# Fourth Grade
# Reading Literature Question Stems

## Key Ideas & Details

| Standard | Question Stem |
|---|---|
| RL.4.1<br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | • Why did the author write this? What evidence supports your idea?<br>• What is the best evidence to show _____?<br>• Why did _____? What examples from the story support the reason?<br>• Why did (event) happen? How do you know?<br>• What does (character) think about (event)? How do you know?<br>• What do you think (character) will do differently next time?<br>• Explain why (character or object) is important to the story. |
| RL.4.2<br>Determine a theme of a story, drama, or poem from details in the text; summarize the text. | • What happened at the beginning, middle, and end of the story?<br>• What is a summary of this story?<br>• What is the lesson you should learn from this story?<br>• What is this story trying to teach?<br>• What does _____ represent in the story? |
| RL.4.3<br>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | • How does (character) feel at this part of the story? How do you know?<br>• How does (character) actions change what happens in the story? How would the story be different without them?<br>• What problem does (character) have in the story? How does he/she solve their problem?<br>• How is (character) different at the end of the story then at the beginning?<br>• How does (character) react when _____? Why does he/she act this way?<br>• How does (character) change throughout the story?<br>• What are (character) personality traits? How does his/her personality affect what happens in the story?<br>• Why is the setting important to the story? Why does the author use this setting?<br>• How does the character use the features of the setting to help them? |

# Craft & Structure

| Standard | Question Stem |
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| **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | • What does this word mean? How do you know? <br>• What words in the text tell how (character) feels? <br>• What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)? <br>• Can you think of another word to use instead of _____? <br>• What is the tone of this writing? How do you know? <br>• Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different? <br>• Why did the author choose this word? <br>• What does _____ mean? *Examples from mythology include having the Achilles' heel, herculean effort, Pandora's box, Trojan horse.* |
| **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | • How are the parts of the story connected? How does this section/chapter help the reader understand the setting? <br>• How does this scene build suspense? <br>• How would you retell this story, including important parts from the beginning, middle, and end? <br>• *In poetry* what stanza is the most interesting to you? Why? <br>• Why did the author organize the story like this? How would it be different if the order were changed? <br>• *In drama* how does this structure help you understand what is going on? What helps you picture the story? |
| **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | • Who is telling this story? How do you know? <br>• Are the narrator and the author the same person? How do you know? <br>• What point of view is this written from? <br>• What does (character/narrator) think of (event/action)? What do you think? What would you have done differently? |

# Integration of Ideas & Knowledge

| Standard | Question Stem |
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| **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | • What does this illustration show? <br>• What was different when you read the drama and when you saw the drama (either live or video)? <br>• The story says (insert quote). Where do you see that happening in the illustrations? <br>• How is the story the same as the film? How is it different? Which do you prefer and why? |

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| RL.4.8<br>Not applicable for literature | |
| RL.4.9<br>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | • How does (version 1) differ from (version 2) of this story? How are the versions the same?<br>• How did the theme/setting/plot of the different stories stay the same? What is different?<br>• Which text was better at getting the point/lesson/point of view across? Why did you like it better?<br>• How did the characters solve problems in the same way? How were the solutions different? |

# Fourth Grade
# Reading Information Question Stems

## Key Ideas & Details

| Standard | Question Stem |
|---|---|
| RI.4.1<br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | • What evidence can you find to show _____?<br>• Based on the information, which _____ (action is best, deal is better, argument is most likely)?<br>• Who / What / Where / When / Why questions such as:<br>  o Who (action e.g. first landed on the moon)? Where does it tell you that in the book?<br>  o Where (do clown fish live)? Where does it tell you that in the book?<br>• How questions such as:<br>  o How do you know whales are mammals?<br>  o How is a lizard like an alligator?<br>• What evidence in the text proves _____? |
| RI.4.2<br>Determine the main idea of a text and explain how it is supported by key details; summarize the text. | • What is the main idea of the entire passage? What details tell more about that idea?<br>• What is the main idea of just this paragraph? What details support the main idea?<br>• Why is _____ a good title for this article? How do the details support this being a good title?<br>• If you were going to make a new title, what would it be? What details gave you the idea for that title?<br>• What do you think the author wants the readers to know?<br>• Summarize the information in a few sentences. |
| RI.4.3<br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | • What are the most important events/ideas/steps to remember? Why are those the most important?<br>• What caused (event)?<br>• What effect did (event) have?<br>• What is the effect of _____?<br>• How did the (person/animal/item) change?<br>• How did (experiences) lead to (achievement)?<br>• What happens right before _____?<br>• What would happen if you left out this step?<br>• How are _____ and _____ the same? How are they different? What text evidence supports your answer? |

# Craft & Structure

| Standard | Question Stem |
|---|---|
| **RI.4.4**<br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. | • How do the words and images show (vocabulary word)?<br>• What does the word _____ mean? How did the other words help you figure out the meaning?<br>• Are there any words that confuse you?<br>• What helps you understand the meaning of _____?<br>• What is a synonym for the word _____? How do you know?<br>• What does _____ mean as it is used here? What other meanings are there for the same word? |
| **RI.4.5**<br>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | • How is the text arranged? (time order, compare and contrast, cause and effect, problem/solution)<br>• Why did the author use this structure? What other way could they have organized the information?<br>• If you leave out this sentence/section how does it change the text? |
| **RI.4.6**<br>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | • Why did the author write this?<br>• What does the author want you to learn/think/do?<br>• How do you know the author's point of view?<br>• The author describes _____ as _____. What is another way to describe the same thing?<br>• Do you agree with the author? Why or why not?<br>• How could the author convince you that _____?<br>• How is the firsthand account different from the secondhand account of the same event? Which account do you think is more reliable? Why? |

# Integration of Ideas & Knowledge

| Standard | Question Stem |
|---|---|
| **RI.4.7**<br>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | • What does this illustration/photo show?<br>• What does the map try to show or explain?<br>• The text says (insert quote). Where do you see that happening in the illustrations?<br>• What does this diagram show? Can you explain how this works?<br>• What information do we get from this photograph?<br>• How does the picture/photo help you understand the words?<br>• What picture/diagram is missing? What would you like the text to include?<br>• How does the timeline help the reader's understanding?<br>• Where would you find _____ on the web page? How did you know to look there? Where else could it have been? |

| RI.4.8<br>Explain how an author uses reasons and evidence to support particular points in a text. | • The author says _____. What evidence/reasons does the author give to support this idea?<br>• What does the author claim? What evidence supports this claim?<br>• Is the author's claim supported? What other evidence would you like the author to include? |
|---|---|
| RI.4.9<br>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | • How is (text 1) like (text 2)? How are they different?<br>• How is (picture/diagram) like (picture/diagram)? How are they different?<br>• What is the difference between the first-person text and the article without a first-person point of view?<br>• How are the important points in (text 1) the same as the important points in (text 2)? How are they different?<br>• What information is added by reading the second text? |