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Question Stems: English Regents Exams

Aligned to Reading Standards

**Reading Standards 1-3**: **What exactly does the text mean?**

Reading Standard 1: *Read closely to determine what the text says explcitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text*

**Reading Standard 2**: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

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 1. *Lines xx through xx support a central idea that…*

 2. *The narrator implies that humans are…*

 3. *Lines xx through xx contribute to a central idea by*

 *emphasizing the…*

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 *4. Lines xx through xx emphasize the <name of character>’s*

 *5. The second paragraph introduces a central idea of…*

 *7. Which quotation from the text best represents its central idea?*

 **Reading Standard 3:** *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

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 2. *The reason why xx owns xx is the result of…*

 3. *Lines xx through xx indicate that <name of character>’s situation causes him to become…*

 4. *It can be inferred from lines xx through xx that*…

 5. *Xxx suggests that…*

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6. *The statement in lines xx to xx reflects the narrator’s*…

 7. *The details in line xx through xx demonstrate that the…*

 8. *The narrator in the poem can best be described as…*

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9. *Lines xx through xx emphasize the <name of character>’s*

 10*. The description in lines xx through xx reinforces the sense of…*

11. *Which detail best reveals <name of character>’s character?*

12. *<name of character>’s nickname is most likely the result of her…*

13. *The narrator in the poem can best be described as…*

**Reading Standards 4-6:** **Writer’s Craft: How does the writer use his/her rhetorical and organizational skills to enhance the meaning?**

**Reading Standard 4**: *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone*.

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 1. *The figurative language in line xx implies that <name of character> feels…*

 2. *The phrase “xx xx xx” reveals that <name of character> is…*

 3. T*he description in lines xx through xx creates a mood of…*

 4. *The comparison drawn in lines xx through xx illustrates that…*

 5. *The phrase xxx implies that…*

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 6. *Lines xx through xx suggest that the <name of characters> are…*

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 7. *The phrases “xxx xxxx” (line xx) and “xxx xxxx” (line xx) imply that*

 *the narrator’s reaction to <name of character>’s death can best*

 *be described as…*

 11. *The description of the <objects> in lines xx though xx helps*

 *to illustrate the…*

 16. *The language in lines xx though xxx suggests that* …

 17. *The words “xx xx” (line xx) and “xxx xx” provide evidence of the…*

 22. *The phrase “xx xxx xxx” (line xx) most likely means*…

**Reading Standard 5**: *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

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 1. <*An item that the character has chosen to represent himself> implies a parallel to his…*

 2. *The reference to xxx serves to*…

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 3. *The use of the word “xxx” (line xx) signals a change in*…

**Reading Standard 6**: *Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.*

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 1. *It can be inferred that <name of character, takes a specific action> because he…*

 2. *The word “xxx” suggests that the narrator feels*…

 3. *What is the tone of lines xx and xx*?

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 4. *The purpose of lines xx through xx is to explain the…*

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5*. The narrator’s conflict in lines xx through xx is resolved through…*

6. *LInes xx through xx suggest that the narrator…*

**Language Standards 4,5**: **What do the words mean or imply, literally and/or figuratively?**

**Language Standard 4**: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate*.

 June 2018

 1.  *As used in line xx, the word xxxx most nearly means…*

 2. *The words “xxx” and “xx” suggests that people should…*

 3. *The author believes that xxxs are…*

 4. *As used in line xx, the word xx most nearly means…*

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 5. *The figurative language in lines xx through xx reinforce the*…

 6. *The word “xx” as used in line xx is closest in meaning to…*

**Language Standard 5**: *Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*

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 1. *The metaphor in lines xx through xx suggests that…*

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 *2. The imagery in lines xx through xx highlights the…*

3. *The figurative language in lines xx through xx reinforces the…*

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**Prototypical Questions for Reading Standards 2-6; Language Standards 4,5:**

**Reading Standard 2** (Capturing central idea): *Which quotation from the text best represents its central idea?*

**Reading Standard 3** (Seeing the purpose of details): *Why is a particular detail included?*

**Reading Standard 4***(*Connotation)*: Why are particular words and phrases used? (as opposed to other word choices that the author might have used)*

**Reading Standard 5** (Structure): *Where do we find shifts and turning points?*

**Reading Standard 6 (**Point of view): *How does the author feel about the subject and how does the author use language to convey this?*

**Language Standard 4 and 5** (Word meanings): *What does a particular word or phrase mean in this context? What is the power of a particular metaphor or other use of figurative language?*

NYSED Next Generation Reading and Vocabulary Standards:

Students need to become sharper readers by developing an awareness of the Standards. These may be broadly understood as follows:

Reading Standards 1-3: BIG PICTURE: Can readers perceive the central idea (a.k.a. author’s purpose; theme)? Do they recognize when the author encapsulates the central idea in a specific quote, detail, or event? Can they see how parts (details) are there to support the central idea?

Reading Standards 4-6: AUTHOR’S CRAFT: Can readers identify how tone is established through the use of the author’s choice of words (diction) and visuals? Do they understand why the author organized the events and details in a particular way? Do they perceive irony, satire, or other forms of humor? Do they perceive how the author wants them to regard characters and settings?

Language Standards 4-5: VOCABULARY and FIGURATIVE LANGUAGE: Can readers perceive the meaning of unfamiliar words, phrases, and idioms? Are readers flexible enough to correctly interpret familiar words used in unfamiliar ways? Do they understand why particular metaphors and similes were chosen for their effect?