**HIGH SCHOOL QUESTION TASK CARDS**

**COMPARE/ CONTRAST (LA.910.1.7.7)**

### COMPARE
- How are _______ and _______ similar?
- Why does the author compare _______ and _______ in this passage?
- How does the comparison between _______ and _______ help to illustrate _______?
- In what way is _______ an appropriate comparison?
- What do _______ and _______ have in common?
- How is _______ ’s attitude toward _______ like his/her attitude toward _______?

### CONTRAST
- How does the narrator’s impression of _______ and _______ change throughout the passage?
- Explain how _______ ’s opinion about _______ changed throughout _______.
- The _______ chart is different from the other text features because _______.
- How are _______ and _______ different?
- What advantage did _______ have over _______?
- Why did _______ have more _______ than _______?
- 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**

**AUTHOR’S PURPOSE & PERSPECTIVE (LA.910.1.7.2)**

### AUTHOR’S PURPOSE
- The author uses comparison to _______.
- What is the most likely reason the author of _______ included the section _______ in the article?
- Explain how _______ uses information to persuade readers to _______.
- How does the author persuade the _______ to _______?
- What is the author’s purpose for saying _______?
- What type of article did the author most likely intend _______ to be?
- The author discusses _______ because _______.
- What is the author’s purpose for writing this passage?

### AUTHOR’S PERSPECTIVE
- What is the author’s point of view about _______?
- 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 _______?
- The author of this passage would most likely make the statement that _______.

**HIGH SCHOOL QUESTION TASK CARDS**

**ANALYZE & EVALUATE INFORMATION (LA.910.6.2.2)**

- Based on all information given, how does each part add to the idea that _______?
- The homepage of _______ webpage would be useful for the following purposes EXCEPT _______?
- Which aspects of _______’s homepage would be most helpful in writing a research report about _______?
- 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**

**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 _______?
- Based on the passage, how does the author support the idea that the characters have a _______ relationship?
- What leads the reader to believe that _______?
HIGH SCHOOL QUESTION TASK CARDS

CAUSE/EFFECT
(LA.910.1.7.4)

CAUSE
- What caused _________ to _________?
- 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 ________________?
- Why is _________ a significant event?

EFFECT
- What was the effect of _________?
- What were the results of ________________?
- What effect did ________ have on _________?

CONTEXT (LA.910.1.6.3)
- Read the sentence from the passage: "__________" What does the word _____ mean as used in the sentence above?
- In this text, what does "__________" mean?

WORD RELATIONSHIPS (LA.910.1.6.8)
- Which pair of words from the article best describes ________ conveyed in the pictures on page ____?
- How do the words ________ in the title relate to the information in the article?
- Which phrase best describes both ________ in _____ and the speaker of ________?

ANALYZE WORDS IN TEXT (LA.910.1.6.8)
- What does the author mean by saying, "__________"?
- Which words help the author convey the meaning that ________?
- What does the author imply by saying "__________"?
- Read these lines from the poem. "__________"
  Based on the rest of the poem, which sentence best restates the meaning of the lines above?
- Read the quotation from the article: "__________"
  What does the phrase reveal about the narrator’s view of the situation?

MULTIPLE MEANINGS (LA.910.1.6.9)
- Read the excerpt from the passage: "__________"
  In which sentence does the word ________ have the same meaning as in the excerpt above?
- Read the lines from the poem: "__________"
  In the lines above, what does the word ________ reveal about the _____?

ROOTS & AFFIXES (LA.910.1.6.7, LA.910.1.6.11)
- The origin of ________ is the root _______, meaning __________.
  What does ________ mean?

TEXT FEATURES IN INFORMATIONAL TEXT (LA.910.6.1.1)
- 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 reader’s understanding.
- Based on the passage, which sentence would best serve as a caption for the illustration on page ____?
- Based on the map and the italicized introduction, what can the reader conclude about ____ and ____?
- Which text features of the website offers the most accurate information about _________?
- The purpose of the brochure’s bold-print heading and subheadings is to inform readers about _________.

TEXT FEATURES IN LITERARY TEXT (LA.910.2.2.1)
- The timeline is important to the passage because it ________.
- The author’s use of italicized print in the _____ aids the reader’s understanding by ________.
- The section ________ is important to the passage because it ________.
- After reading the essay, what can readers conclude from the title of the essay and the illustration?

DESCRIPTIVE, IDIOMATIC, AND FIGURATIVE LANGUAGE (LA.910.2.1.7)

DESCRIPTIVE LANGUAGE
- What words/phrases create the tone of ________?
- What word best characterizes the overall tone of the passage?
- How does the author’s use of descriptive language help ________ know what to expect?
- Explain how the author creates a mood of ________.

FIGURATIVE LANGUAGE
- Read these sentences from the passage. "__________"
  Which literary device is used in the sentence above?
- Read this line from the poem. "__________"
  What does the speaker mean in this line?