

QUESTIONS

Performance Standard 1C.H

After reading several literary selections in a unit, the student will activate prior knowledge and use higher level thinking skills to develop open-ended questions and compare sample answers to be used as a review for the unit accordingly:

- *Developing open-ended questions:* develop open-ended questions linked to literary content; develop questions that are relevant and accurate; compile information and effectively addresses the following literary elements of topic, theme, plot, character, setting, context, point of view, uses open-ended questions that require application, analysis, synthesis, and/or evaluative verbs and information; develop questions that address various aspects of story(ies)/history.
- *Developing sample answers:* develop sample answers to the open-ended questions; develop sample answers that contain detailed information; develop sample answers that are relevant and accurate; find evidence to support generalizations/inferences; propose alternative solutions to compiled information; use sample answers that demonstrate application, analysis, synthesis, and/or evaluative verbs and information; develop sample answers that address various aspects of story(ies)/history.

Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
 - Use information from text to form, explain, and support questions and predictions.
 - Explain how the story elements, point of view and theme, contribute to reader understanding of text.
 - Interpret concepts or make connections through analysis, evaluation, inference and/or comparison.
 - Analyze and evaluate author's word choice.
 - Connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).
 - Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
 - Synthesize key points and supporting details to form conclusions.
 - Explain how visual information and data support written text.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will read, summarize information, and discuss with the class several literary selections of a text unit.
4. Model how to develop questions using Bloom's Taxonomy.
5. Place students in groups of two.
6. The pairs of students will develop questions and sample answers that are relevant, accurate, use higher level thinking skills, linked to the literary content, and relate to the literary unit.
7. The pairs will present their questions and answers before the class as part of a unit review.
8. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- One to two class periods

Resources

- Literary selections
- Writing materials
- Bloom's Taxonomy
- Questions Rubric

QUESTIONS

NAME _____ DATE _____

- | | | | |
|----------------------------------|--------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> Exceeds | 7 - 8 total points | <input type="checkbox"/> Approaches | 3 - 4 total points |
| <input type="checkbox"/> Meets | 5 - 6 total points | <input type="checkbox"/> Begins | 2 total points |

	Open-Ended Questions	Sample Answers						
4	<ul style="list-style-type: none"> • The pair of students develops 10 or more open-ended questions linked to literary content. • The pair consistently: <ul style="list-style-type: none"> • Develops questions that are relevant and accurate. • Compiles information and effectively addresses the following literary elements: <table style="margin-left: 20px; border: none;"> <tr> <td>• Topic</td> <td>• Character</td> <td>• Context</td> </tr> <tr> <td>• Theme</td> <td>• Setting</td> <td>• Point of view</td> </tr> </table> • Plot • Uses open-ended questions that require application, analysis, synthesis, and/or evaluative verbs and information. • Develops questions that address various aspects of story(ies)/history. 	• Topic	• Character	• Context	• Theme	• Setting	• Point of view	<ul style="list-style-type: none"> • The pair of students develops 10 or more sample answers to the open-ended questions. • The pair consistently: <ul style="list-style-type: none"> • Develop sample answers that contain detailed information. • Develop sample answers that are relevant and accurate. • Finds evidence to support generalizations/inferences. • Proposes alternative solutions to compiled information. • Uses sample answers that demonstrate application, analysis, synthesis, and/or evaluative verbs and information. • Develops sample answers that address various aspects of story(ies)/history.
• Topic	• Character	• Context						
• Theme	• Setting	• Point of view						
3	<ul style="list-style-type: none"> • The pair of students develops 8 or 9 questions linked to literary content. • The pair usually: <ul style="list-style-type: none"> • Develops questions that are relevant and accurate. • Compiles information and effectively addresses the following literary elements: <table style="margin-left: 20px; border: none;"> <tr> <td>• Topic</td> <td>• Character</td> <td>• Context</td> </tr> <tr> <td>• Theme</td> <td>• Setting</td> <td>• Point of view</td> </tr> </table> • Plot • Uses open-ended questions that require application, analysis, synthesis, and/or evaluative verbs and information. • Develops questions that address various aspects of story(ies)/history. 	• Topic	• Character	• Context	• Theme	• Setting	• Point of view	<ul style="list-style-type: none"> • The pair of students develops 8 or 9 sample answers to the open-ended questions. • The pair usually: <ul style="list-style-type: none"> • Develop sample answers that contain detailed information. • Develop sample answers that are relevant and accurate. • Finds evidence to support generalizations/inferences. • Proposes alternative solutions to compiled information. • Uses sample answers that demonstrate application, analysis, synthesis, and/or evaluative verbs and information. • Develops sample answers that address various aspects of story(ies)/history.
• Topic	• Character	• Context						
• Theme	• Setting	• Point of view						
2	<ul style="list-style-type: none"> • The pair of students develops 5 to 7 questions linked to literary content. • The pair occasionally: <ul style="list-style-type: none"> • Develops questions that are relevant and accurate. • Compiles information and effectively addresses the following literary elements: <table style="margin-left: 20px; border: none;"> <tr> <td>• Topic</td> <td>• Character</td> <td>• Context</td> </tr> <tr> <td>• Theme</td> <td>• Setting</td> <td>• Point of view</td> </tr> </table> • Plot • Uses open-ended questions that require application, analysis, synthesis, and/or evaluative verbs and information. • Develops questions that address various aspects of story(ies)/history. 	• Topic	• Character	• Context	• Theme	• Setting	• Point of view	<ul style="list-style-type: none"> • The pair of students develops 5 to 7 sample answers to the open-ended questions. • The pair occasionally: <ul style="list-style-type: none"> • Develop sample answers that contain detailed information. • Develop sample answers that are relevant and accurate. • Finds evidence to support generalizations/inferences. • Proposes alternative solutions to compiled information. • Uses sample answers that demonstrate application, analysis, synthesis, and/or evaluative verbs and information. • Develops sample answers that address various aspects of story(ies)/history.
• Topic	• Character	• Context						
• Theme	• Setting	• Point of view						
1	<ul style="list-style-type: none"> • The pair of students develops 3 or 4 open-ended questions linked to literary content. • The pair seldom/never: <ul style="list-style-type: none"> • Develops questions that are relevant and accurate. • Compiles information and effectively addresses the following literary elements: <table style="margin-left: 20px; border: none;"> <tr> <td>• Topic</td> <td>• Character</td> <td>• Context</td> </tr> <tr> <td>• Theme</td> <td>• Setting</td> <td>• Point of view</td> </tr> </table> • Plot • Uses open-ended questions that require application, analysis, synthesis, and/or evaluative verbs and information. • Develops questions that address various aspects of story(ies)/history. 	• Topic	• Character	• Context	• Theme	• Setting	• Point of view	<ul style="list-style-type: none"> • The pair of students develops 3 or 4 sample answers to the open-ended questions. • The pair seldom/never: <ul style="list-style-type: none"> • Develop sample answers that contain detailed information. • Develop sample answers that are relevant and accurate. • Finds evidence to support generalizations/inferences. • Proposes alternative solutions to compiled information. • Uses sample answers that demonstrate application, analysis, synthesis, and/or evaluative verbs and information. • Develops sample answers that address various aspects of story(ies)/history.
• Topic	• Character	• Context						
• Theme	• Setting	• Point of view						
Score								

BLOOM'S TAXONOMY

NAME _____ CLASS _____

LEVEL	DEFINITION	INSTRUCTIONAL STRATEGIES/WORDS	ACTIVITIES/TASKS PRODUCTS
KNOWLEDGE	Students recall information to recite or write.	Ask / choose / define / discover / fine / gather / identify / label / list / listen / locate / match / memorize / name / observe / omit / recall / recite / recognize / relate / remember / research / select / spell / state / show / tell / who / what / when / where / why	Books / diagrams / events / exams / facts in isolation / films / magazine articles / models / newspapers / people / plays / quiz / radio / records / tapes / text readings / vocabulary / workbook pages
COMPREHENSION	Students restate the information in their own words.	Arrange / ask / change / compare / convert / classify / determine / defend / demonstrate / discover / distinguish / discuss / edit / explain / express / extend / formulate / generalize / give examples / identify / illustrate / infer / interpret / listen / locate / match / observe / outline / paraphrase / predict / relate / research / restate / rewrite / show / symbols / summarize / transform / translate	Casual relationships / comparison of like/unlike items / conclusion / implication / based on data / diagrams / drama / drawing / events / films / graph / magazines / models / newspapers / outline / own statement / people / photograph / radio / response to questions / revision / skit / speech / story / summary / tape recording / television
APPLICATION	Students apply the information in one or more contexts.	Apply / assumption / build / change / choose / classify / construct / cook / demonstrate / divide / develop / discover / dramatize / distinguish / experiment / identify / interview / list / manipulate / modify / model / paint / prepare / produce / record / report / show / sketch / solve / stimulate / teach / test for / use guides, charts, maps / understand / utilize	Artwork / collection / crafts / demonstration / diagram diorama / diary / drama / forecast / illustration / list / map / meeting / mobile / model / painting / paper which follow outline / photographs / project / puzzle / question / recipe / scrapbook / sculpture / shifting smoothly from one gear into another / solution / stitchery
ANALYSIS	Students understand component parts to be able to compare and contrast or categorize information.	Advertise / analyze / arrange / categorize / cite / classify / compare / conclude / contrast / discover / differentiate / dissect / distinguish / examine / function / infer / investigate / list / motive / organize / point out / select / separate / simply / solve / subdivide / survey / theme	Argument broken down / chart / commercial / conclusion checked / diagram / graph / parts of propaganda statement identified / plan / prospective / questionnaire / report survey / solution / survey / syllogism / broken down / word defined
SYNTHESIS	Students create and/or gather pieces of information to form a novel thought, idea, product or perspective.	Combine / compose / construct / create / design / estimate / forecast / hypothesize / imagine / infer / invent / predict / produce / rearrange parts / role-play / write	Advertisement / article / book / cartoon / experiment / formation of a hypothesis or question / game / invention / lesson plan / machine / magazine / new game / new product / new color / smell / taste / news article / pantomime / play / poem / puppet show / radio show / recipe / report / set of rules / principles or standards / song / speculate on or plan alternative courses of action / story / structure / television show
EVALUATION	Students judge what they have analyzed and support their opinions.	Appraise / choose / compare / consider / criticize / critique / debate / decide / discuss / editorialize / evaluate / give opinion, viewpoint / judge / justify / prioritize / recommend / relate / summarize / support / weigh	Conclusion / court trial / critique / debate / decision / defense/verdict / discussion / editorial / evaluation / group discussion / group / letter / news item / panel / rating, grades / recommendation / self-evaluation