

## 6<sup>th</sup>-8<sup>th</sup> Grade Text Genres and Predictable Questions

*These are examples are of the Different Genres and types of questions that might appear on the 2011 test. These samples are directly from the 2008-2010 ELA, the predictive tests and the NAEP 2009, 2011 standardized federal exam and the NYS ELA Learning Standards. We will update you if and when there is any additional information.*

**\* Indicates what students had trouble with**

<b>Narrative Structure</b>	
<p><b>Realistic Fiction</b> Identify and discuss:</p> <ul style="list-style-type: none"> <li>• Characters – main and secondary</li> <li>• Main character’s problem/conflict</li> <li>• Rising tension</li> <li>• Sequence of events, e.g.: This happened first, which caused this to happen. Then this happened, which made this happen...</li> <li>• Change in the story</li> <li>• Solution/resolution</li> <li>• Setting</li> <li>• Conclusion</li> <li>• Author’s purpose – to entertain and to convey a message</li> </ul>	<p><b>Predictable Questions</b></p> <p>What character trait would you use to describe the character?</p> <p>What is the same about these two characters?</p> <p>Why did the author put this minor character in the story?</p> <p>Which is a fact about the character’s problem?</p> <p>Which is an opinion about what this character is doing?</p> <p>Can you name the detail that talks about how the character solves problem?</p> <p>This happened because.....*</p> <p>Why did this happen?*</p> <p>Draw a conclusion about why the author said .... *</p> <p>The author says this about the character. What is he/she really saying?*</p> <p>The author said _____ Why did he say it or what does he mean?*</p> <p>What is this mostly about?*</p>
<p><b>Historical Fiction</b> Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above and:</li> <li>• The historical events that we learn about in this (and that are relevant to this story)</li> <li>• That characters may represent the historical time period or not</li> <li>• That the setting takes on a historical context</li> <li>• Things you learn about this time period</li> <li>• Author’s purpose – to entertain and inform</li> </ul>	<p><b>Predictable Questions</b></p> <p>How would you describe this character?</p> <p>Why do you think the character did what he/she did?</p> <p>Why did the author tell us this about the setting?*</p> <p>What is the problem?</p> <p>Why is that a problem?</p> <p>This happened because _____</p> <p>Which part of this could be true?</p> <p>The author uses this word to mean _____*</p> <p>Who’s talking in this story?*</p> <p>Whose point of view is this story written in?*</p> <p>Whose perspective is being represented here?*</p> <p>Draw a conclusion about what happened at the end of the story.</p> <p>What is this mostly about?*</p> <p>What is the author telling us about this time period?*</p>
<p><b>Folktales/Allegory</b> Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above and:</li> </ul>	<p>What’s so and so’s main problem in the passage?</p>

<ul style="list-style-type: none"> <li>• That these are stories from the past and may represent different cities, countries, cultures</li> <li>• the lesson/moral of the tale</li> <li>• that characters may be animals</li> <li>• Author's purpose – to teach a lesson/moral</li> </ul>	<p>What's the problem?  Why did the problem occur?  This problem happened because _____  Which words from the passage have almost the same meaning?  Which detail is not important to the plot in this passage?  The author wrote _____ to _____  With which statement would the author most likely agree?*</p> <p>Which sentence best tells the theme of the passage?*</p> <p>What moral does this passage teach you?*</p>
<p><b>Narrative Non Fiction (Students had difficulty with the informational side to this)</b></p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above (narrative, not folktales/allegory)</li> <li>• That this is a story but it is about a real person or subject or situation</li> <li>• Person's struggles, motivations, and achievements</li> <li>• Information about the world/time period/subject that is taught through this true narrative</li> <li>• Author' purpose – to inform</li> </ul>	<p>Which trait would you use to describe the person in the text?  Why did the author put this minor person in the story?*</p> <p>This happened because.....  Why did this happen?  Which is a fact about the person's problem?  Can you name the detail that talks about how the person solves the problem?  What happened right after _____?  What is the same about these two people?  The author said _____ why did he say it or what does he mean?*</p> <p>The author says this about the person. What is he/she really saying?*</p> <p>What motivated the person to do what he or she did?  This person achieved _____*  This story gives us information about _____  What is this mostly about?*</p> <p>The author write this because he/she wanted us to know _____?*</p> <p>Draw a conclusion about why the author said .... at the end*</p>
<p><b>Drama ( This is brand new)</b></p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above (narrative, not folktales/allegory) and:</li> <li>• The author's use of scenes</li> <li>• The narrator's role</li> <li>• Particular lines and their significance</li> <li>• That plays have characters, setting, dialogue, narrators, stage direction, and props</li> </ul>	<p>How do _____ dialogue and stage directions give an actor ideas about playing the character?  After this scene the audience is supposed to predict that _____  Lines that describe the scene and setting could be _____  Which of these is an example of words spoken by narrator 2?  Which is an example of a prop that was used?  The stage direction that suggests that _____ should speak the dialogue that follows is _____  The play can best be described as a _____  Which choice best describes the play from which</p>

	the scene was taken?
<p><b>Classics (This is a new one)</b> Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above (narrative, not folktales/allegory) and:</li> <li>• How this genre draws attention to human problems</li> <li>• How this genre looks at point of view</li> <li>• The use of effective language, including figurative language</li> <li>• How the author makes you believe that what is said should hold meaning</li> </ul>	<p>Who is the major character in the story? What is the conflict the characters are going through? How does the setting influence the character? How does the character resolve the problem? Why did the author say _____? How does the author use this form of symbolism to describe the character’s internal conflict? What is the theme of the story?</p>
<p><b>Biography</b> Identify and discuss:</p> <ul style="list-style-type: none"> <li>• All of the above (Narrative Nonfiction) and:</li> <li>• Why the person became great</li> <li>• That the perspective is that of another person rather than the subject of the biography (as is the case with an autobiography)</li> <li>• Text boxes and picture support to locate information</li> <li>• Discussion in conclusion of accomplishments</li> <li>• Author’s purpose – to inform</li> </ul>	<p>Which trait would you use to describe the person in the text? Which is a fact about the person’s problem? Can you name the detail that talks about how the person solves her problem? Who is writing the story? * Who is talking? Which is an opinion about what this person did? Why did the author put this minor person in the story? This happened because..... Why did this happen? Draw a conclusion about why the author said .... * What motivated the person to do what he or she did? This person achieved _____ This story gives us information about _____ * What happened right after _____? The author said _____ Why did he say it or what does he mean? * Draw a conclusion about how what _____ did will be used _____ * Who wrote the story? Why did this person write this story? * What is this mostly about? *</p>
<p><b>Autobiography (Students had problems with this)</b></p> <ul style="list-style-type: none"> <li>• All of the above (Biography and Narrative Nonfiction) and:</li> <li>• About and written by the same person</li> <li>• Author’s purpose – to inform</li> </ul>	<p>Which trait would you use to describe the subject of the text? Who is writing the text? Who is talking? The author says this about the person. What is she really saying? What is the same about these two characters? Why did the author put this minor character in the story? What motivated the person to do what she did? Which is a fact about the person’s problem? Which is an opinion about what this character is doing? Can you name the detail that talks about how the person solves the problem?</p>

	<p>The author said _____ Why did she say it or what does she mean?  This happened because.....  Why did this happen?  What happened right after _____?  This person achieved _____  This autobiography gives us information about _____  Draw a conclusion about why the author said .... at the end.  What is this mostly about?  Draw a conclusion about how what _____ did will be used _____</p>
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**Expository Structure**

<p><b>Informational (Students had a problem with this)</b>  Identify and discuss:</p> <ul style="list-style-type: none"> <li>• How to, All About, Question and Answer, Advertisements, List , Letter, Reports</li> <li>• That this type of text provides information pertaining to a main idea and details to support that main idea</li> <li>• Titles, questions and captions support the main idea</li> <li>• Text boxes and picture support to locate information</li> <li>• New information, misleading pictures, captions, text messages</li> </ul>	<p>What happened after _____?  What happened before _____?  Who is this report written for?  Why did this report start?  Who is writing the letter and why?  What's the purpose of the letter?  What structure is this letter written in?  Who is interviewing you?  What do the questions that are being asked tell us about the main purpose of the interview?  Why is the author giving us this information?  Which is a fact?  This word means _____  Which detail supports what we are saying about?  Why did _____ change after _____?  What is the purpose of the illustration _____?  Which detail tells us _____?  What are two reasons _____ used to support her argument?  What is _____ trying to _____?  The author wrote this report to _____  What is this mostly about?  What is another title for this story?  What is the main idea?  Which detail best supports the main idea?</p>
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<p><b>Hybrid</b>  Mixed genre</p>	<p>Refer to the sample genre</p>
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**Both Structures**

<p><b>Poetry (Students often had problems with this)</b>  Identify and discuss:</p> <ul style="list-style-type: none"> <li>• That a poem may tell a story</li> <li>• That a poem may provide information</li> <li>• That a poem may draw a picture</li> <li>• Figurative language</li> <li>• Stanzas</li> <li>• White Space</li> <li>• Repeating language</li> <li>• Theme(s)</li> </ul>	<p>Why does the character do something or not?  How does _____ feel at the beginning of the poem?  What would _____ do next?  How does _____ feel at the end of the story?  Which stanza could not really happen?  Read these lines from the poem: _____.  What do these lines most likely mean?</p>
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- Rhyme (when applicable)
- Alliteration, and the use of literary devices such as idioms, personification, similes and metaphors

Which line best describes how \_\_\_\_\_ expresses \_\_\_\_\_?

Read these lines from the poem: \_\_\_\_\_ How would \_\_\_\_\_ most likely respond to these lines?

What point of view do \_\_\_\_\_ and \_\_\_\_\_ share?

There is alliteration in lines \_\_\_\_\_ and \_\_\_\_\_

Which of these words from the poem imitate a \_\_\_\_\_?

The author is telling you \_\_\_\_\_ about the subjects of the poem?

The character \_\_\_\_\_ in the middle of the poem decided to \_\_\_\_\_?

Which element of poetry is not found in these stanzas?

What feeling is the speaker expressing in the poem?

The statement \_\_\_\_\_ (figurative language) means \_\_\_\_\_

What is the rhyme scheme on the first stanza of this poem?

The tone of the poem is \_\_\_\_\_

According to the \_\_\_\_\_ the \_\_\_\_\_ symbolizes \_\_\_\_\_?

The narrator sees the main character in the poem as \_\_\_\_\_

How does the poet feel about \_\_\_\_\_?

Who is talking in the poem?