Question Menu:

(Next Generation ELA Standards-Based)

| Reading Standard | Questions |
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| 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | What do you think is the author’s point in writing this? How do you know?  What can we assume about \_\_\_\_\_?  Is that stated explicitly or is it implied? Show us where.  What do you think lines xx-xx mean? |
| 2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. | What is the author saying to support the idea that \_\_\_\_\_\_\_?  Often an author will repeat his or her main idea in different places. Are you seeing that? Where?  Authors usually give examples. Are you seeing any? Why might the author have chosen these particular examples?  Authors usually give visuals. Are you seeing any? Why might the author have chosen these particular visuals? |
| 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | What is the relationship between this (event, character, setting, detail) and that (event, character, setting, detail)?  Why do you think the author chose to include this detail? How would it change the overall meaning if this detail were left out? |
| 4: Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. | Are there any words or phrases that you want to know more about?  Are there any words that are used in unusual ways?  Look at the word \_\_\_\_. Is that word used literally or metaphorically? How do you know?  Find a metaphor. Metaphors have their power in making associations. What association is the author wanting us to make here. Why?  What would you say is the tone of this piece? At what point in the piece does the tone become obvious? How? |
| 5: Analyze the structure of the text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, stanzas) relate to each other and the whole. | Authors may give us specific words to make transitions. Are you seeing any of those? What kind of transition are we seeing with that word? How is the author setting us up for what he or she is leading to?  Authors may make abrupt transitions. Are you seeing any? What is their effect?  Authors always make decisions about where to say what they say. Why do you think the author began the piece this way? Why do you think the author ended the piece this way?  Authors may present information in a direct, linear way; or, they may jump around in time. How is this information arranged? Why do you think the author chose to use this arrangement? |
| 6: Assess how point of view or purpose shapes the content and style of text. | Do you sense that the author has a particular point of view (bias) about this subject, or do you think the author is trying to be completely objective?  How do you know what the author’s point of view is, judging by the author’s diction (word choice)?  What do you think the author wants you to say or think after reading this? |

Vocabulary for Speaking about Abstract Ideas:

Abstract Noun-Making Suffixes: *-ment, -ness, -ity, -tion/sion, -ism,*

*-hood, -ship, -ance/ence*

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?