# Access for Success

## DLC Prompts for Exploring Information Texts

*In the chart below, we use “the plant” generically to refer to the topic of the question.*

|  | **Level 1**  (non-verbal response to high-frequency single-word responses) | **Level 2**  (two-word response to short phrases with prompts) | **Level 3**  (simple sentences with some errors) | **Level 4**  (multiple sentences with some variation in structure) | **Level 5**  (varied-length responses resembling work of proficient students) |
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| **Creating** | Show me three pictures of the plant. | Tell me three words I said. | What are three key words about the presentation? | What is the main point of what I said? | Write about four questions about the presentation. |
| **Evaluating** | Point to the white plant; the bigger plant. | Y/N: Does *tree* mean *plant*? | How are plants related to our previous topic of the water cycle? | Which is the best example of a house plant? Why? | Compare and contrast the poinsettia plant and the hosta plant. |
| **Analyzing** | Draw the groups of plants. | What plants are in this group? (Show picture of lots of different trees, plants, and flowers.) | What are the parts of a plant? | What is a problem with plants? | Why do these changes to plants matter? |
| **Applying** | Y/N: Are you a plant? | Do you agree with the author that plants are pretty? | Do you agree with the author that everyone should own plants? Why or why not? | What is your opinion of plants? | How can you use information about plants in your life? |
| **Understanding** | Show a picture of a plant. Ask student to confirm: “Is this a plant?” | What two words describe the plant? Give options.) | Give me three words to describe a plant. | What is another example of a plant? | Write a sentence that describes a plant. |
| **Remembering** | Point to a plant. (Provide picture prompts.) | Y/N: Is this a plant? | Where is the plant? | Explain how a plant is different from a tree. | What did you know about plants before? What do you know now? |