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Read line __ from the poem.

The poet includes this line most likely to show — (3.6 Fig. 19D)

What is the main message in the poem? (3.5 Fig. 19D)

Lines __ through __ are included in the poem because they — (3.6 Fig. 19D)

Which word best describes the feeling that the poet creates in this poem? (3.6 Fig. 19D)

What is the speaker doing in the poem? (3.2B)

Lines __ through __ are important to the poem because they show that — (3.6 Fig. 19D)

The poet titled this poem “ _____” most likely because — (3.6 Fig. 19D)

The reader can tell the poem is written in free-verse because it does not have — (4.4A)

Which poetic structure is found in the poem? (4.4A)

The paragraph above the title of the poem is included to — (4.4 Fig. 19D)

The poet mentions the speaker’s ____ at the beginning of the poem to convey— (6.4A)

The italicized section of the poem serves to— (6.4 Fig.19D)

What do lines __ through __ tell the reader? (6.4 Fig.19D)

Which line indicates that the speaker _____? (6.4 Fig.19D)

Read line __ from the poem.

The poet includes this line most likely to show — (3.6 Fig. 19D)

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What do lines __ through __ tell the reader? (6.4 Fig.19D)

Which line indicates that the speaker _____? (6.4 Fig.19D)

The author includes headings in bold print to — (3.13D)

The picture next to paragraph __ is included in the article to — (3.16 Fig. 19D)

A table is included in the section "_____" to help the reader — (3.15 Fig. 19D)

What is the summary of this article? (3.13 Fig. 19E)

Which sentence best supports the idea that _____? (3.13B)

What is the best summary of the section "_____"? (4.11A)

What can the reader conclude about ____? (4.11 Fig. 19D)

From the information provided in the selection, the reader can conclude that—

Read this sentence from paragraph 1—

The author uses this sentence to—

The photographs are included to support which idea?

The author includes headings in bold print to — (3.13D)

The picture next to paragraph __ is included in the article to — (3.16 Fig. 19D)

A table is included in the section "_____" to help the reader — (3.15 Fig. 19D)

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Read this sentence from paragraph 1—

The author uses this sentence to—

The photographs are included to support which idea?

The reader can tell _____ (4.7 Fig.19D)

Which sentence shows that _____ (4.7 Fig.19D)

What evidence from the selection shows that _____ was _____? (4.7 Fig.19D)

What is the best summary of the section " _____"? (4.7 Fig.19E)

Read this sentence from paragraph 2.

The imagery in these lines appeals most to the reader's sense of — (4.8 Fig.19D)

The pictures in the selection show ____ (4.14 Fig.19D)

Read this sentence from paragraph 6.

The _____ described in the sentence represents the—(6.6 Fig.19D)

Which sentence from the folktale best shows that _____ are _(character trait)_? (6.6 Fig.19D)

The reader can tell _____ (4.7 Fig.19D)

Which sentence shows that _____ (4.7 Fig.19D)

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Which words in paragraph ___ help the reader understand the meaning of stray? (3.4B)

The word essential in paragraph 6 means — (4.2B)

In paragraph 26, the word chide means to — (5.2B)

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What is one difference between the poem and the selection? (Fig. 19F)

Both the poem and the selection express the importance of — (Fig. 19F)

What is one way that the selection and the folktale differ? (Fig. 19F)

Which sentence from the selection best represents the message of the folktale? (Fig. 19F)

One difference between the selection and the folktale is that in the selection, __ (theme) _ is — (Fig. 19F)

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What is the theme of the play? (5.3 Fig. 19D)

How does Scene 2 differ from Scene 1? (5.5 Fig. 19D)

Which sentence best summarizes Scene 2? (5.5 Fig. 19E)

Which of these events resolves ____ conflict in the play? (5.5 Fig. 19D)

What can the reader conclude from the last paragraph of Scene 2? (5.5 Fig. 19D)

The author's use of figurative language in paragraph 12 emphasizes that — (5.8A)

Read these lines from Scene 1 of the play.

What do these lines represent? (5.5 Fig. 19D)

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What do these lines represent? (5.5 Fig. 19D)

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Based on the information in his letter, _____ would most likely agree with which of these statements? (5.12A)

Which of these sources does _____ use to support his argument? (5.12A)

_____ organizes the information in his letter mostly by— (5.12A)

What can the reader infer from the last sentence of _____'s letter? (5.12 Fig. 19D)

_____ uses the information in paragraphs 2, 3, and 6 to show that— (5.12A)

What does _____ hope to accomplish by writing his letter? (5.10A)

Paul's main argument is that— (5.12A)

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Applying

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What questions would you ask of . . . ?
- How is ___ an example of...?
- How could you use...?
- In your life, how would you apply...?

Analyzing

- Which events could have happened . . . ?
- If . . . happened, what might the ending have been?
- How was this similar to . . . ?
- What was the underlying theme of . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?
- Can you distinguish between . . . ?
- What were some of the motives behind . . . ?
- What was the problem with . . . ?
- What are the parts of...?
- What qualities/characteristics ...?

Associating

- What do you already know about...?
- What connections can you make between...?
- What things do you think of when you think of...?

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Decision Making

- What are the pluses or minuses of choosing...?
- What would be a better decision...? Why?

Determining Cause/Effect

- What are the causes of...?
- How does ___ effect ___?
- What impact might ___ have on ___?

Drawing Conclusions

- What conclusions can you draw from...?
- What would happen if...?
- What would have happened if...?
- If you changed ____, what might happen?

Elaborating

- What ideas might you add to...?
- What more can you say about...?
- How could you improve...?

Evaluating

- Is there a better solution to ...?
- Can you defend your position about ...?
- Do you think ... is a good or a bad thing?
- How would you have handled ...?
- What changes to ... would you recommend?
- Are you a ... person?
- How would you feel if ...?
- What do you think about ...?

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Explaining

- How could you explain why...?
- What reasons might explain...?
- What are some different explanations for...?

Interpreting

- What does ___ mean to you?
- What is the significance of...?
- What is the moral of...?

Making Analogies/Similes/Metaphors

- How is ___ like ___?
- What similarities do ___ and ___ share?
- What analogies/simile/metaphor can you invent for...?

Observing

- What did you notice about...?
- What observations did you make about...?
- What changes did you notice about...?

Predicting

- What would you predict about...?
- What are some possible explanations why...?
- If you were going to guess about ___ it would be...and why?

Prioritizing

- What is more important? Why?
- How might you prioritize...?
- In what order would you rank...? Why?

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Problem Solving

- How would you approach the problem...?
- What are some possible ways to solve...?

Reflecting

- What were you thinking when...?
- How has your thinking changed on...?
- How could you describe what you thought about when...?

Relating

- How is ___ related to ___?
- What is the relationship between...?
- How does ___ depend on ___?

Reversing

- What is the opposite of...?
- What is an antonym of ...?

Role-Taking

- If you were (someone/something) else...?
- How does ___ look like to ___?
- What would it feel like to be...?

Sequencing

- How could you sequence...?
- What steps are involved in...?
- What is the order of...?

Synthesizing

- How could you combining/put together...?

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Think Time

Research-proven easy and effective method to promote thinking. When asking questions, provide five seconds of silent think time between the time you ask your question and the time students share, discuss, or write their answers. Explicitly teach your students the power of think time and how and when to use it during pair and team questioning activities.

The Question Exchange

Put questioning in your students' hands! Have student make up their own questions about the content to exchange with other students. Students can work alone, as a pair, or in a small team to come up with their questions. Provide questions stems for students to use, and after students have exchanged and answered each other's questions, have them come together to discuss their answers and how they found them.

Numbered Heads Together

Students number off in their teams so each teammate has a different number. The teacher asks a questions and provides think time. Students put their "heads together" to discuss the question. The teacher then calls a number. The student with that number shares with the class what his/her team discussed.

Strategies adapted from Kagan Publishing.

Learning Centers/Work Stations

Dedicate one of your learning centers to higher-level thinking questions. At the learning center, have a list of questions relating to the topic or theme. Students can work alone, in pairs, or in small teams to answer the questions and provide evidence for their answers.

Mix-Pair-Discuss

Have students mix around the classroom. Have them pair up with a partner. Ask the class a question. Provide think time. Then have partners discuss the question. After discussion time, students mix again and pair with a new partner for the next teacher question. This strategy also works well with questions on cards that students trade after each new pairing.

Timed Pair Share

Prepare a number of discussion questions relating to the topic. Read a question out loud to the class. Students pair up. Partner A has one minute to share her answer while Partner B listens. Partner B then gets a minute to share on the same question while Partner A listens. This strategy creates equal participation. To promote active listening and elaboration, use the "no repeat" rule: Students can't repeat what their partners have said.

Strategies adapted from Kagan Publishing.

Think Time

Research-proven easy and effective method to promote thinking. When asking questions, provide five seconds of silent think time between the time you ask your question and the time students share, discuss, or write their answers. Explicitly teach your students the power of think time and how and when to use it during pair and team questioning activities.

The Question Exchange

Put questioning in your students' hands! Have student make up their own questions about the content to exchange with other students. Students can work alone, as a pair, or in a small team to come up with their questions. Provide questions stems for students to use, and after students have exchanged and answered each other's questions, have them come together to discuss their answers and how they found them.

Numbered Heads Together

Students number off in their teams so each teammate has a different number. The teacher asks a questions and provides think time. Students put their "heads together" to discuss the question. The teacher then calls a number. The student with that number shares with the class what his/her team discussed.

Strategies adapted from Kagan Publishing.

Learning Centers/Work Stations

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