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How to Use This Book

Skill Overview—Each skill is defined on the first page of its section. This will remind teachers what the skill is and how to introduce it to students.

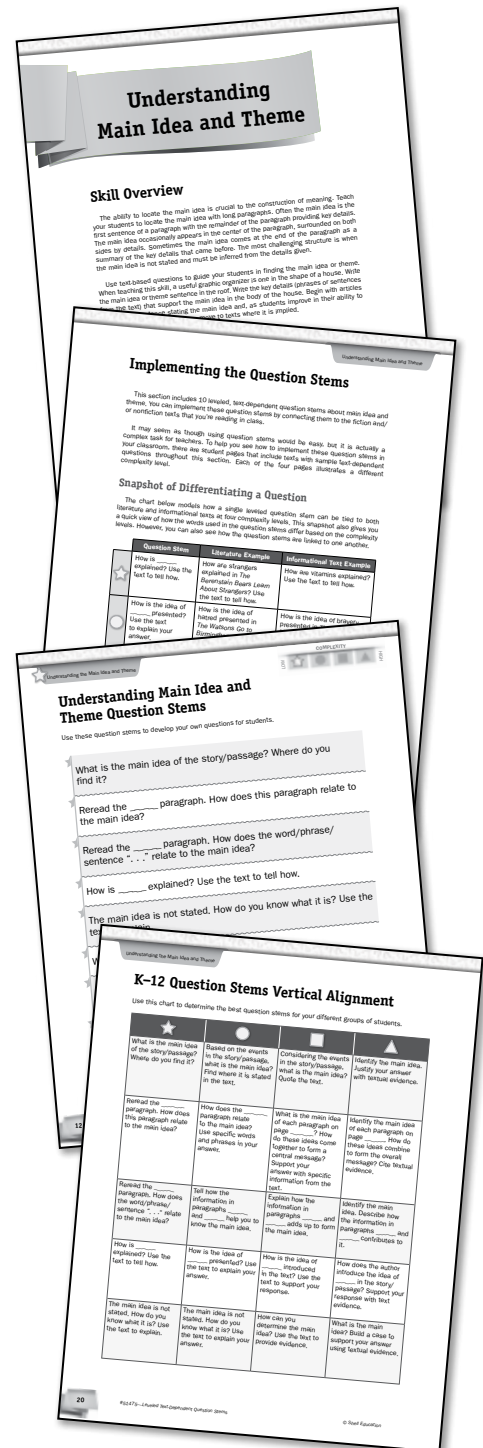
Complexity—The text-dependent question stems in this book are differentiated to four complexity levels. The levels roughly correlate to four grade ranges as follows:

-  grades K–1
-  grades 2–4
-  grades 5–8
-  grades 9–12

Implementing the Question Stems—The second page of each section contains an example question stem differentiated to all four complexity levels and for both literature and informational text. This is a great way for teachers to see a model of how the leveled text-dependent questions can be used with their students. Throughout the section, there are also sample student pages with passages and leveled questions using the question stems.

Question Stems—Each of the 12 sections includes 10 question stems differentiated to four complexity levels for a total of 480 questions in the book. Along with a chart showing the 10 question stems, each complexity level also includes a leveled passage with sample text-dependent questions.

K–12 Question Stems Vertical Alignment—The final two pages in each section include the leveled text-dependent question stems in one chart. This way, teachers can use just these two pages to differentiate the text-dependent questions they are asking their students.



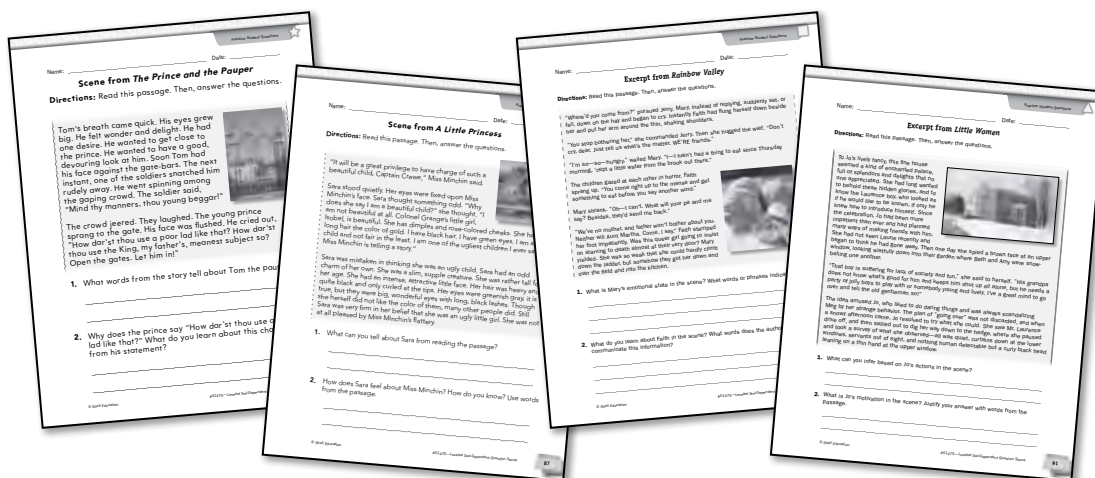
Analyzing Characters

Skill Overview

The ability to analyze characters helps students to comprehend the text as well as make accurate predictions about characters' goals and potential behaviors. Fictional characters often have a flaw that is important to the plot. It causes the characters to get into trouble or to learn life lessons.

The ability to analyze the people described in nonfiction texts is also an important skill. Many times, thinking about the personalities of the people in nonfiction texts as well as the choices they make is just as vital to the comprehension of the texts as it is with fiction passages. (Throughout the question stems in this section, the term *character* is used. However, when using these question stems with narrative nonfiction, you may need to substitute the word *person* for the word *character*.)

Use a blank outline of a male or female (or an animal, if that is the protagonist) as a graphic organizer for character analysis. Use text-dependent questions to have students locate details in the text that tell about the character's personality. An author doesn't usually come right out and state what a character's personality is; the students must look at the character's actions and/or speech to discover clues to these traits. Have them write the clues they find from the text on the graphic organizer. Then, determine which traits the character has based on the evidence.







Implementing the Question Stems

This section includes 10 leveled, text-dependent question stems about analyzing characters. You can implement these question stems by connecting them to the fiction passages and/or nonfiction texts that you are reading in class.

It may seem as though using question stems would be easy, but it can be a complex task for teachers. To help you see how to implement these question stems in your classroom, this section includes student pages containing texts with sample text-dependent questions. Each of the four student pages illustrates a different complexity level.

Snapshot of Differentiating a Question

The chart below models how a single leveled question stem can be tied to both literature passages and informational texts at four complexity levels. This snapshot also gives you a quick view of how the question stems differ based on the complexity levels. However, you can also see how the question stems link to one another.

	Question Stem	Literature Example	Informational Text Example
	How does _____ change during the text? Give examples from the text.	How does Clifford change during the story? Give examples from the book.	How does Neil Armstrong change during the text? Give examples from the book.
	How does _____ grow as a person? Support your answer with specific examples from the text.	How does Travis grow as a person? Support your answer with specific examples from the story.	How does Wilma Rudolph grow as a person? Support your answer with specific examples from the text.
	How does the author show _____'s growth/change during the text? Use the text in your response.	How does the author show Hermione's growth/change during the novel? Use the text in your response.	How does the author show Gandhi's growth/change during the biography? Use the text in your response.
	How does the author develop the character of _____ over the course of the text? Include specific examples from the text in your answer.	How does the author develop the character of Holden over the course of the novel? Include specific examples from the novel in your answer.	How does the author develop the character of Nelson Mandela over the course of the biography? Include specific examples from the text in your answer.



Analyzing Characters Question Stems

Use these question stems to develop your own questions for students.

Who are the two main characters? How do you know they are the most important?

What words from the text tell about _____ (*character*)?

How does _____ (*character*) feel about _____ (*character*)? How do you know? Use words from the text.

What does _____ (*character*) do in page/paragraph _____? What does this let you know about _____ (*character*)?

How does _____ (*character*) act around _____ (*character*)? What does this tell you about their relationship?

What are _____ (*character's*) strengths? Weaknesses? How do you know?

Why does _____ (*character*) say “. . .”? What do you learn about this character from this statement?

How does _____ (*character*) feel in the _____ paragraph/page? What words in the text let you know this?

What problem does _____ (*character*) face? Use words from the text in your answer.

How does _____ (*character*) change during the text? Give examples from the text.



Name: _____ Date: _____

Scene from *The Prince and the Pauper*

Directions: Read this passage. Then, answer the questions.

Tom's breath came quick. His eyes grew big. He felt wonder and delight. He had one desire. He wanted to get close to the prince. He wanted to have a good, devouring look at him. Soon Tom had his face against the gate-bars. The next instant, one of the soldiers snatched him rudely away. He went spinning among the gaping crowd. The soldier said, "Mind thy manners, thou young beggar!"



The crowd jeered. They laughed. The young prince sprang to the gate. His face was flushed. He cried out, "How dar'st thou use a poor lad like that? How dar'st thou use the King, my father's, meanest subject so? Open the gates. Let him in!"

1. What words from the story tell about Tom the pauper?

2. Why does the prince say "How dar'st thou use a poor lad like that?" What do you learn about this character from his statement?



Analyzing Characters Question Stems

Use these question stems to develop your own questions for students.

Based on the events in the text, who are the main characters?
Use details from the text in your answer.

What can you tell about _____ (*character*) from reading the
_____ paragraph/page?

How does _____ (*character*) feel about _____ (*character*)? Use
the text to tell how you know this.

What do _____ (*character's*) actions show you in the _____ page/
paragraph? What can you tell about _____ (*character*) from these
actions?

How does _____ (*character*) act around _____ (*character*)? What
do these actions tell you about their relationship?

What does the author reveal about _____ (*character's*) strengths?
Weaknesses? Use the text to explain.

How does the conversation between _____ (*character*) and
_____ (*character*) help you learn more about these characters?
Use examples from the text.

How does _____ (*character*) feel in the _____ paragraph/page?
What words in the text tell you this?

What problems does _____ (*character*) face? How does his/her
personality affect these problems? Use information from the text
in your answer.

How does _____ (*character*) grow as a person? Support your
answer with specific examples from the text.

Name: _____ Date: _____

Excerpt from *Alice's Adventures in Wonderland*

Directions: Read this passage. Then, answer the questions.

The table was a large one, but the three were all crowded together at one corner of it: “No room! No room!” they cried out when they saw Alice coming. “There’s PLENTY of room!” said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

“Your hair wants cutting,” said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

“You should learn not to make personal remarks,” Alice said with some severity; “it’s very rude.”

The Hatter opened his eyes very wide on hearing this; but all he SAID was, “Why is a raven like a writing-desk?”

“Come we shall have some fun now!” thought Alice. “I’m glad they’ve begun asking riddles—I believe I can guess that,” she added aloud.

“Do you mean that you think you can find out the answer to it?” said the March Hare.

“Exactly so,” said Alice.

“Then you should say what you mean,” the March Hare went on.



1. Does the passage have a negative or a positive tone? How do specific words choices contribute to the overall tone?

2. How do the characters’ dialogue or actions contribute to the tone of the story? Refer to specific examples in the passage.



Identifying Tone Question Stems

Use these question stems to develop your own questions for students.

What emotions does this text cause you to feel? Cite specific examples from the text to explain how the author creates emotions in the reader.

What language does the author use to create the tone? Cite specific examples from the text.

Does the author use a formal or casual tone? Identify specific words or phrases that contribute to the tone.

Does the text have a negative or a positive tone? Identify specific words that contribute to the overall tone.

How does the tone of the text affect your perception of the text? Make sure to explicitly reference the text in your answer.

How do the characters' dialogue or behaviors contribute to the tone of the text? Cite textual examples of dialogue/behaviors in your answer.

What is the author's opinion of (*the subject matter/character*)? What clues in the text language convey the author's attitude?

What do you imagine the author's personality is like? How is his/her personality expressed through the language of the text? Use specific textual examples to support your response.

How do the characters' dialogue or actions contribute to the text's tone? Cite specific textual examples.

Is the author an expert in _____? Give textual examples to illustrate your opinion.