

NGSSS Elementary Reading Task Cards 3-5

1

VOCABULARY

(LA.3-5.1.6.3, 1.6.7, 1.6.8, 1.6.9)

Context

- Read this sentence from the passage.

Copy sentence or phrase from passage here.

What does the word _____ mean?

- When (phrase containing assessed word), it meant _____.

Synonyms/Antonyms

- What word means the SAME as _____.
- Choose the word that means the OPPOSITE of _____.

Affixes/Base Words or Root Words

- Which word has the same base word as _____?
- If (base word) means _____, what does base word + affix mean?
- Which word has the SAME root as _____? (grade 5 only)
- The origin of the word ++ is the Latin root meaning to _____. What does ++ mean? (grade 5 only)

Multiple Meaning

- Which sentence below uses the word _____ the same way as the story/article?
- Which sentence uses the word _____ the same as it is used in the sentence above?

Analyze Words in Text

- What feeling does the word _____ create?
- What does the author mean when he says _____?
- Why does the author use the word _____ in the sentence above?
- What is the character doing when _____?

2

AUTHOR'S PURPOSE & PERSPECTIVE

(LA.3-5.1.7.2)

Author's Purpose

- Why does the author most likely write the story/passage?
- Why did the author write the article?
- What is the author's purpose in writing this article?
- Why did the authors of _____ and _____ write these stories/articles?

Author's Perspective

- What does the author mean when he/she writes _____?
- The author of _____ would most likely want to read which of the following articles/stories?
- Which books would the author of _____ most likely read in order to write this article/story?
- With which statement would the author most likely agree?
- Explain what the author thinks is most important about _____.

3

MAIN IDEA

(LA.3-5.1.7.3)

- What is the MAIN IDEA of this story/passage/article?
- What is the most important lesson _____ learns in the story/passage?
- Why do you think this story/article has the title "_____?"
- What would be another good title for this story?
- Which sentence best tells what the passage is about?
- What is the essential message in the story/article?
- Which sentence from the article tells the author's main message?
- What is the primary topic of the article?

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

4

CHRONOLOGICAL ORDER

(LA.3-5.1.7.3)

- What happened just BEFORE/AFTER _____?
- What happened first, last, etc. ...?
- What happens AFTER _____ but BEFORE _____?
- What happened between _____ and _____?
- What is the first step in _____?
- Retell the events leading up to/following _____.
- Explain the steps for _____ and the reasons why.
- According to the article, what happened first?

5

CAUSE & EFFECT

(LA.3-5.1.7.4)

Cause

- What caused _____ to _____?
- What are the events that caused _____?
- Why does a character *(take a particular action)* _____?
- Why does _____ decide to _____?
- _____ probably chooses _____ over _____ because _____.

Effect

- What might happen if _____?
- What were the results of *(an event or action)* _____?
- What effect did _____ have on _____?
- What is the effect of _____?

6

RELEVANT SUPPORTING DETAILS

(LA.3-5.1.7.3)

- Which is a way to improve _____?
- At the end of the story, where does _____ go?
- Which detail from the article helps show how _____?
- Other relevant detail questions begin with:
 - How?
 - What happened?
 - What caused?

- How does _____ support the idea that _____?
- Why does _____ offer to _____?

7

Text Structures/Organizational Patterns

(LA.3-5.1.7.5)

*Identify the text structure an author uses and explain how it impacts meaning. (e.g., compare/contrast, cause/effect, chronological order, description)

Text Structure

- What information can be found under the heading _____?
- How does the author help readers BETTER understand _____?
- Explain what the author does to make the information in _____ easier to understand.
- How does the author mostly explain _____?

Organizational Patterns

- The author organized the section _____ to _____.
- Which statement below lets the reader know how the author organized the passage?
- Why did the author begin the article/story with _____?
- At the end of the passage/article/story, why does the author repeat _____?
- Why did the author include the description of _____ in the article/story?

8

Theme/Topic

(LA.3-5.1.7.6)

* Identify themes or topics within a variety of text.

Topic

- What topic is covered in the article?
- What information does the author use to support the main topic of this article?
- Explain the topic of this passage.

Theme

- What is a positive result of _____ in the passage?
- What is the best lesson that can be learned from this passage?
- What is the theme of this passage?

9

COMPARE/ CONTRAST

(LA.3-5.1.7.7)

Compare

- How are _____ and _____ ALIKE?
- What are the SIMILARITIES between _____ and _____?
- What is the author comparing in the sentence above?
- Before _____ and _____ both _____.
- What do _____ and _____ have in common?
- How is _____ both SIMILAR to and DIFFERENT from _____?

Contrast

- How is _____ DIFFERENT from _____?
- What is one DIFFERENCE between _____ and _____?
- How is _____ similar/ dissimilar to _____?
- What are the DIFFERENCES between _____ and _____?
- How is the information in _____ DIFFERENT from _____?
- How do _____ change from BEFORE _____ to AFTER _____?
- What advantage does _____ have over _____?

10

ELEMENTS OF STORY STRUCTURE

(LA.3-5.2.1.2)

Plot Development/Problem/Resolution

- What is the MAIN problem in the story?
- What problem did the character face?
- What happens when the character has a problem?
- How is the problem solved in the story?
- What in the story indicates that the problem is solved?
- What events lead to the resolution of the problem in the story?
- _____ plans to _____ by _____.

Character Development

- What word/words best describe the character?
- Explain why the character is happy/sad?
- What happens that causes the character to change from the beginning to the end of the story?

Character Point of View

- What is it about _____ that bothers the character?
- _____'s attitude about _____'s opinion is _____.
- Which sentence first lets the reader know how the character feels about _____?

11

DESCRIPTIVE, IDIOMATIC & FIGURATIVE LANGUAGE

(LA.3-5.2.1.7)

Descriptive Language

- What mood does the author create writing _____?
- What mood does the author create by using the phrase _____?
- Explain how an author creates a mood of _____.
(weariness/excitement/hopefulness)

Figurative Language

- How is the author comparing _____ to _____?
- Read the sentence from the passage.
Copy sentence that has figurative language.
What characteristic applies to _____ and _____?
- Why does the author compare (something) to (someone)?
- What does it mean to _____? (Interpret an idiom in context)
- *Why did the author begin the story/article with _____?
- *At the end of the passage/story/article, why does the author repeat _____?

*When dealing with 'author's craft' such as points of ellipse or any other **literary** element...

12

TEXT FEATURES

In Literary Text

(LA.3-5.2.2.1)

- Which sentence from the story best describes the illustration on page _____?
- The purpose of the illustration on page _____, is to show the reader _____.
- What information are you most likely to find in the section titled _____?
- The illustrations are important to the passage because they _____.

13

INFORMATIONAL TEXT

Locate/Interpret/Organize Information/ Text Features
(LA.3-5.6.1.1)

Locate/Interpret/Organize Information

- By reading the article and looking at the map, you can tell that _____ and _____ are located _____.
- Based on the article, what is the purpose for the _____, _____, and _____ listed in the _____ section?

Text Features

- Under which heading would you MOST LIKELY find information on _____?
- Why are there lines and numbers on the picture of _____?
- How does the footnote for the word _____ help the reader better understand the information in the passage?
- What is the purpose of the check marks used in the section _____?
- What is the purpose of the subheadings listed under _____?
- What is the purpose of the illustration at the beginning/end of the article?

14

VALIDITY & RELIABILITY

(LA.5.6.2.2)
*Grade 5 only

- For what could the information in the article best be used?
- What does the author use to support the information in the article?
- What information from the article supports the conclusion that _____?
- What are the reasons behind the author's opinion that _____?
- According to the information, what is the MOST VALID argument for _____?
- Which statement best supports the idea that _____?
- What is the greatest benefit of _____?
- What evidence supports _____?

COGNITIVE COMPLEXITY LEVELS OF FCAT 2.0 READING ITEMS

Examples of FCAT Reading Activities Across Cognitive Complexity Levels		
Low Complexity Reading	Moderate Complexity Reading	High Complexity Reading
<ul style="list-style-type: none"> • Identify the correct meanings of grade-level appropriate words. • Locate details in a text. • Locate details on a graph, chart, or diagram. • Recognize the correct order of events in a text. • Identify figurative language in a text. 	<ul style="list-style-type: none"> • Use context clues to identify the meanings of unfamiliar words. • Determine how details support the main idea. • Interpret the information found in text features (e.g., graphs, charts, diagrams, subheadings). • Identify cause-and-effect relationships. • Determine an author's main purpose or perspective. • Identify similarities and differences. • Demonstrate an understanding of plot development. • Recognize elements of plot. • Recognize text structures/patterns of organization in a text. • Recognize summary statements pertaining to a text. • Compare word meanings. • Identify the main idea. • Draw conclusions; make inferences. • Determine the correct meaning of words with multiple meanings in context. 	<ul style="list-style-type: none"> • Analyze the use of figurative language in a text. • Show how text features (e.g., graphs, charts, diagrams, subheadings) contribute to a text. • Determine an author's purpose and/or perspective and describe how it affects the text. • Evaluate strong vs. weak arguments in a text. • Analyze similarities and differences. • Describe and analyze the characteristics of various types of literature. • Describe and illustrate how common themes are found across texts. • Analyze cause-and-effect relationships. • Determine the validity and reliability of information within/across texts.