

Suggested Question Stems/Frames for Close Reading

| CCR Reading Anchor 1: Close Reading | CCR Reading Anchor 1 Continued... | CCR Reading Anchor 2: Central Ideas/Summarizing |
|--|---|---|
| <ul style="list-style-type: none"> • Who/What/Where/When/Why/How? • How much? How many? • Whose? • Where does ____ say ____? • Sentence completion questions • What can someone conclude from reading the form/email/letter/invitation/etc.? • The information in sentence/paragraph/section ____ implies that ____. • In line ____, what does the underlined statement indicate about ____? • What can the reader assume about ____ based on ____? • What does paragraph ____ imply? • What can the reader most likely infer by the heading ____? • The text says _____. The statement implies _____. • The ____ suggests _____. • What is the most likely reason the text says _____? • According to the information, which statement is true? • Based on ____, which statement is most likely true? • Which statement is true about the chart/graph? • ____ implies that _____. • What does ____ show? • What should someone include on line ____? • Where should someone write (specific information)? (Indicate line/section) • What information goes on line ____? | <ul style="list-style-type: none"> • What information cannot be determined from the text/chart/etc.? • Which paragraph does NOT provide (specific information)? • What useful information is NOT included in this ____? • What information is not in the chart/graph/etc.? • What is NOT included in the form/ad/announcement/etc.? • Which detail supports the key idea of ____? • What key supporting details did the writer cite? • What might happen next? • What will most likely happen when/after ____? | <ul style="list-style-type: none"> • The main idea of sentence ____/paragraph ____ is _____. • Which main idea best summarizes the main message in the text? • What would be the best title for this text/flyer/website/etc.? • The information in this text mainly focuses on _____. • Paragraph ____ primarily focuses on _____. • Which of the four sentences is a summary of the main idea of the text? • Which statement would be the best heading for ____? • The main idea is _____. • The main reason is _____. • What is this (ad/announcement/etc.) for? • What does the writer suggest should happen next? • What does this information tell you? • Include questions where the reader has to apply information from the form/text/resume/visual/instructions/blog etc. • Which of the following sentences best reflects the writer's ideas about ____ as explained in ____? |

Suggested Question Stems/Frames for Close Reading

| CCR Reading Anchor 3: Analyze Interactions | CCR Reading Anchor 4: Vocabulary | CCR Reading Anchor 4 Continued... |
|---|---|--|
| <ul style="list-style-type: none"> • According to the writer, what is the first step in ____? • Which statement lists the correct steps? • What relationships does the writer create between paragraphs ____ and ____/lines ____ and ____? | <ul style="list-style-type: none"> • How can you tell the word ____ is important to this text or to this topic/subject? • In line/paragraph ____, the writer uses the phrase ____ to show ____. • In line ____, the underlined word ____ implies ____. • What does the word/phrase ____ in paragraph ____ indicate about ____? • According to ____, what is the meaning of ____? • What does (symbol) mean? (ex. an *) • Questions involving common abbreviations/acronyms. • Questions about why the writer puts words/phrases in all caps, boldface, italics, or quotation marks (emphasis). • What word would best replace the underlined word ____ in sentence/paragraph/section ____? • On line ____, what is the meaning of ____? • What is the meaning of the word ____ in the title/heading? • Which word could replace the word ____ as used in the heading/title? • In line/paragraph ____, which word best matches the meaning of ____? • Which sentence means the same as the underlined words in paragraph ____? • The prefix ____ in the word ____ means ____. | <ul style="list-style-type: none"> • What clues can you find in sentence____/paragraph ____ that can help you figure out the meaning of the word____/phrase ____? • What does ____ most likely mean? • Which of the following synonyms is closest in meaning to the word ____? • In the chart/text/form/etc., the word ____ means the same as ____. • Which word best matches the underlined word in the text/line____/paragraph ____? • The word ____ means ____. • In line/paragraph ____, which phrase could replace the underlined phrase/word ____ without changing the meaning of the sentence? • What is the writer telling us when he/she uses the word ____? • What is the writer’s attitude in paragraph ____? • In paragraph ____, the writer sounds ____. • Both writers are ____ (provide tone words). • The person who wrote this letter/email feels ____. • What is the tone of this text? • Which word BEST describes the attitude of the commenter? (comments on a blog post) • The signal/transition word ____ indicates ____. • Why does the writer begin with the sentence ____? |

Suggested Question Stems/Frames for Close Reading

| CCR Reading Anchor 5: Text Structure | CCR Reading Anchor 6: Point of View/Purpose | CCR Reading Anchor 7: Integrating/Evaluating Info |
|--|---|---|
| <ul style="list-style-type: none"> • What is the most likely topic based on the title/article name/heading? • How is the text organized? (problem/solution, compare/contrast, chronological order/sequence, cause/effect, question/answer, topic/explanation, most important to least important (and vice versa), and most specific to least specific (and vice versa)). • Which paragraph provides details of ____? • Which section shows ____? • Which section contains ____? • Which sections cover ____ (topic)? • How is paragraph ____ organized? • Which of these sentences would best conclude this text? • How are the items organized? • Which phrase best describes how the text is organized? • Which sentence best describes how the email/ad/article/etc. is organized? • How does paragraph ____ fit into the overall structure of the text? • What is the problem/solution? • What kind of text is this? • How did the writer organize the ideas in the ____? | <ul style="list-style-type: none"> • The information is presented (example: in two charts) to ____. • The purpose of ____ is to ____. • What is this form used for? • The main purpose of ____ is to ____. • What was the writer’s purpose in writing paragraph ____? • What is the purpose of this application/form/etc.? • What is the most likely reason this document was created? • The writer would agree with which position? • The writer would most likely agree with ____? • The author included ____ in the text. Why? • Include questions that help students to practice knowledge of purposes to inform, persuade, and entertain. | <ul style="list-style-type: none"> • Include questions about content in maps, chart, photographs, graphs, diagrams, time lines, web pages, tables, models • What is the purpose of the chart/graph/photograph/map/diagram/etc.? • What is the relationships between the graphic(s) and the text? • What information does the graphic provide that is not included in the text? • What text features did the writer include to help the reader? • How does the (visual) help the reader to understand the main idea? • Which of the following choices best describes the information found in the chart/graph/map/photograph/diagram/etc.? • What is the best explanation for how the chart/graph/map/photograph/diagram/etc. shapes the writer’s claim/explanation/argument/message/etc.? |

Suggested Question Stems/Frames for Close Reading

| CCR Reading Anchor 8: Evaluating an Argument | CCR Reading Anchor 9: Comparing Texts | CCR Reading Anchor 10: Text Complexity Bands |
|--|--|---|
| <ul style="list-style-type: none"> • What is a claim the writer is NOT making? • How does the author attempt to prove the validity of his/her claim/argument/position? • How does the writer support his/her point(s)? • How does paragraph ____ help to develop the argument? • The argument implies ____. • Which comment is least relevant to the argument the writer makes? • Which comment is most favorable to the argument the writer makes? • Which sentence/statement is an opinion? • Which of these statements is an opinion and not a fact? • Which reason supports the writer’s specific point about ____. • Which of the following pieces of evidence relates to the writer’s argument? • What is the writer’s point of view on the topic? • Select the claim that is best supported by evidence within paragraph ____/ of the text. • What piece of evidence most strongly supports the writer’s claim that ____? | <ul style="list-style-type: none"> • A comparison of both product labels/ads/articles/forms shows that both ____. • The two texts are most similar in terms of ____. • What does a comparison of the two texts reveal about ____? • According to the two charts/graphs/etc., ____. • The writer ____ would answer yes and ____ would answer no to which question? • The two texts address the theme of ____. • How do the texts address similar topics? | <ul style="list-style-type: none"> • When able to measure text, the text should fall with the following CCRS Lexile quantitative bands: Level A: All text is considered complex for students at this beginning level Level B: 420-820 Level C: 740-1010 Level D: 925-1185 Level E: 1050-1385 *CASAS GOALS and TABE 11/12 both use Lexile to measure quantitative level of text on the new tests. |