**Creating Common Core Aligned Questions**

**A checklist to guide you or your students in developing questions-**

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| --- | --- |
| To Make the Question Meet Standard | Comments, Confusion, Fixes |
| In order to answer the question, would someone need to have read the text? |  |
| Is the question worded in such a way that it requires those who answer it to use evidence from the text in their answer? |  |
| Is your question deep enough or “not obvious” enough to get many people in your group talk about it? |  |
| Did you word your question so that everyone in your group will understand what you’re asking? |  |
| Does the question get people to talk and think carefully about the text, without getting distracted by personal stories from your own life, etc.?  |  |
| Do your ‘Start Small’ questions get your group thinking about parts of the story you want them to talk about when you ask the more in depth questions later on? |  |

Aligning Questions to Common Core

1. **Key Ideas and Details**

RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

1. What were (at least ten) of the most important things that happened in text?

Follow Up: For each of those things that happened, why were they so important?

1. What were (at least three) of the most important things (character) did in the section

 of the text we just read?

Follow Up: Based on that evidence, what can you infer about the character as a person?

1. What were (at least three) of the most important details about (place in the text) in the section we read.

Follow Up: Based on that evidence, what can you infer about how that place will affect what happens in the text?

1. What idea or emotion does \_\_\_\_\_\_\_\_\_\_ symbolize to (character)?
2. What were at least three pieces of evidence from the text that influenced (character’s) decision to (action or decision they made)?
3. What is the theme of (title of the text)? What are at least three parts of the text that led you to infer that theme?
4. What are at least three pieces of evidence from the text that prove the main type of conflict is character vs. \_\_\_\_\_\_\_\_\_\_\_\_\_.
5. **Vocabulary and Text Structure**

RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

***First, go back through the text and find a place where the author described something really well or in an odd, unique, or confusing way.***

1. Look on page \_\_\_\_\_\_\_ paragraph \_\_\_\_\_\_\_. Why do you think the author wrote, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” to describe (Person, place, thing or event).

Follow Up: How else could the author have described (Person, place, thing or event)? How would that have changed the way readers think or feel about the text?

1. Given that the story is told from (First, second, third or third omniscient point of view), how does that affect the part of the story where (something important happens)?

**Take a closer look at tough sections…**

RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Ask students to determine …

1. What are (at least three) words or phrases in the text that readers could be confused by? (Look up the definition or ask someone who knows, and share the definition with your group.)

Word/Phrase #1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Word/Phrase #2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Word/Phrase #3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow Up: After looking up the definition for these words, how does that change the way you understand the text?

Ask students to pick a confusing line or two from the text.

1. Look on page \_\_\_\_ paragraph \_\_\_\_\_\_. What do you think the author meant when they said: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Follow Up: Why do you think that’s what the author meant?

Ask students to pick a confusing section of the text.

1. Look on page \_\_\_\_ paragraph \_\_\_\_\_\_, starting with “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Why is this part of the text confusing? What would help it be less confusing?

Follow Up: Are there confusing words or phrases? If so, identify them, look them up, and determine if that helps us understand.

Follow Up: Are there details in the text we missed? If so, what missing details could help us understand?

Follow Up: If the answer is no to both of the previous questions, do you think the author intended it to be confusing? Why do you think it’s supposed to be confusing then?