**Grade 8 Reading**

**Student-Friendly Stem Questions**

**Vocabulary**

**8.2A Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;**

* Read this dictionary entry. [insert definitions] Which definition best matches the way the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is used in paragraph ?
* Read the dictionary entry for the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [insert definitions] Which definition best matches the way the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is used in paragraph \_\_\_ of the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?

**8.2B Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words**

* In paragraph \_\_\_, the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means the -
* Which words from paragraph \_\_\_, help the reader understand what \_\_\_ means?
* In paragraph \_\_\_, the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_means --
* In paragraph \_\_\_, the reader can tell that something that takes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is —
* What do the words “ insert phrase “ mean in paragraph \_\_\_?
* What does the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mean in paragraph \_\_\_?
* Which words from paragraph \_\_\_\_ help the reader understand the meaning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which phrase from paragraph \_\_\_ best serves as an antonym context clue for the word \_\_\_\_\_\_\_\_\_?

**8.2C Developing and sustaining foundational language skills: listening, speaking, reading,writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, and/mend, and duc.**

* What does the word \_\_\_\_\_\_\_\_\_\_\_\_ mean in paragraph \_\_\_?
* In paragraph \_\_\_, the word \_\_\_\_\_\_\_\_\_\_\_\_\_ means --
* Because the Latin root \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_means “\_\_insert definition\_\_,” the reader can tell that the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_ refers to something that —
* The Latin word \_\_\_\_\_\_\_\_\_\_\_\_\_\_, meaning “\_\_insert definition\_\_,” helps the reader understand that the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_\_ means —
* Originating from the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, meaning “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_ means to –
* Read the origin of the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Based on this information, what is the meaning of the word \_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_?
* Read this information about the origin of the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This information helps the reader determine that the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in line \_\_\_ means—

**Theme--Inference**

**8.7(A) analyze how themes are developed through interaction of characters and events in a variety of literary texts**

**8.5(F) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6(C) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text**

* Which statement best expresses the main theme of the excerpt?
* Which lines from the poem reflect a lesson that the speaker learns?
* Based on the story, what can the reader conclude about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The reader can best identify this selection as a memoir because it —
* What is the central message presented in the play (or other genre)?
* Through the narrator’s experience, the author explores the idea of –
* What is the main theme of the selection?
* Which sentence from the selection best conveys the author’s main message?
* What lesson is referred to in the title of the story?
* Which sentence best expresses a theme in the story?

**Poetry—Inferences and Response**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: F) make inferences and use evidence to support understanding;**

**8.6 C & G Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text**

* How are the \_\_\_\_\_\_\_\_\_\_\_\_and the speaker similar?
* Which line from the poem best expresses the speaker’s sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Dividing the poem into two stanzas allows the poet to--
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is important to the poem because it represents --
* The poet likely intends for the last two lines to express the speaker’s --
* In the poem, the speaker’s mood changes from --
* Based on the last stanza, the reader can conclude that the speaker --
* What does line \_\_\_ suggest about the “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” “and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read lines \_\_\_ and \_\_\_ from the poem. Why does the poet compare \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What does the final stanza of the poem suggest about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read these lines from the poem. [insert text] The progression from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_” to “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” demonstrates that \_\_\_\_\_\_\_\_\_\_\_\_\_ —
* What do the descriptions of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ throughout the poem suggest about the speaker?
* Which words from the poem show that the speaker is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* In the first stanza, the poet uses the words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” to –
* In contrast to line \_\_\_, the last line of the poem shows that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now feels –
* In lines \_\_\_ through \_\_\_, the speaker observes that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wants to –
* The poet uses present tense throughout the poem to convey that—
* Based on the details in the poem, the reader can conclude that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—
* What process is the poet describing when she uses the words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” in lines \_\_\_ and \_\_\_?
* The title of the poem is effective because it suggests that the speaker —
* The poet uses lines \_\_\_ through \_\_\_ to establish that —
* In stanza \_\_\_ (lines \_\_–\_\_), the reader can tell that the speaker feels —
* What message does the poet hope to convey in the poem?
* Which lines from the poem best identify the source of the speaker’s conflict?
* What is the effect of the two-word sentences in lines \_\_\_ through \_\_\_?
* Read stanza \_\_\_ (lines \_\_–\_\_). [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.] What is the poet suggesting by referring to the speaker’s “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?

**Poetry—Author’s Purpose & Structure**

**8.8B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;**

* The repetition of the words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” emphasizes the speaker’s desire to —
* The poet chose an irregular and unpredictable rhyme scheme most likely to —

**Drama--Inferences**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6C & G Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;**

* Which event during the debate does the playwright include to create humor (or other feeling)?
* Which line from paragraph \_\_\_ helps portray \_\_\_\_\_\_\_\_\_\_\_\_\_\_as dramatic (or other trait)?
* The playwright shows that \_\_\_\_\_\_\_\_\_\_ has matured (or other trait) by revealing \_\_\_\_\_\_\_\_\_\_\_\_\_’s —
* What inference can the reader make based on the events that take place in scene \_\_\_?

**Dramatic Devices**

**8.8C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (C) analyze how playwrights develop dramatic action through the use of acts and scenes;**

* What do paragraphs \_\_\_ and \_\_\_ suggest about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The stage directions in paragraph \_\_\_ indicate that \_\_\_\_\_\_\_\_\_\_\_\_ is –
* Read paragraph \_\_\_. What does the dialogue convey about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s attitude toward \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s dialogue in the play show that his feelings about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ change from –

**Fiction – Inferences, Text Evidence, and Responding**

**8.5 F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6 C & G Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text**

* Which sentence best explains why \_\_\_\_\_\_\_\_\_\_\_\_\_ is surprised by \_\_\_\_\_\_\_\_\_\_\_\_’s actions?
* Which statement best expresses the main conflict in the excerpt?
* The narrator describes his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a way that shows his —
* Which sentence best illustrates the narrator’s commitment to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* When the narrator explains how he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s response shows that they —
* For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely represents –
* The final sentence of the excerpt suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely feels –
* Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s conversation with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraphs \_\_\_ through \_\_\_, the reader can conclude that –
* In paragraph \_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chooses not to mention the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely because he—
* What can the reader conclude about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from his actions in the story?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (character) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action) most likely to --
* Read this sentence from paragraph \_\_\_. [ Insert Text ]. Based on this sentence, the reader can conclude that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —
* Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s interactions with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which statement best expresses the major theme explored in this selection?
* What can the reader conclude about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s relationship with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* \_\_\_\_\_\_\_\_\_\_\_\_\_ uses paragraph \_\_\_ to convey to the reader —
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was fortunate that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action) —
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ includes paragraphs \_\_\_ and \_\_\_ in the selection most likely to illustrate that —
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wrote this selection most likely to —
* The author organizes this selection by —
* The author uses a bulleted list in order to highlight —
* Which sentence suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action)?
* The author includes the detailed description of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely to —
* What is the most likely reason why the author is glad that he agreed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What can readers conclude about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ based on her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (observation)?
* In which sentence does the author use an analogy to express the significance of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (event or action)?
* Read this sentence from paragraph \_\_\_. What does the figurative language in this sentence convey about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Through his experiences at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the author gained
* Which sentence best demonstrates that the author and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ depended on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The organization of the selection allows the author to-
* Paragraphs \_\_\_ and \_\_\_ are mainly a description of—
* Why did the author tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_?
* The author describes his experience in a way that highlights—
* When describing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the author mostly focuses on their —
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ created “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” most likely to —
* Based on the selection, what did the author most likely gain from his experience?
* Which sentence from the selection best expresses the author’s enthusiasm (or other feeling) during his observation of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Fiction--Plot**

**8.7C Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze nonlinear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development;**

* The author included paragraph \_\_\_ in order to --
* Which event triggers the main problem in the excerpt?
* Paragraphs \_\_\_ through \_\_\_ help build tension in the story by —
* Paragraph \_\_\_ is important to the story because it —
* Which of these best demonstrates the moment when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ realizes he/she will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The story reaches its climax when —
* In paragraphs \_\_\_ through \_\_\_, why is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s response to the narrator’s plan important to the excerpt?
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contributes to the development of the plot because it —
* Which event from the excerpt suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will resolve his/her conflict?
* The author builds tension at the beginning of the excerpt by –
* Which event initiates the rising action of the excerpt?
* Which sentence from the excerpt best illustrates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s conflict?
* The description of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s return (or other event/action) in paragraphs \_\_\_ through \_\_\_ is important to the excerpt because it –
* Which sentence best illustrates the narrator’s conflict?
* The last two paragraphs of the excerpt convey that the narrator is --
* Paragraphs \_\_\_ through \_\_\_ are important to the story because they establish that \_\_\_\_\_\_\_\_\_\_\_\_\_\_—
* Which event in the story causes \_\_\_\_\_\_\_\_\_\_\_\_ to reevaluate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_--?
* The main role of \_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (character) in this story is to help —
* Why are the events in paragraphs \_\_\_ and \_\_\_ important to the plot?
* A major turning point occurs in the selection when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —
* Scene \_\_\_\_\_\_\_\_is important to the play because it foreshadows that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —

**Fiction – Characterization/Theme/Conflict**

**8.7A & B Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) analyze how themes are developed through the interaction of characters and events; (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict**

* The reader can conclude that when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ is --
* Read these sentences from paragraph \_\_\_. These sentences show that \_\_\_\_\_\_\_\_\_ --
* What effect does \_\_\_\_\_\_\_\_\_\_\_\_\_\_’s uncharacteristic behavior have on the resolution of the excerpt?
* \_\_\_\_\_\_\_\_\_\_\_\_’s thoughts in paragraph \_\_\_ show that she/he —
* Which sentence from the story provides the best evidence that \_\_\_\_\_\_\_\_\_\_ feels \_\_\_\_\_\_\_\_\_\_\_?
* Paragraphs \_\_\_ through \_\_\_ support the primary theme of the excerpt by emphasizing the narrator’s —
* What does \_\_\_\_\_\_\_\_\_\_\_’s explanation in paragraph \_\_\_ reveal to the reader?
* Read this sentence from paragraph \_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_’s actions in this sentence best demonstrates her—
* \_\_\_\_\_\_\_\_\_\_’s response his \_\_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_ adds to the conflict by—
* The narrator’s keen awareness of his \_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leads him to –
* Read paragraph \_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s comments influence the theme of the story because they show that she/he—
* The dialogue between \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ indicates that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—
* How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s behavior in paragraph \_\_\_ important to the resolution of her/his conflict?
* Read paragraph \_\_\_. [Insert Text.] What does this paragraph reveal about \_\_\_\_\_\_\_\_\_\_ at this point in the selection?

**Author’s Purpose—Point of View & Irony**

**8.9E Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify and analyze the use of literary devices, including multiple points of view and irony;**

* Because the story is written from a first-person point of view, the reader is better able to understand —
* By using the first-person point of view, the author is able to show —
* The first-person point of view allows the author to –
* By telling the story from the first-person point of view, the author helps the reader understand—
* The story’s third-person limited point of view gives the reader insight into –
* What does the use of the third-person limited point of view allow the author to emphasize?

**8.6D Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;**

* What is the best summary of the events leading up to the author and \_\_\_\_\_\_\_\_\_\_\_\_ (character) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action)?
* What is the best summary of this selection?
* What is the best summary of scene \_\_\_\_?
* What is the best summary of this article?
* Which of these is the best summary of the selection?
* What are paragraphs \_\_\_ and \_\_\_ mainly about?
* What is the best summary of the section titled “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?
* According to the article, why did \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action)?
* What is paragraph \_\_\_ mostly about?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (outcome of action) is the result of —
* In paragraphs \_\_\_ and \_\_\_, the author presents the idea that —
* Paragraphs \_\_\_ and \_\_\_ are mainly about —
* According to the selection, one reason that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is that they want to —
* Which information from the selection supports the idea that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Paragraphs \_\_\_ and \_\_\_ are mainly about the reasons —
* Which sentence indicates that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are effective?
* Which idea is supported by the information in paragraph \_\_\_?
* Which idea about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_does the title of the selection support?
* What is the main idea of paragraph \_\_\_?
* Which sentence from the selection supports the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which of these best describes why some of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The details in paragraph \_\_\_ support the idea that –
* What is the main idea of paragraphs \_\_\_ and \_\_\_?
* Which detail from paragraph \_\_\_ supports the idea that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The details in paragraph \_\_\_ support the idea that --
* Which statement best expresses the main idea of paragraph \_\_\_?
* According to paragraph \_\_\_, people are more likely to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they —
* What is the best summary of the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?

**Sensory Language—Inferences**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6C Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;**

* The author included paragraph \_\_\_ to --
* The language in paragraph \_\_\_ is used to emphasize —
* In paragraph \_\_\_, which words does the author use to create a tense (or other descriptor) mood?
* The last two lines of the poem suggest that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ referred to in the title is a symbol for —
* Read this sentence from paragraph \_\_\_ .The author uses imagery in this sentence most likely to show how —
* The imagery in paragraph \_\_\_ shows that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is —
* The sensory language in paragraph \_\_\_ helps the reader understand that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ –
* Read this sentence from paragraph \_\_\_\_ What does the imagery in this sentence suggest about the narrator?
* The imagery (or other device) in line \_\_\_\_ helps the reader –
* Read this sentence from the selection. [insert text] This comparison helps the reader understand that the author thinks the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ –
* Read this sentence from the selection. Which of these is the author suggesting in this sentence?
* What does the sensory language in paragraph \_\_\_ help the reader understand?
* The words “\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” “\_\_\_\_\_\_\_\_\_\_\_\_\_,” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” in the second stanza highlight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s—
* Read this sentence from paragraph \_\_\_. [insert text] The sensory language in this sentence best reveals the author’s —
* What do the contrasting images in lines \_\_\_ through \_\_\_ suggest?
* Which sentence from the story creates an image of how \_\_\_\_\_\_\_\_\_\_\_\_ can help people (or other action)?

**Sensory Language – Author’s Purpose**

**8.9D Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;**

* The metaphor (or other device) in the first stanza is used to emphasize that the –
* The poet uses a simile (or other device) in lines \_\_\_ and \_\_\_ to reveal that the speaker --
* In stanza \_\_\_, the poet’s use of a metaphor (or other device) suggests that --
* Read these lines from the poem. These lines highlight the speaker’s \_\_\_\_\_\_\_\_\_\_\_ (feeling or emotion) because they show that -
* The simile (or other device) in paragraph \_\_\_ helps the reader understand why the narrator —
* The title of this selection refers both to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to —
* Read this line of dialogue from the play. \_\_\_\_\_\_\_\_\_\_\_\_\_ says this to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because she/he –
* Why does the author compare his experience to that of “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” in paragraph \_\_\_\_?
* In the first stanza, the poet uses the metaphor (or other device) of a \_\_\_\_\_\_\_\_\_\_\_ to emphasize that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is—
* Which of these ideas is emphasized by the simile (or other device) in lines \_\_\_ and \_\_\_?
* Read this sentence from paragraph \_\_\_. [ insert text] The author uses a simile (or other device) in this sentence to illustrate —
* The simile (or other device) in stanza \_\_\_\_ (lines \_\_–\_\_) helps show that the speaker —
* Read line \_\_\_. [insert text.] The playwright uses figurative language in these sentences to show that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —
* Read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s dialogue from line \_\_\_. [insert text] What does the playwright suggest about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the metaphor (or other device) in this dialogue?

**Author’s Purpose**

**8.9A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text;**

* The author included paragraph \_\_\_ most likely to --
* The author chose the title of this selection to highlight the idea that --
* Based on her letter, how has the author’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ influenced her message?
* The author wrote this article most likely to --
* What is the most likely reason the author wrote this selection?
* The author of the selection includes paragraphs \_\_\_ and \_\_\_ most likely to —
* The author includes the information about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to show that —
* What is the author’s primary purpose for writing this selection?
* The author’s primary purpose for writing this selection is to –
* Why does the author include the quotation in paragraph \_\_\_?
* The author wrote this selection most likely to –
* The author included the information in paragraphs \_\_\_ through \_\_\_ probably to –
* The author’s main purpose in writing this selection is to --
* The author’s main purpose for writing this selection is to --
* Read this sentence from paragraph \_\_\_. [ insert text] What is the most likely reason the author includes this information?
* The author mentions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the first paragraph most likely to —
* What is the most likely reason the author includes the information in paragraphs \_\_\_ through \_\_\_?
* What is the most likely reason the author includes paragraphs \_\_\_ through \_\_\_?
* What is the most likely reason the author wrote this selection?

**Informational Texts – Inferences and Responses**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6 C & G Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;**

* The author emphasizes the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —
* Based on the information the author includes about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the reader can conclude that the author believes that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were —
* Based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ observations of the \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_most likely believes that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have —
* Which sentence from the selection best shows that the author admires the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (quality) of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The information in the text box suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can —
* Based on the information in the selection, how can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ benefit from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Based on information in the selection, the reader can infer that an “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” will most likely —
* Which sentence supports the idea that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are part of what makes the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ special?
* In order to be successful in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, members most likely had to –
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ travels to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely because he/she –
* The initial success of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s project depended primarily on –
* The result of \_\_\_\_\_\_\_\_\_\_\_\_\_’s experiment supports which idea about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Based on the information in the selection, the reader can conclude that a main problem researchers studying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is that –
* The title of the selection highlights the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ –
* Which sentence from the selection explains why the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is significant?
* The title of the selection emphasizes the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_—
* The information in paragraph \_\_\_ helps the reader understand that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—
* Which sentence from the selection suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Based on paragraphs \_\_\_ and \_\_\_ of the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” what can be concluded about the study of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Based on paragraphs \_\_\_ through \_\_\_, why might people assume that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read this sentence from paragraph \_\_\_. [ insert text] What does this sentence help the reader to understand?

**Informational Text—Author’s Purpose --Characteristics of Structure and Controlling Idea**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.8Diii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational text, including: (iii) multiple organizational patterns within a text to develop the thesis;**

* By presenting the ideas included in paragraphs \_\_\_ through \_\_\_, the author is able to --
* Which of these supports the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The reader can conclude that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ --
* Why does the author begin this selection by explaining what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The author organizes the selection by —
* The organization of the information in paragraphs \_\_\_ through \_\_\_ allows the author to –
* The organizational pattern of the selection allows the author to –
* The author presents the events that led to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in chronological order (or other organization) to emphasize that --
* The author organizes the information in the selection mainly by--
* How are paragraphs \_\_\_ through \_\_\_ organized?
* How does the author organize paragraph \_\_\_?
* According to paragraph \_\_\_, people are more likely to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they —
* What can the reader conclude from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s comments throughout the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?
* In paragraphs \_\_\_ and \_\_\_, what is the most likely reason the author contrasts \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The author develops the thesis of the selection mainly by —

**Informational Text – Organizational Patterns & Author’s Purpose**

**E2.7(D) analyze characteristics and structural elements of informational texts such as: (ii) multiple organizational patterns within a text to develop the thesis**

**E2.8(B) analyze use of text structure to achieve the author's purpose**

* The author organizes the article by --
* Why does the author end the article with a quotation?
* The author begins and ends the selection with references to \_\_\_\_\_\_\_\_\_\_\_\_ in order to --
* In paragraph \_\_\_, the author mentions “\_\_\_\_insert text\_\_\_\_” in order to --
* Which of these best illustrates how much the \_\_\_\_\_\_\_\_\_\_\_\_ knew about the \_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read paragraph \_\_\_. The author’s purpose for including this information in the selection is most likely to —
* What can the reader conclude from paragraph \_\_\_?
* The author organizes the selection by —
* What does the author mean when he writes, “\_\_\_\_\_\_insert text\_\_\_\_\_\_”?
* Read this sentence from paragraph \_\_\_. The descriptive language in this sentence emphasizes—
* The author establishes the cultural diversity of “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” by describing—
* Read this quotation from paragraph \_\_\_\_. In this quotation, the author means that—
* The author includes the ideas in paragraphs \_\_\_ and \_\_\_ primarily to—
* Why does the author include an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_?
* Which word best describes the author’s attitude in paragraph \_\_\_ toward \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which sentence best supports the author’s belief that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read this quotation from paragraph \_\_\_. [\_\_\_\_\_\_\_insert text\_\_\_\_\_\_\_]. Why does the author use this comparison?
* Why does the author include paragraph \_\_\_?
* In paragraph \_\_\_, what is the author’s main reason for including the anecdote about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What evidence does the author primarily use to support her message?

**Making Connections – Synthesis**

**8.5 E & H Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding;**

* With which statement would the author most likely agree?
* What can the reader conclude about the author’s opinion of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which statement from the article describes a positive (or other descriptor) result of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* How does the author support the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The author begins and ends the selection by bringing together the idea that —
* Which idea does the author emphasize throughout the selection?
* Which sentence relates to the information in the text box following paragraph \_\_\_?
* Which idea about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ does the author highlight throughout the selection?
* The author suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_ (person) had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (result) largely because he—
* Which idea does the author emphasize throughout the selection?
* Which sentence from the selection best explains why some people may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (action) most likely because they--
* Based on paragraphs \_\_\_ and \_\_\_, what can the reader infer about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Based on paragraph \_\_\_, the reader can infer that for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(person)--
* An idea emphasized throughout the selection is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ —
* What example of “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” does the author provide in the selection?
* Throughout the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” which idea about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ does the author highlight?
* Based on information in the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” what can the reader conclude about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which idea does the author highlight throughout the selection?

**Argumentative Texts – Inferences with Text Evidence and Organization**

**8.5F Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

**8.6C & G Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text**

**8.8Di-iii Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as footnotes, endnotes, and citations; and (iii) multiple organizational patterns within a text to develop the thesis;**

* How does the author organize paragraphs \_\_\_ through \_\_\_?
* Which sentence from the letter best supports the author’s claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* How do paragraphs \_\_\_ through \_\_\_ support the author’s position about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Which sentence best refutes the \_\_\_\_\_\_\_\_\_\_\_\_’s concerns about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* The author supports the article’s premise by providing —
* Which sentence supports the belief that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be more widespread in the future?
* The author includes the description of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_ most likely to —
* By referring to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” the author –
* The examples in paragraphs \_\_\_ and \_\_\_ reinforce the author’s point that being \_\_\_\_\_\_\_\_\_\_ –
* The author supports the central argument of the article mainly by –
* By referring to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in both the beginning and ending of the article, the author –
* The author organizes paragraph \_\_\_ by –
* How does the author support his claim that every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read this sentence about \_\_\_\_\_\_\_\_\_\_\_\_\_ from paragraph \_\_\_. The author includes this sentence most likely to emphasize that –

**Argumentative Texts – Author’s Purpose & Rhetorical Devices**

**8.9G Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.**

**9.12Hii Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (H) examine sources for: (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language**

* The author uses the questions in paragraph \_\_\_ to --
* In which sentence does the author attempt to stir emotions in the reader?

**Author’s Purpose—Use of Print and Graphic Features**

**8.9C Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) analyze the author's use of print and graphic features to achieve specific purposes**

* In “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” how are Steps \_\_\_ and \_\_\_ similar?
* The map of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is included in the selection to –
* In the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” the author includes the photograph of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most likely to help the reader better understand —
* In the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” which idea about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_best explains why the author includes the map?
* For what reason does the author include the photograph after paragraph \_\_\_ of the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”? Why does the advertisement begin with a question?
* The scenes from “\_\_\_\_\_\_\_\_\_\_\_\_\_” pictured after paragraph \_\_\_ are important because they –
* How do the photograph and caption after paragraph \_\_\_ help the reader better understand the selection?

**Inferences—Making Connections**

**8.5E Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society;**

* Both the author of \_\_\_\_\_\_\_\_\_\_ and the speaker in the poem would most likely consider a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be a –
* Read lines \_\_\_ through \_\_\_ from the poem. Which sentences from the letter express the same ideas as these lines from the poem?
* How does the author’s purpose for \_\_\_\_\_\_\_\_\_\_\_ in “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” differ from the poet’s purpose in “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?
* Read these excerpts from the letter and the poem. Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that --
* What is one difference between the author of the letter and the speaker in the poem?
* Read these lines from the poem. [ insert text] Which sentence from the story relates a similar idea?
* Unlike the speaker in “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” \_\_\_\_\_\_\_\_\_\_\_ in “\_\_\_\_\_\_\_\_\_\_\_\_\_” expresses —
* \_\_\_\_\_\_\_\_\_\_\_\_\_ in “\_\_\_\_\_\_\_\_\_\_\_\_” and the speaker in “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” both—
* Which line from the poem best expresses \_\_\_\_\_\_\_\_\_’s feelings at the end of the story?
* One difference between \_\_\_\_\_\_\_\_\_\_\_ in the story and the speaker in the poem is that the speaker —
* How are the descriptions of \_\_\_\_\_\_\_\_\_\_\_\_ different in the selection and the poem?
* With which statement would both the author of the selection and the poet most likely agree?
* One difference between the selection and the poem is that only the selection presents the idea that —
* Which idea about \_\_\_\_\_\_\_\_\_\_\_\_\_ is expressed in both the selection and the poem?
* Read this line from the poem. This idea is most closely related to the ideas of which person discussed in the selection?
* What is one difference between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the excerpt and the author of the article?
* Read the sentence form paragraph \_\_\_ of “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” [ insert text] Which event from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” best demonstrates this message?
* How are \_\_\_\_\_\_\_\_\_\_\_\_ in the excerpt and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the article similar?
* How does \_\_\_\_\_\_\_\_\_\_\_\_\_ in the excerpt act like the \_\_\_\_\_\_\_\_\_\_\_\_\_ in the article?
* Read this sentence from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” [ insert text ] Which character from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” holds a similar belief?
* One difference between the selections “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” is that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” –
* What is one important benefit of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Read this sentence from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” [ insert text ] Which sentence from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” is related to this idea?
* Both selections explore ideas that involve –
* In what ways are the topics of the story and the poem similar?
* How does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the story differ from the speaker in the poem?
* Unlike \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the story, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the poem—
* The ending of the story and the ending of the poem are similar because both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the speaker –
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the story and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the poem would most likely agree that—
* What is one way that \_\_\_\_\_\_\_\_\_\_\_\_\_’s and \_\_\_\_\_\_\_\_\_\_\_\_’s methods were similar?
* Read this sentence from paragraph \_\_\_ of “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” [ insert text]. Which sentence from “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” shows a similar outcome for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What is one problem presented about \_\_\_\_\_\_\_\_\_\_\_\_\_ that is not presented \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What is one difference between \_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* In the selections “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” how are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s work and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s work different?
* One similarity between the \_\_\_\_\_\_\_\_\_\_\_\_ in the selections “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” is that they both —
* In what way is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” unlike \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?
* Read this sentence from paragraph \_\_\_ of the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” [ insert text.] Which sentence from the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” is related to this idea?
* How do the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” differ from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_in the selection “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”?