

Click to verify













## Ela state exam

Studying in an English country like the United States isn't easy unless you are proficient in this language. You will face multiple problems like communication barriers or find it harder to understand your subjects too. To let the students be proficient and evaluate their level of language, the ELA state test is organized in different states of the US. Every student for grade 3 and higher must clear this test and make sure that they are good in this skill. But it is hard for many non-native speakers to clear this test and have an ELA certificate. If you are also one of these, this blog will highlight 4 tips to let you pass this test. Before you explore the tips for an ELA state test, you must have an idea about what it is and why it is conducted. ELA is the short form of English Language Arts that is a specific exam conducted in different states of the US. This test is considered a standard test that indicates how proficient a student is in the English language speaking, reading, and writing. In short, the ELA state test indicates whether a student is capable of sitting in a classroom and understanding what the instructor is teaching. That is the main reason why this test has great importance and is accepted in hundreds of institutes in the United States. For every student, it is important to clear this test and submit the certificate to their school/college. There is an exception for non-native speakers in terms of this test. They don't have to appear for the ELA state test for the first year in this country. Once they have completed a year in the country, they have to pass the NY ELA test and submit the certificate for confirmation. Preview of ELA State Test ELA State test has two major sections in terms of content using which the student's skill is evaluated. The first portion involves the Multiple-Choice Questions in which students are given statements with multiple options. A student has to use their knowledge of this language and choose the right option. For a better assessment, these questions mainly involve problem statements related to grammar, pronunciation, general communication, and related ones. In the second portion, the students are asked to appear for a writing assignment. The purpose of this assignment in the ELA state test is to evaluate the writing skills of the students. To clear this test, you must be proficient in grammar, writing, pronunciation, and sentence building. If you are weak in any of these sections, you will not be able to clear your test and have a passing certificate. Doesn't matter which test or exam you are looking to enroll in, you just need guidance from experienced people. It is good to take advice and have a few tips when you are appearing for a test like the ELA state test. It is because you will have higher chances to clear your test and get a certificate. In this section, we have listed 5 proven tips that have helped our readers clear ELA state tests with prominent grades. The very first and most important advice in this regard is to test your skills and evaluate your knowledge. It is only possible when you have taken a few practice tests and checked your skills. You should look for an online resource and search for the ELA practice test. It will enable you to join a demo test with almost similar questions to complete. At the end, you will see the results that will automatically indicate whether you are prepared to participate in the test or still need improvements. When it comes to the ELA state test, you shouldn't ignore the reading skills just because it is not part of your test. Be mindful that reading plays an important role when it comes to understanding the statements of the multiple questions. You can't understand what is written or misinterpret the statement if you are unable to read it properly. Moreover, you may have an unexpected communication with the instructor/teacher that may lead you to bad grades on this test. So, you should read comprehensions from different books, journals, or papers to make sure that you have a good grip on English reading. As mentioned earlier, the second major part of your ELA state test includes the writing phase. You can't ignore this part and keep looking for improvements in your writing skills. It is right to say that with average-quality writing you will never be able to pass your exam. Also, it will make your educational career in this country hard. So, you should always be positive and passionate when it comes to writing. It is good to practice writing essays and paragraphs on different topics and check the mistakes after completion. With this, you will be able to know what level of writing skills you have and what kind of improvements you need. One of the best methods to prepare for your ELA state test and clear it is by joining an online course. It is because you will neither get better advice nor proper evaluation unless you have a proficient instructor to teach and examine your progress. We have evaluated multiple platforms to choose the best for you and found the Wukong ELA course the best. The main reason for being the best is the course for every grade's student. It doesn't impose complicated English on every student but organizes different classes depending on the grades of the students. Moreover, you will get a qualified, professional, and experienced ELA teacher to instruct you and guide you on how to prepare for the ELA state test. In short, Wukong English will be the best choice for you when it comes to searching for an online resource or course to continue your ELA state test learning. Homepage of ELA Course by Wukong Suitable for global learners in grades 3-6. Get started free! It is a standard test that is conducted to check the English proficiency and knowledge of the students. Many states in the US including New York conduct this test for high school students. You can join a course like Wukong English from where you can learn different sections related to the English language. In addition to this, you can also join a practice test for the ELA exam and estimate whether you have enough knowledge about the language or need improvements. For the students studying in the grade 3 or above, it is compulsory to clear NY ELA because without it they may not be able to get admission in their schools. If you have just moved to the US, you can continue your education for 1 year without this test. But you have to clear it after your first year in this country. In the above blog, we have discussed the ELA state test in detail. You must have an idea about what this test is and how you can prepare yourself after reading the above-mentioned tips. It is right to say that you will have comprehensive information about this specific test and be ready to clear it for your further educational career. Elaina Zetts, a teacher from League City, Texas, majoring in Elementary Education, has a master's degree in K-12 Literacy. Serves as an ELA teacher in a public school in Friendswood, Texas. Has taught ELA for 15 years and is good at teaching elementary aged students how to read, write and spell. Teah teaching profession is her heart and soul and wat brings her the most joy in life. She hopes dat her love for Literacy shines through and that children grow in their love for reading and writing while in her classes. NYSED General Information: (518) 474-3852 ACES-VR: 1-800-222-JOBS (5627) High School Equivalency: (518) 474-5906 New York State Archives: (518) 474-6926 New York State Library: (518) 474-5355 New York State Museum: (518) 474-5877 Office of Higher Education: (518) 486-3633 Office of the Professions: (518) 474-3817 P-12 Education: (518) 474-3862 NYSED General Information: (518) 474-3852 ACES-VR: 1-800-222-JOBS (5627) High School Equivalency: (518) 474-5906 New York State Archives: (518) 474-6926 New York State Library: (518) 474-5355 New York State Museum: (518) 474-5877 Office of Higher Education: (518) 486-3633 Office of the Professions: (518) 474-3817 P-12 Education: (518) 474-3862 Lots of teachers spend time on multiple-choice questions in preparation for the big state standardized tests. While this is valid, we have to be sure to spend equal amount of time on the writing tasks. I know it varies throughout America and well, the world, but in NJ, we take what's called the NJSLA, formerly known as PARCC. It stems from the Pearson Access Next website and, from what I can gather, the following states also use similar tests: Arizona, Colorado, Florida, Illinois, Iowa, Kentucky, Massachusetts, Minnesota, New York, Rhode Island, Tennessee, and Virginia. Typically, the way our assessment is set up is as follows:Narrative Task: This will require the students to read a short story and then write a narrative response. Usually, it is a continuation story of the story they read. Sometimes, it's a point-of-view story, in which they have to write the same story in the POV of another character. Research Simulation Task: Students will read two articles about a real subject, usually science or history focused, and a video as well. They then will have to write an essay comparing the sources based on a specific skill. Literary Analysis Task: They must read two literary passages, a short story, a poem, an excerpt, and compare and contrast the two reading materials. They usually have to focus on a literary skill such as theme, character, etc. So, ALL of these are HEAVILY focused on reading comprehension as well as writing skill. Truly, this is why I spend so much time on reading during the school year, because it is crucial for their success on the writing portions of the test. I have a ton of things in my TpT store and my blog that can get you started. The first thing you'll want your students to be aware of are the different types of prompts. Here are a few examples. I like to start with the continuation story. I give them a bunch of student samples to analyze to determine what they did well or not so well. It's a good start to see what others have done. From there, we read actual short stories that are on the NJSLA sample website, and often do the multiple-choice as well. The most important part is having them HIGHLIGHT lines in the ORIGINAL story that would be helpful in a sequel of the story. We spend a good amount of time doing that before planning a potential continuation. From there, I have the students plan "what-ifs." These are possible scenarios of what could happen next, and what could LOGICALLY happen next. Once they decide on a major plot, they have to plan an entire NEW story using story structure. My students are all very familiar with the structure already because we use this throughout the year. Truthfully, it's been awhile since I've seen this type of writing task, but it could happen! I think it's more likely on 7th or 8th grade. In this scenario, students have to rewrite the story from the point-of-view of another character. This is actually quite challenging to do! Similar to the continuation, I have them look at student samples. After that analysis, they read a story, and again focus on highlighting. This time, they must highlight where the other character is featured. This is important because they will want to know this for their version. Then, they plan. This is very different. I like to teach them to think of what could happen BEFORE, DURING, and AFTER the main events. So, the before, they make up. The during, they will include what the character felt and thought during the main events, and the after they make up what could potentially happen after all the main events. Sometimes, this is all I have them do and if time allows, I have them actually write the story. These are set up the exact same way. Pretty much all the prompts are similar in that they want students to compare and contrast the sources and how they focus on a specific literary element or idea. I use the basic essay format from the beginning of the school year and any time I do an essay with them. For test prep, I give them two super short passages from Common Lit. They read those and focus on making topic sentences. THIS is how they prepare for the essay. They need to be aware that each source is a paragraph and that there is a comparative paragraph as well. Then for time, I usually just have them work on one body paragraph to be sure they know/remember the set up. I have them do this for a literary analysis task and a research simulation task. This is all I do to prepare for the state test, for the most part. If you read my other blog post, it goes into more detail about other things I've done, but honestly, once I work on these slides with them, they've already been pretty exposed to this type of writing. Truthfully, if you're incorporating this type of work throughout the year, it won't be a struggle to review. You can get all of these slides plus 3 teacher samples here: Instagram/Facebook/Pinterest/Teachers Pay Teachers Store 1. Citing Textual Evidence in Reading 2. Elaborating on Ideas in Writing Using Evidence and Details 3. Determining Central Ideas and Supporting Details in Reading 4. Analyzing How Ideas are Developed and Elaborated in Reading 6. Analyzing Text Structure 7. Determining Author's Point of View or Purpose 8. Evaluating Visuals and Media 9. Evaluating Arguments, Claims and Reasoning 10. Comparing Two or More Texts & Perspectives 11. Reading Literary Nonfiction and Complex Texts in Content Areas Which [detail/sentence/line] from the text [indicates/best supports] [provide inference or conclusion based on the text]? Which [detail/sentence/line] from the text best supports this [inference/conclusion] OR best shows [provide inference or conclusion]? The reader can [infer/conclude] [provide inference or conclusion based on the text]. Which [detail/sentence/line] from the text best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? Which [detail/sentence/line] from the text best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? Read this [inference/conclusion]. [provide inference or conclusion based on the text]. Which [detail/sentence/line] from the text best supports this [inference/conclusion]? Which [details/sentences/lines] from the text [indicate/best support] [provide inference or conclusion based on the text]? Select [two /three] answers. Writing Explanatory Brief Text: A student is writing a [insert type of text] about [insert purpose or topic of text]. Read the draft of the text and complete the task that follows. [Insert stimulus @ 200-250 words]. The student does not have a [good/effective] or is missing a[n] [good/effective/clear] [introduction/conclusion]. Write an introduction that provides a clear [controlling idea/thesis]. OR Write a conclusion that [follows logically from the information OR is appropriate for the audience and purpose. Writing Explanatory Brief Text: A student is writing a[n] [insert type of text] about [insert purpose or topic of text]. Read the draft of the text and complete the task that follows [Insert stimulus @ 200-250 words]. Underlining sentences where elaboration is needed. Add student notes @ 70-80 words]. The student wants to develop more support for the [controlling idea/thesis/topic, etc.]. Use information [evidence/facts/examples, etc. from the student notes to [complete/develop/continue] the paragraph that begins with the underlined sentence. Writing Explanatory Brief Text: Choose information/evidence/facts/examples, etc. depending on content of student notes] from the student notes and write a paragraph to develop the underlined [idea/topic, etc.]. [for stimuli structured as simple cause/effect, pro/con, compare/contrast, problem/solution] Using [relevant/appropriate] information from the student notes, write a paragraph to be added after the underlined sentence that develops [information on the effect of ; the cons of ; the solution to ; OR a comparison between (or contrast to) , etc.]. Writing Explanatory Full Text: Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions. An explanatory assignment must provide the following information: A purpose for writing Development of the topic with relevant facts, definitions, concrete details, quotations, or other information and examples A clear direction driven by a thesis/controlling idea supported by evidence from the sources about the topic, body paragraphs that develop the topic, and a concluding statement or section that follows from the information Writing Narrative Brief Text: A student is writing a [narrative/story] for the [insert where it will be read] about [insert purpose or topic of text]. Read the draft of the [narrative/story] and complete the task that follows. [Insert stimulus @ 200-250 words, underlining sentence(s) where elaboration is needed]. The student wants to make the story more [exciting/interesting/descriptive, etc.]. Add dialogue [and/or description] to [replace/to come after] the underlined part of the story to show [what happens during that part of the story, what happens between two characters or events, etc. OR to develop the part about , etc.]. Add details [and/or dialogue] after the underlined part of the story [showing or describing , OR to develop the part about , etc.]. Writing Narrative Brief Text: A student is writing a [narrative/story] for [insert where it will be read] about [insert purpose or topic of text]. Read the draft of the [narrative/story] and complete the task that follows. [Insert stimulus @ 200-250 words]. STEM: The student's [narrative/story] does not have a [beginning/ending]. Write a beginning for the [narrative/story] that [sets up the action to come, and/or shows what is going on at the beginning of the narrative, and/or explains/introduces who the characters is/are, or what the setting or mood is]. Write an ending\* for the story that solves [or finishes the story by solving] the problem in the story. Write an ending\* for the narrative that [follows logically from and/or reflects on, OR provides closure for and/or reflection on] the [events/experiences] in the narrative. Writing Narrative Full Text: Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions. A narrative assignment must provide the following information: A purpose for writing A conflict or "jumping-off" point In-depth description, narrative techniques (such as dialogue), and a resolution Writing Argumentative Brief Text: A student is writing a[n] [argumentative topic] for the [newspaper/mayor/school board/town/city council/principal, etc.] about... Read the draft of the and complete the task that follows. [Insert stimulus @ 200-250 words – no student notes for organization] ...The text does not have [or is missing] an [appropriate/effective] [introduction/conclusion]... Write an introduction to the [argumentative topic] that [establishes, introduces, and/or sets up the context for] a clear claim about... Write a conclusion that [follows logically from the argument/is appropriate for the audience of] the [argumentative topic]... Writing Argumentative Brief Text: A student is writing a[n] [argumentative topic] about...for the [newspaper/mayor/school board, town/city council/principal, etc.]. Read the draft of the and complete the task that follows. [Insert stimulus @ 200-250 words, underlining sentences where elaboration is needed. Add student notes @ 70-80 words] The student wants to develop more [support for the claim/evidence to address the counterclaim] in the [argumentative]. Use information [evidence/facts/details, etc. depending on content] from the student notes to develop a supporting paragraph that begins with the underlined sentence. Choose relevant evidence [and examples/facts, etc. depending on the content of the student notes] from the student notes and write one or two paragraphs to [further develop the underlined [claim/reason, etc.] OR address the underlined counterclaim]. Using information in the student notes, [write a paragraph to be added after the underlined sentence OR continue the paragraph that starts with the underlined sentence] that states [and argues against/addresses] the [counterclaim, or opposing point of view]. Writing Argumentative Full Text: Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions. An argumentative assignment must provide the following information: A purpose for writing A description of the audience A topic with multiple sides, one of which the student can argue supported by evidence from the sources about the topic. Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the text? Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the [story/poem] told by the [narrator/speaker]? Which [sentence/statement] best [identifies/expresses/shows] [the author's/character's name's] message about [provide theme/central idea]? Read the [sentences/lines/paragraph(s)]. [excerpt from text] What is the [theme/central idea] of the [sentences/lines/paragraph(s)]? Which [sentences/lines/paragraph(s)] from the text best [identify(ies)/express(es)/show(s)] the [theme/central idea]? Which sentence best summarizes the [first paragraph/introductory paragraph/s]? Read the [sentences/lines/paragraph(s)]. [excerpt from text] Which sentence best summarizes the [sentences/lines/paragraph(s)]? Which sentence best summarizes the text? Which sentence best summarizes what happens after [provide plot]? Read this summary. [Summary of a section of the text; one key detail/event is missing] Which [key detail/event] is missing from the summary? How does the author's inclusion of paragraphs [insert paragraph numbers] contribute to the text? NOTE: Item must focus on the interaction between elements How do [events/people/ideas/topics] develop over the course of the text? What does the use of [development/description of events/people/topics] show about [description of ideas/content of text]? Which statement best describes how the use of [events/people/topics] affects both texts? How does the author's inclusion of [provide individuals/events/ideas/etc.] add to the development of the text? How does the [provide individuals/events/ideas/etc.] change the text? Read the [sentences(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How does the [sentences(s)/paragraph(s)/section(s)] add to the development of the text? How does the author's inclusion of [provide individuals/ideas/events/etc.] add to the development of the text? Select [two/three] options. Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined]. What does the [word/phrase] [targeted word/"targeted phrase"] most likely [suggest/mean]? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined]. Which [word(s)/phrase] best state(s) the meaning of [targeted word/"targeted phrase"]? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] suggest? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined]. The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] most likely suggest about [idea/event/topic/etc.] in the text? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] An analogy is a comparison between two things. What is the analogy of the [provide targeted word]? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined]. Select the [word/phrase] that best defines [targeted word/"targeted phrase"] as it is used in the sentence(s). Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined]. What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Read the dictionary entry. (part of speech) 1. [definition] Which [word/phrase] in the text best matches the dictionary entry? Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined]. What does the [root/affix] in the word [targeted word] mean? [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. How does the [word/phrase] [targeted word/"targeted phrase"] affect the reader's interpretation of the meaning of the text? How does the author's use of the word/phrase [targeted word/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion/belief(s)] about [provide idea]? What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? What is the most likely reason the author [used/included] [provide text structure/format/feature/etc.] in the text? The author [used/included] [provide text structure/format/feature/etc.] What is the most likely reason the author structured the text this way? The author [used/included] [provide text structure/format/feature/etc.] How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? [Provide direct excerpt] Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/heading(s)/question(s)/quotations(s)] in the text? [Provide direct excerpt] Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? [Provide direct excerpt] Select the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? What does the information in the [first paragraph/first section/introduction] of the text reveal about the author's [point of view/purpose]? How does the author's inclusion of paragraphs [insert paragraph numbers] contribute to the text? NOTE: Item must focus on the author's [point of view/purpose]? What effect does [provide feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by feature]? How does [provide feature/etc.] affect [or add to] the reader's understanding of the text? What information does the reader learn in the [media or visual] that was not expressed in the text? How does the author use [media or visual element] to develop ideas [for a concept] in the text? What is the most likely reason the author [used/included] [provide text feature/etc.] in the text? The author [used/included] [provide feature]. What is the most likely reason the author [used/included] [provide feature]? The author [used/included] [provide feature/etc.]. How does this [provide feature/etc.] affect [provide element affected, such as central idea, presentation of information, or events]? Why is using [provide text feature] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? What does the author accomplish by [using/beginning with/ending with/including] [provide feature] in the text? PART A: Which of these inferences (or conclusions) about [provide how media is used] is supported by the text? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in PART A: What inference (or conclusion) can be made/drawn about [provide how media is used]? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in PART A: What inference (or conclusion) can be made/drawn about [provide how media is used]? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in PART A: What inference (or conclusion) can be made/drawn about [provide how media is used]? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in PART A: What inference (or conclusion) can be made/drawn about [provide how media is used]? Explain using key evidence from the text to support your answer. What inference (or conclusion) can be made/drawn about the [provide relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Explain using key evidence from the text to support your answer. Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Explain using key evidence from the text to support your answer. PART A: Which of these inferences (or conclusions) about how [provide relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? PART A: What inference (or conclusion) can be made/drawn about how [provide relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in Part A? OR Which [sentence(s)/paragraph(s)/section(s)] from the text best [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? How does the author's #1's viewpoint about...compare or contrast to author #2's viewpoint on the same topic? Read the [sentence(s)/line(s)/set of lines/paragraph(s)] in [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer OR what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Explain using key evidence from [title text #1/both texts] to support your answer. PART A: Which of these inferences (or conclusions) about how [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc OR conflicting viewpoints.] is supported by the text? PART A: What inference (or conclusion) can be made/drawn about the author's opinion of [provide key individual/event/idea in the text]? PART A: What is most likely the author's intent by mentioning [provide focused detail] in the text? PART A: Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text]. Based on this information, [what inference can be made/what can a reader infer OR what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc OR conflicting viewpoints.] in [title text #1]? PART B: Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in Part A? The author uses a common literary theme to report on an event which is the theme of [theme such as "man versus nature"]. Select two details the author uses to develop this theme in the text. The author uses parallel structure in this excerpt. What is the author's purpose for using this structure? The author uses loaded language to describe...What are some examples of loaded language the author uses? The author uses figurative language to describe...How does the author describe the same thing through facts elsewhere in the text? Which of the following details from the text are hyperbole (exaggerations) that are not meant to be taken literally? What effect does the author create with the use of [literary device]? Last Updated: May 28, 2024