**SUPPORTING DETAILS**

(L.A.2.2.1)

Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions which require students to infer.

- **How?** What happened?
- **Why?** What caused?

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◆ How does ________ support the idea that_________________?
◆ Why does _______ offer to _________________?

**MAIN IDEA** (L.A.2.2.1)

Design a question that requires students to find the main idea of the passage. Support answers with details and information from the story/article

- What is the MAIN IDEA of this story/article?
- Write a summary of__________.
- Why do you think this story/article has the title “__________”? 
- Retell a portion of the story.
- What would be another good title for this story?
- What is the essential message in the story/article?
- What is the primary topic of the article?

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◆ Which sentence gives the best summary?
◆ Which accomplishment/idea is the most valuable?
◆ Which statement best describes the lesson/moral of this story?

**CHRONOLOGICAL ORDER**

(L.A.2.2.2)

Design a question for which students must use sequencing in order to form an answer.

- What happened just BEFORE/AFTER ________________?
- What happened first, last, etc. …?
- What happened between ________ and ____________?
- What is the first step in _______________________________?
- Retell the events leading up to/following__________________.

**VOCABULARY** (L.A.A.1.2.3)

Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.

- Read this sentence from the passage.
  Copy sentence or phrase from passage here.
  What does the word ____________________mean?
  What does the author mean when he says _________?
- Choose the word that means the SAME as ___________.
- Choose the word that means the OPPOSITE of _________.
- What two words best describe the word ________________.
- Which two words mean the same/opposite?

**COMPARE AND CONTRAST** (L.A.A.2.2.7)

Design a question which requires students to recognize the use of comparison and contrast in text. Support your answer with facts and details from the story/article.

- How are __________ and ____________ ALIKE?
- How is ______________ DIFFERENT from ________?
- How is __________ both SIMILAR to and DIFFERENT from ______?
- What is one DIFFERENCE between ________ and ________?
- How is __________ dissimilar to ____________?
- What are the DIFFERENCES between ___________ and ____________?
- What are the SIMILARITIES between ___________ and ____________?

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◆ Why does the author compare ____ and ___ in the passage?
◆ What do ____ and ____ have in common?
◆ What advantage does ____ have over ____?
◆ The author probably compares ____ to _____ because . . . (analyzing figurative language)

**SIMILARITIES/DIFFERENCES IN TEXT**

(L.A.E.1.2.3)

Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.

- How are __________ and ____________ ALIKE?
- How is _________ DIFFERENT from _________?
- How is ________ both SIMILAR to and DIFFERENT from _________?
- What is one DIFFERENCE between ________ and _________?
- How is ________ dissimilar to _________?
- How did the character change from the beginning of the story until the end?
- What are the DIFFERENCES between ______ and _______?
- What are the SIMILARITIES between ______ and _______?

*****************************************************************************

◆ The author probably compares _____ to _____ because . . . (analyzing figurative language)
<table>
<thead>
<tr>
<th>PLOT DEVELOPMENT/RESOLUTION (L.A.E.2.2.2)</th>
<th>AUTHOR’S PURPOSE (L.A.A.2.2.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a question that requires students to identify plot development and/or problem resolution in the story?</td>
<td>Design a question that requires students to identify the author’s purpose and support it by returning to the text for details and information.</td>
</tr>
<tr>
<td>• What word/words best describe the character?</td>
<td>• What does the author mean when he/she writes __________?</td>
</tr>
<tr>
<td>• What problem did the character face?</td>
<td>• Why did the author write the article?</td>
</tr>
<tr>
<td>• What happens that causes the character to change from the beginning end of the story?</td>
<td>• What is the author’s purpose in writing this article?</td>
</tr>
<tr>
<td>• How is the problem solved in the story?</td>
<td>• With which statement would the author most likely agree?</td>
</tr>
<tr>
<td>• What in the story indicates that the problem is solved?</td>
<td>• Why did the author begin the article/story with __________?</td>
</tr>
<tr>
<td>• What events lead to the resolution of the problem in the story?</td>
<td>• Why did the author include the description of __________ in the article/story?</td>
</tr>
<tr>
<td>• Which sentence first lets the reader know the character feels _______about __________?</td>
<td>• The author of __________ would most likely want to read which of the following article/story?</td>
</tr>
<tr>
<td>*************************************************************************</td>
<td>• Why did the authors of __________ and __________ write these stories/articles?</td>
</tr>
<tr>
<td>• What words or phrases create the tone of ______?</td>
<td>• Which books would the author of __________ most likely read in order to write this article/story?</td>
</tr>
<tr>
<td>• What is the overall tone of the story?</td>
<td></td>
</tr>
<tr>
<td>• The author probably compares ______ to ______ because . . . (analyzing figurative language)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAUSE AND EFFECT (L.A.E.2.2.1)</th>
<th>REFERENCE AND RESEARCH (MULTIPLE REPRESENTATIONS OF INFORMATION) (L.A.E.2.2.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.</td>
<td>Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question e.g. Look at the picture next to step 5. Why is the box held up in the air?</td>
</tr>
<tr>
<td>• What caused ___________ to ______________?</td>
<td></td>
</tr>
<tr>
<td>• What effect did ___________ have on __________?</td>
<td></td>
</tr>
<tr>
<td>• What are the events that caused __________?</td>
<td></td>
</tr>
<tr>
<td>• What might happen if __________?</td>
<td></td>
</tr>
<tr>
<td>• What is the effect of __________?</td>
<td></td>
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<tr>
<td>• Why does a character take a particular action __________?</td>
<td></td>
</tr>
<tr>
<td>• What were the results of an event or action?</td>
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<td>*************************************************************************</td>
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<tr>
<td>• What is the main reason/cause that __________ happens?</td>
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<tr>
<td>• Which factor forces/influences ___________?</td>
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</tbody>
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