

## Reading Standards Question Types or Stems by Subcategory

### 1. Main Idea, Author's Purpose, and Plot

- Which statement best expresses the main idea of this article? (main idea)
- What is the main idea of this article? (main idea)
- What is the author's point of view in this article? (author's point of view)
- What does the author use to get her point across? (author's point of view)
- What is the main idea of the first paragraph? (main idea)
- In the author's opinion, what should be done to: \_\_\_\_\_? (author's point of view)
- What does the \_\_\_\_\_ represent in this selection? (author's point of view)
- What element of the poem or story creates the problem or conflict? (conflict/conflict resolution)
- What does the speaker in the poem believe about \_\_\_\_\_? (details and facts)
- What would the character of speaker most likely do if \_\_\_\_\_? (character development)
- Why does the speaker in the poem \_\_\_\_\_? (author's purpose)
- The speaker in the poem says: \_\_\_\_\_ (details and facts)
- What is the author's purpose in this article? (author's purpose)
- According to this article, what is most likely to \_\_\_\_\_? (details and facts)
- With which statement listed below would the authors of this article most likely agree? (author's point of view)
- Which statement BEST describes the author's attitude toward \_\_\_\_\_? (author's point of view)
- According to this biography, \_\_\_\_\_'s greatest contribution was: \_\_\_\_\_. (details and facts)
- What is the central conflict of the story? (conflict/conflict resolution)
- Which phrase best describes \_\_\_\_\_? (details and facts)
- The author uses this comparison to...
- What topic in the article does the picture represent?
- The author most likely wrote this passage to...
- The author includes \_\_\_ in his explanation because... \*
- The author includes the quotations to...
- Based on the author's description of \_\_\_, how does he feel about...
- The author wrote this article to...
- The author uses these lines \_\_\_ to express the idea that... \*
- Which would the author most likely say about... \*
- How does the author organize the article?
- If this article were published in a news paper, what would be the best headline?
- What is the conflict of this story?
- What statement best expresses the main idea of this article? What is the main drawback?

### 2. Words and Phrases

- What is the meaning of the word, "\_\_\_\_\_" in this passage? (analyze words and text)
- What is the meaning of the phrase \_\_\_\_\_ in this sentence? (analyzes words and text)
- What would be another way of saying, "\_\_\_\_\_"? (analyzes words and text)
- In the word, "chronobiology," chrono probably refers to: \_\_\_\_\_. (analyzes words and text)
- What topic discussed in the article is illustrated by the graph, map, picture, etc.? (interpret graphical information)
- How do the pictures help the reader understand the article? (interpret data presentations)
- What is the meaning of the phrase " " in this sentence?
- What would be another way of saying...?
- What topic discussed in this article is illustrated by this graph?
- Which word best describes...?
- What does \_\_\_ mean?
- What is the most likely meaning of the word...?
- From reading the article, the reader can infer that.... \*
- Which sentence gives an example of...? \*
- How does the author help the reader better understand the passage?
- Which phrase best describes...?

### 3. Reference and Research

What information shows the author's personal biases? (validity and reliability)

What suggestions does the author make to \_\_\_\_\_? (analyze and evaluate)

Which of these is an example of? (analyze and evaluate information, classification)

According to the article, which question is correct? (validity and reliability)

From this article, the reader can tell that \_\_\_\_\_ (conclusions and inferences)

According to the article, why \_\_\_\_\_? (conclusions and inferences)

This information is important today because \_\_\_\_\_. (validity and reliability)

What can you conclude about \_\_\_\_\_ from reading both articles? (synthesizing information from multiple sources)

What was true of both individuals featured in these articles? (compare)

Based on information from both articles, which of these conclusions is accurate? (synthesize information within text)

With which statement would a \_\_\_ most likely agree?

Which statement best shows ...? \*

According to the article and the diagram, ...

What indicates that the author has a bias ...? \*

What would be a good way to determine...?

How do the pictures help the reader understand the article? \*

Based on the information about both \_\_\_ and \_\_\_, which of these conclusions are accurate? \*

This article would probably be useful for someone doing research on....

Which statement from the article best supports the author's claim...? \*

Which is the best indication that the information in this article is reliable?

Which sentence from the article best explains why ...? \*

How does the author support the idea that...? \*

Which sentence from the article contains information that is not explained by the author? \*

How is the information in the article presented differently from the information in the poem, graph, or book excerpt? \*

### 4. Comparison and Cause Effect

What is the author comparing the \_\_\_\_\_ to? (compare)

How was \_\_\_\_\_ similar to \_\_\_\_\_? (compare)

Why does \_\_\_\_\_? (cause-effect)

Based on the article, how is \_\_\_\_\_ different from \_\_\_\_\_? (contrast)

How is \_\_\_ similar to \_\_\_?

How is \_\_\_ different from \_\_\_?

\_\_\_ is like \_\_\_ because...

What was true of both \_\_\_ and \_\_\_?

Which experience influenced \_\_\_ to change \_\_\_?

What is the function of \_\_\_?

The author of \_\_\_ suggests that \_\_\_ will most likely...

What do \_\_\_ have in common with \_\_\_?

\_\_\_ was deeply affected by \_\_\_ because....

What important effect did \_\_\_ have on \_\_\_?

How is \_\_\_ different at the end of the passage?

What distinguishes \_\_\_ from \_\_\_?

Based on the passage, which action will the narrator most likely take in the future? \*

Which action involves....?

## Bloom's Taxonomy and Critical Thinking

In FCAT Reading Test, 70% of the questions come from the application, analysis, synthesis, and evaluation levels of Bloom's Taxonomy.

**Application** - solving problems by applying acquired knowledge, facts, techniques and rules in a different way. The use of previously learned information in new and concrete situations to solve problems that have a single or best answer.

**Key words:** apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify, acts articulates assesses charts collects computes constructs contributes controls determines develops discovers establishes extends implements includes instructs participates prepares produces projects provides relates reports shows transfers utilizes.

### Question Stems:

How would you use . . . ?

What examples can you find to . . . ?

How would you solve \_\_\_\_\_ using what you have learned . . . ?

How would you organize \_\_\_\_\_ to show . . . ?

How would you show your understanding of . . . ?

What approach would you use to . . . ?

How would you apply what you learned to develop . . . ?

What other way would you plan to . . . ?

What would result if . . . ?

Can you make use of the facts to . . . ?

What elements would you choose to change . . . ?

What facts would you select to show . . . ?

What questions would you ask in an interview with . . . ?

How does \_\_\_ apply to \_\_\_?

How would you apply your reading to construct \_\_\_?

Illustrate a way to ...

Identify the results if ...

Predict what would happen if ...

Show me a way to organize ...

Using what you've learned, how would you solve \_\_\_?

What other way could you demonstrate ...

What would result if ...

Why does \_\_\_ work?

**Analysis** - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) information to develop divergent conclusions by indentifying motives or causes, making inferences, and/or finding evidence to support generalizations.

**Key words:** analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change, breaks down correlates diagrams differentiates discriminates distinguishes focuses illustrates infers limits outlines points out prioritizes recognizes separates subdivides.

### Questions Stems:

What are the parts or features of . . . ?

How is \_\_\_\_\_ related to . . . ?

Why do you think . . . ?

What is the theme . . . ?

What motive is there . . . ?

Can you list the parts . . . ?

What inference can you make . . . ?

What conclusions can you draw . . . ?

How would you classify . . . ?

How would you categorize . . . ?

Can you identify the difference parts . . . ?  
What evidence can you find . . . ?  
What is the relationship between . . . ?  
Can you make a distinction between . . . ?  
What is the function of . . . ?  
What ideas justify . . . ?  
Determine what could have caused...  
Discuss the pros and cons of...  
Explain why it is not possible for...  
Why do you think...  
What is the reason for...  
What relationship exists between...  
What is your analysis of..  
Under what conditions..  
How would you order...  
Explain how you came to your conclusion...

**Synthesis** - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Creatively or divergently applying prior knowledge and skills to produce a new or original whole.

**Key Words:** build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, individualizes, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.

**Question Stems:**

What changes would you make to solve . . . ?  
How would you improve . . . ?  
What would happen if . . . ?  
Can you elaborate on the reason . . . ?  
Can you propose an alternative . . . ?  
Can you invent . . . ?  
How would you adapt \_\_\_\_\_ to create a different . . . ?  
How could you change (modify) the plot (plan) . . . ?  
What could be done to minimize (maximize) . . . ?  
What way would you design . . . ?  
What could be combined to improve (change) . . . ?  
Suppose you could \_\_\_\_\_ what would you do . . . ?  
How would you test . . . ?  
Can you formulate a theory for . . . ?  
Can you predict the outcome if . . . ?  
How would you estimate the results for . . . ?  
What facts can you compile . . . ?  
Can you construct a model that would change . . . ?  
Can you think of an original way for the . . . ?  
Create/propose an alternative to ....  
Devise a way to ...  
What would happen if...  
How would you combine \_\_\_\_ to create a different \_\_\_\_?  
How would you improve...  
Predict the outcome of...  
Think of an original way to represent...  
What could be done to integrate...

**Evaluation** - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Judging the value of material based on personal values/opinions, resulting in an end product with a given purpose but without right or wrong answers.

**Key Words:** award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct, appraises compares/contrasts concludes criticizes critiques decides defends interprets judges justifies reframes supports

**Question Stems:**

Do you agree with the actions . . . ? with the outcomes . . . ?

What is your opinion of . . . ?

How would you prove . . . ? disprove . . . ?

Can you assess the value or importance of . . . ?

Would it be better if . . . ?

Why did they (the character) choose . . . ?

What would you recommend . . . ?

How would you rate the . . . ?

What would you cite to defend the actions . . . ?

How would you evaluate . . . ?

How could you determine . . . ?

What choice would you have made . . . ?

What would you select . . . ?

How would you prioritize . . . ?

What judgment would you make about . . . ?

Based on what you know, how would you explain . . . ?

What information would you use to support the view . . . ?

How would you justify . . . ?

What data was used to make the conclusion . . . ?

Why was it better that . . . ?

How would you prioritize the facts . . . ?

How would you compare the ideas . . . ? people . . . ?

Based on the evidence, explain your choice...

Compare the ideas of...

How would you interpret...

How would you determine the facts...

How would you prove/disprove...

What is the most important...

What data was used to evaluate..

What is the significance of...

What criteria would you use to assess...

Would it be better if \_\_\_\_, why?