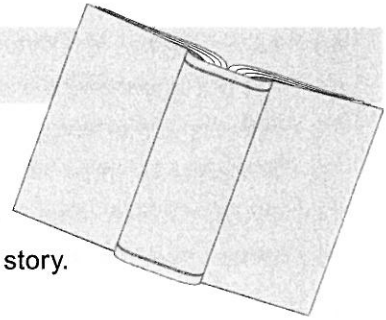


LANGUAGE ARTS: TIERED THINKING PROMPTS—TIER 1



KNOWLEDGE

1. What is the topic of your paragraph?
2. Tell the child next to you the name of the main character in this story.
3. What is one thing that happens in this story?
4. Read this word.

COMPREHENSION

1. Write a list of words to describe _____.
2. Write a sentence about _____.
3. Use these pictures to show what happens at the beginning, the middle, and the end.
4. Retell this information or retell the story in your own words.
5. Write another word that means the same as _____.
6. You have one card with "Yes" on it and one card with "No". When I say two words, hold up "Yes" if they rhyme, and hold up "No" if they do not rhyme.

APPLICATION

1. On your individual board, write three words that tell about this information and begin with the letter _____.
2. Write a letter to the author or to a friend about this story.
3. Draw a map to show where the character _____.
4. Act out the turning point or conclusion.
5. Decorate a book jacket that illustrates the setting and problem in the story.
6. Use play dough to sculpt something important in the story and tell why you chose it.
7. Use blocks to construct the setting.
8. Make a content puzzle that uses these skills.

ANALYSIS

1. What is something the author does well?
2. Write three sentences about how two characters are similar and different.
3. Hold up the appropriate "Cause" or "Effect" card as I describe an event in the story.
4. List the five strongest words the author uses. Explain.
5. What is something you do or feel that is like the main character?
6. How would you solve the problem in the story differently?
7. Use a Venn diagram to compare these two stories; write a paragraph summarizing your Venn.
8. Draw a story map that shows the problem, solution, and sequence of main events.
9. When or how could the main character use a rope in this story? A bucket? A book?

10. As an animal, the main character would be a(n) _____ because _____.
11. Act out one event from the story for others to identify and explain what happens next.
12. What is something you learned from one character?
13. Write two or three sentences explaining the main idea.
14. Discuss which other books have similar messages or themes.
15. What I like best about this topic is _____ because _____.

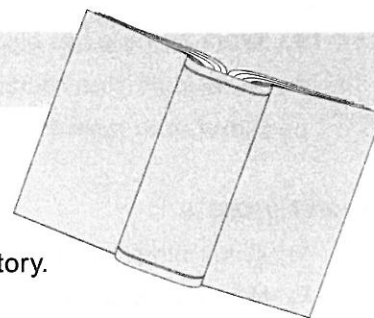
SYNTHESIS

1. What might happen if _____?
2. Compose a song that retells the story and uses the main idea as a refrain.
3. What changes would you make to solve _____?
4. Work with a partner to create a collage of items in the story. How does each influence the plot?
5. Use cut paper and glue to illustrate and then write about the turning point in the story.
6. Write, illustrate, and tape record another story about this character telling what happens after this story. Place your story and tape in the listening center for others.
7. Write a poem comparing how the two main characters are different and similar.
8. Draw symbols for key vocabulary words. How can you use them to test classmates?
9. Make a flap book in which you draw an important cause from the story on the outside of the flap and the effect on the inside.
10. Rewrite this poem or information as a readers theater to perform for another class.
11. Research the setting of the book and prepare an oral presentation of information about the lifestyles of real people of that time and place.

EVALUATION

1. What would your family think of this story or article? Why?
2. What is the author's point of view? What arguments support that viewpoint?
3. Which character is most important to the story? Why?
4. What would you say to convince the librarian to put this book in the library?
5. How would you rate this book? Make up a rating system, and explain your system.
6. This book is going to be made into a movie.
 - a. Create a new title and poster that promotes the message or theme.
 - b. Cast the movie, and defend how each of your choices matches that character.
 - c. Because of budget limitations, one character's role has to be eliminated. Defend which character can be deleted without significantly altering the story.
 - d. Which three scenes are most important to show in the movie? Why?
7. Write a review of this book for a newspaper, evaluating the book's value and appeal to readers.
8. Discuss three reasons why this book is not as good as (another book).
9. Discuss three reasons why this book is better than (another book).
10. Defend to someone with a different opinion your list of the five strongest words the author uses.

LANGUAGE ARTS: TIERED THINKING PROMPTS—TIER 2



KNOWLEDGE

1. What is the topic of your writing?
2. Tell the person next to you the name of the protagonist in this story.
3. Name one event in the story.
4. Read this word with multiple syllables.

COMPREHENSION

1. Write three sentences that retell this information or story.
2. What is the correct sequence of these five events?
3. What is the meaning of this word as it is used in this paragraph?
4. Point out the verb and adverb in this sentence.
5. Identify your topic sentence.
6. On your individual board, write the root of this word.

APPLICATION

1. Write a letter to a friend to share your feelings about this book.
2. Act out the turning point or climax of the story.
3. How would the main character use _____? Demonstrate.
4. Draw a comic strip relating the major ideas of this information.
5. From the information given, write a set of instructions _____.
6. List five items from the story, and tell how they are used to develop the plot.
7. Make a content puzzle that uses these skills.

ANALYSIS

1. What about the first paragraph makes you want to read more? How is that like your writing?
2. Identify two books by this author and write a comparative/contrasting composition.
3. Identify whether these statements are fact or opinion. What in the print supports that?
4. Using a Venn diagram, compare the topic to you and your background.
5. How would the story change if told through another character's point of view?
6. This topic is like a(n) _____ because _____.
7. Pose two unanswered questions about this topic.
8. What is the underlying theme? Use examples from the text to substantiate your point.
9. Explain two inferences the character makes and how each inference affects the story.
10. Make a flow chart to illustrate the critical stages.
11. Design a questionnaire to acquire more information. To whom is the questionnaire addressed?
12. Complete a story map relating the problem, sequence of events, and solution.

13. Write a one-page biography of the protagonist or antagonist.
14. Participate in a round-table discussion of books about the same topic or theme. Each participant prepares a summary of a book to present during the discussion.

SYNTHESIS

1. What might happen if the main character had been a different gender?
2. How did the author use language to evoke images? Create a collage of those words and images.
3. Create a new setting and time for the story. How does it suit the plot and the characters' needs? What changes would have to occur?
4. Write a summary with a topic sentence, three supporting points, and transition words.
5. Create a museum exhibit that incorporates the most significant events in the book or topic information. Write brief descriptions of the artifacts and their significance.
6. Write a sequel to the book that reveals how the characters mature.
7. Prepare an oral presentation using a flow chart depicting the sequence of the story through symbols for the characters, main idea, and events of the story.
8. Write a diamante poem contrasting the antagonist and protagonist.
9. Write a parody of the book or information.
10. Compose a rap relating the key facts of this topic.
11. Create a rubric to evaluate this written response.

EVALUATION

1. Use the rubric you created to evaluate this written response. How well did it work?
2. Debate the value of handwriting and spelling exercises in this age of computers.
3. Write an editorial addressing the issue of _____.
4. Which five adjectives best describe this information? Defend your choices.
5. What criteria would you use to evaluate _____? Why?
6. How would you prioritize the value of this information to people your age?
7. Is the theme relevant for today's culture? Defend your position.
8. What would you cite to defend the actions of _____?
9. Create an award for this book. Explain its significance and defend why this book should win this award.
10. Collect evidence to substantiate that a character is motivated by a certain emotion.
11. Define hero and judge whether or not any character is a hero in this story.
12. Did the main character make the right decision? Justify your answer.
13. Would the outcome be plausible in a different setting? Defend your view.
14. Which character is most important to the main idea of the story? Explain the criteria you used, and defend your decision.
15. You are an agent for the author. Convince a publisher to buy this book.
16. Debate whether or not this book will be valued as a classic by future generations.
17. Judge the information according to your ethics and life standards.