one** detail from (the first story/selection/poem) and **one** detail from (the second story/selection/poem) in your answer.

- **ONE ER** According to the selection, how are (two things) alike? Include **two** details from the selection in your answer.

According to the selection, how are (two things) different? Include details from the selection in your answer.

NOTE: Scaffold Item: 9/9 lines.

IA17: Compare and Contrast

(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Extended Response Stems

- **ONE ER** What are **two** ways (character in first story/selection/ poem) is like (character in second story/selection/poem)? Include information from **both** (stories/selections/poems) in your answer.

What are **two** ways (character in first story/selection/poem) is different from (character) in second story/selection/poem)? Include information from **both** (stories/selections/poems) in your answer.
NOTE: The titles should not be repeated 9 lines/9 lines

IA18: Cause and Effect

(Reading GLE 2.3.1)

Multiple Choice Stems

- Which sentence explains why (event) happened?

IA18: Cause and Effect

(Reading GLE 2.3.1)

Multiple Choice Stems

IA18: Cause and Effect

(Reading GLE 2.3.1)

Short Answer Stems

- According to the selection, what happens/happened when (action)?

- Explain why (event) happened. Include **two** details from the selection in your answer

IA18: Cause and Effect

(Reading GLE 2.3.1)

Short Answer Stems

IA18: Cause and Effect

(Reading GLE 2.3.1)

Extended Response Stems

- What kinds of problems are associated with ____? Include **one** problem from **each** selection in your answer.

- What problem does (person) experience in the selection? What are **three** events that happened as a result of the problem? Include information from the selection in your answer.

NOTE: Scaffold Item: 2/16 lines

IA18: Cause and Effect

(Reading GLE 2.3.1)

Extended Response Stems

- What problem does (character) experience in the story/selection/poem? What are **three** events that helped the character solve the problem? Include information from the story/selection/poem in your answer.

NOTE: Scaffold item: 2 lines/16 lines

IA19: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- Which opinion can be supported with information from the story/selection?

NOTE: Each statement must be an opinion.

NOTE: Use for 4th and 5th grades only.

IA19: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- What is the author's purpose for writing the selection?

NOTE: Use: To persuade, To entertain, To inform, To describe, To explain, To demonstrate

IA19: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- Which sentence from the selection is an opinion/fact?

NOTE: Answer choices should be direct quotes from the passage and within quotation marks.

IA19: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Multiple Choice Stems

- Which word/sentence best describes the author's attitude/feelings about _____ in the story/selection?

IA19: Author's Purpose

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

Short Answer Stems

- The author's purpose for writing the selection may have been to (inform about _____/persuade the reader to _____). Support this purpose with **two** details from the selection.

IA19: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Short Answer Stems

- Any of these phrases could be used to identify the author's purpose for writing the selection. Choose the phrase that best describes the author's purpose.
To (verb)
To (verb)
To (verb)
Support your choice with **two** details from the selection.
- NOTE:** Possible phrases include, but are not limited to: To entertain, To describe, To inform, etc.

IA19: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Short Answer Stems

- The author of the story/selection states "_____." Do you agree with his/her statement? Support your answer with **two** details from the story/selection.
NOTE: Use for 5th grade passages only.
NOTE: Use a statement from the passage that states an opinion.

IA19: Author's Purpose
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)
Extended Response Stem

- The author's purpose for writing the selection may have been to (inform about _____/persuade the reader to _____). Support this purpose with **four** details from the selection.

IA20: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Multiple Choice Stems

- Based on information in the selection, what would happen if (action)?
NOTE: helping kids draw a conclusion

IA20: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Multiple Choice Stems

- Who would find the information in the selection most useful?

IA20: Extend Information Beyond Text
(Reading GLEs 2.4.1, 2.4.5)
Multiple Choice Stems

- What do you think would most likely happen if more people read this story/selection and learned more about _____?

IA20: Extend Information Beyond Text

(Reading GLEs 2.4.1, 2.4.5)

Short Answer Stems

- How might the selection be useful to someone who wants to (do something related to the selection)? Include **two** details from the selection in your answer.

IA20: Extend Information Beyond Text

(Reading GLEs 2.4.1, 2.4.5)

Short Answer Stems

- If more people read this selection, and learned more about _____, what do you think would most likely happen? Include information from the selection in your answer.

IA20: Extend Information Beyond Text

(Reading GLEs 2.4.1, 2.4.5)

Short Answer Stems

- People may want to convince others to _____ after reading the story/selection. Support this argument with **two** details from the selection.

NOTE: Must be passage dependent and avoid any bias/fairness issues

NOTE: Use for 5th Grade only.

IA20: Extend Information Beyond Text

(Reading GLEs 2.4.1, 2.4.5)

Extended Response Stems

- How might the selection be useful to someone who wants to (do something related to the selection)? Include **four** details from the selection in your answer.

IA20: Extend Information Beyond Text

(Reading GLEs 2.4.1, 2.4.5)

Extended Response Stems

- If more people read this selection, and learned more about _____, what do you think would most likely happen? Include **three** details from the selection in your answer.

NOTE: Scaffold Item 2/16 lines

Analysis

