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)
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?