

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to find the main idea of the passage. Support answers with details and information from the text.

MAIN IDEA (LA.910.1.7.3)

- What is the main idea of this article?
- What would be another good title for the article?
- Based on all the information given, how does each piece contribute to the idea that _____?
- Which sentence gives the best summary?
- Which statement best describes the lesson/moral of this story?
- What is the primary topic in the article?
- What is the essential message in the article/story?
- What is the central idea of the article?
- What is the main goal of _____?

RELEVANT SUPPORTING DETAILS

- Which sentence best characterizes _____'s attitude toward _____?
- How does _____ support the idea that _____?
- How can the reader prove the idea that _____ is the main idea of this text?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to understand methods of development or text structure in a passage. Support answers with details and information from the text.

METHODS OF DEVELOPMENT (LA.910.1.7.5)

- What would an additional paragraph at the end of this passage most likely be about?
- What is the connection between _____ in paragraph _____ and _____ in paragraph _____?
- Why does the author connect the ideas of _____ and _____?
- How has the order in which the author arranged this passage about _____ helped the reader understand _____?
- Why did the author begin this passage by saying _____?
- Why did the author use _____ to develop this text?
- Why did the author conclude this passage by saying " _____?"
- What would happen if _____ had been changed to _____?
- What happened after _____?
- How did the author organize the _____ paragraph?
- How does the author develop the information in this article?
- Which organizational pattern does the author use in this passage/article/essay?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to identify/understand plot development, point of view, setting, conflict/resolution, and tone in a passage. Support answers with details and information from the text.

CHARACTER & PLOT DEVELOPMENT/ POINT OF VIEW/ SETTING/ CONFLICT RESOLUTION/ TONE (LA.910.2.1.5, LA.910.2.1.7)

- What is the main conflict in the essay?
- When is the central conflict between _____ and _____ introduced in the story/poem?
- How does _____'s character change from the beginning to the end of _____?
- What words/phrases create the tone of _____?
- How does the setting add to the feeling that _____?
- What word best describes the character?
- Which pair of words best describes _____?
- What is _____'s opinion of _____?
- How do _____'s comments contribute to the development of the story/article?
- Read this quotation from the passage.
" _____ "
Which literary device does the author use in this quotation?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to determine the validity and accuracy of information in a passage. Support answers with details and information from the text.

VALIDITY & RELIABILITY OF INFORMATION (L.A.910.6.2.2)

- Which sentence from the article best illustrates the _____?
- Which statement best indicates that _____?
- What qualifies _____ as an expert to provide information about _____?
- According to the information in the article, what is the most valid argument for _____?
- Which statement best supports the idea that _____?
- What is the greatest benefit of _____?
- What evidence supports _____?
- What is the best evidence that _____?
- According to the evidence in the article, _____?
- What does the author use to support the points he/she makes about _____?
- The author appears qualified to claim that _____ because he _____?
- What arguments does the author use to _____?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to identify similarities and differences in a passage. Support answers with details and information from the text.

COMPARE/ CONTRAST (LA.910.1.7.7)

- How are _____ and _____ similar?
- How are _____ and _____ different?
- Why does the author compare __ and ___ in this passage?
- How does the comparison between _____ and _____ help to illustrate _____?
- What advantage did _____ have over _____?
- In what way is _____ an appropriate comparison?
- Why did _____ have more _____ than _____?
- What do _____ and _____ have in common?
- How is _____'s attitude toward _____ like his/her attitude toward _____?
- How does the concept in article _____ relate to the concept in the article _____? Use details from _____ and _____ to support your answer.

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to analyze and evaluate information. Support answers with details and information from the text.

ANALYZE & EVALUATE INFORMATION (LA.910.6.2.2)

- Based on all information given, how does each part add to the idea that _____?
- How do _____ and _____ suggest the central idea that _____?
- According to the information given (including the chart, graph, etc.) about _____, which pair of _____ would _____?
- People who read this article will learn to/that _____?
- How does the concept in article _____ relate to the concept in the article _____? Use details from _____ and _____ to support your answer.
- What factors should _____ consider when making decisions about _____?
- Read this sentence from the passage/article
" _____ "
Explain how the author's own experiences support this idea.

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to identify the author's purpose or point of view. Support answers with details and information from the text.

AUTHOR'S PURPOSE/ POINT OF VIEW (LA.910.1.7.2)

- How does the author persuade the _____ to _____?
- What is the author's point of view about _____?
- What is the author's purpose for saying _____?
- How does the author's experience lead to _____?
- What words or phrases create the tone of _____?
- The author wants the reader to think _____.
- With which statement would the author most likely agree?
- Which feature would the author value the most?
- What is the author's attitude toward _____?
- Which statement best describes what the author probably thinks about _____?
- What type of article did the author most likely intend _____ to be?
- The author discusses _____ because _____?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to synthesize information within and across text. Support answers with details and information from the text.

SYNTHESIZE INFORMATION (LA.910.6.2.2)

- Based on all information given, how does each part add to the idea that _____?
- How do _____ and _____ suggest the central idea that _____?
- According to the information given (including the chart, graph, photograph caption, etc...) about _____, explain _____?
- People who read this article will learn to/that _____?
- How does the concept in article _____ relate to the concept in the article _____? Use details from _____ and _____ to support your answer.
- What information supports the conclusion that _____?
- What leads the reader to believe that _____?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to describe the cause or effect of an action, or a cause/effect relationship in a passage. Support answers with details and information from the text.

CAUSE/ EFFECT (LA.910.1.7.4)

- What caused _____ to _____?
- What was the effect of _____?
- Why did _____ happen to _____?
- How did the conflict between _____ and _____ begin?
- What is the main reason/cause that _____ happens?
- Which factor forces/influences _____?
- Why does the author describe the character as _____?
- What is the most likely reason _____?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, and word relationships. Support answers with details and information from the text.

VOCABULARY/ CONTEXT CLUES/ MULTIPLE MEANINGS (LA.910.1.6.3, LA.910.1.6.8, LA.910.1.6.9)

- In this text, what does " _____ " mean?
- What does the author mean by saying, " _____ " ?
- Which words help the author convey the meaning that _____ ?
- How do the words _____ in the title relate to the information in the article?
- What does the author imply by saying " _____ " ?
- The origin of _____ is the root _____ , meaning _____ .
What does _____ mean?
- Read the quotation from the article:
" _____ "
In which sentence does the word _____ have the same meaning as in the quotation above?
- Read the quotation from the article:
" _____ "
What does the phrase reveal about the narrator's view of the situation?

HIGH SCHOOL QUESTION TASK CARDS

Design questions that require students to locate and analyze text features and understand how text features aid the readers understanding. Support answers with details and information from the text.

TEXT FEATURES (LA.910.2.2.1, LA.910.6.1.1)

- How has the order in which the author arranged this passage about _____ helped the reader understand _____?
- Why did the author begin this passage by saying _____?
- Why did the author use subtitles in the passage?
- How does the caption under the photograph help the reader to understand _____?
- How does the photograph of _____ help the reader understand _____?
- How do the photograph(s) and caption(s) help the reader understand _____?
- Explain how the (chart/ map/ diagram/ sub-heading/ caption/ illustration/ graph) aid the readers understanding.