



Las Vegas High School Questions that Promote Higher Order Thinking

The important thing is not to stop questioning.

Albert Einstein

While these questions may differ somewhat in their complexity from those that this great thinker may once have asked his protégées, they should nonetheless provide a basic framework for higher level thinking in reading.

Jill Leone

Based on this passage, what can the reader infer about ...?

Which of the following sentences represents the **main** turning point of the excerpt?

What does paragraph ... **most** suggest about the future of?

In the excerpt, what is the **main** effect of using ...'s point of view?

What is the **main** point that the author develops in paragraphs ... - ...?

Based on paragraph ..., what does the author find most striking about ...?

Based on the excerpt, what can the reader **most likely** expect as the story/poem/play continues?

Based on the passage, how would the author/narrator apply what he already learned to his everyday life? (hypothetical situation of theme/lesson about the human experience)

Which describes how the **tone** of the passage would change if told by ... (hypothetical situation about change of tone)

Which event in the rising action **most influences** the climax? (drawing conclusion about the interrelationship among plot elements) a 3rd person point of view?

Which describes how the **falling action** would be different if told from a 3rd person point of view? (hypothetical situation about a change in point of view)

Which fact based on the passage supports the idea that ...?

What effect does the author build in the lines ...?

Based upon the passage, choose the statement below that identifies an idea the author...

Based on the **first person point of view** of the passage, which of the following is a correct evaluation of the narrator's character?

Which text **structure** controls lines _____ of the passage?

What can the reader infer about **why the author wrote** the passage?

Which of the following sentences is a **summary statement** of this passage?

Which of the following sentences serves as an important **transition** in the excerpt?

How is this story/article like another you/we have read? (This question encourages students to make connections and see analogies.)

Does this article/ story make you aware of any problems that need attention today? (This allows students to see themselves as active participants in problem identification as well as problem solving.)

What does this mean to you and how might it affect others? (This pair of questions gives students a chance to express their own interests but also to empathetically consider and understand the views of, and possible consequences to, others.)

Is there anything wrong with the solution in the text, and how else might this problem be solved? (This type of question is at the heart of successful critical analysis.)

What additional information would help us understand this better? (This is promotes thinking “beyond the lines.”)

What is a **contrary** way of seeing this? (Examining issues from multiple points of view helps students to clarify their thoughts.)

Questions that Require Students to Evaluate (present and defend opinions by making judgments about information)

- Do you agree with the actions . . . ? with the outcomes . . . ?
- What is your opinion of . . . ?
- How would you prove . . . ? disprove . . . ?
- Would it be better if . . . ?
- Why did they (the character) choose . . . ?
- What would you recommend . . . ?
- How would you rate the . . . ?
- What evidence would you cite to defend the actions . . . ?
- What choice would you have made . . . ?
- What would you select . . . ?
- How would you prioritize . . . ?
- What information would you use to support the view . . . ?
- How would you justify . . . ?
- What evidence was used to draw the conclusion . . . ?
- Why was it better that . . . ?
- How would you compare the ideas . . . ? people . . . ?

Which of the following is the best description of the **author's technique** in presenting this information?

Which of the following quotes provides the best **evidence of the theme** of this passage?

Paragraph two paints a picture of ...

The primary purpose of paragraph ... is to ...

The author's **attitude toward** the ... in paragraph one is ...

Which sentence best sums up the **author's main point**?

A **situation similar** to the ... described in paragraph ... would be ...

In the sentence '....' (lines ...) the author is ...

The author makes his point by reference to all of the following except ...

The incident of ... is mentioned in order to ...

It can be **inferred** from the last paragraph that ...

The writer of this passage apparently believes all of the following except ...

The author of passage one makes his point mainly by the use of ...

The extensive use of the pronoun 'you' in passage one indicates that the author ...

The **tones** of the two passages differ in that passage ... is ...

The author makes his point with the aid of all of the following **except** ...

The example of the ... is used to illustrate which of the following ideas in paragraph ...?

The author would most likely agree that ...

The main point the author conveys is that ...

It can be inferred that paragraph ... is intended as ...

The author makes his main point with the aid of ...

The first sentence of passage one contains an element of ...

Both passages make the point that ...

Both passages ..., but differ in that the author of passage one ...

What significant event or events prompted the author to write this essay?

Which excerpt from the passage shows the **author using personification / hyperbole / rhetorical questioning to illustrate his ideas**?

Which statement presents something **ironic** in the passage?

On which method does the writer rely to **develop a persuasive argument** in this passage?

What can be concluded about the **author's attitude** toward the ... ?

What information from the passage supports the author's argument that ... ?

How is the **conflict** described in the passage resolved?

Titles typically indicate something that an author wants to emphasize in a passage. In this case, the **title** ... ?

The passage's argument is best described as ...

The title of the passage draws the attention of the reader mainly because ...

Which explanation suggests the author's purpose in describing the ...

In paragraph ..., what is the effect of including ... comments?

Which of the following **best** describes the transition between paragraphs ... and ...?

In the article, the author **mainly** appeals to which audience?

In lines ... - ..., what is the **effect of the relatively short lines**?

In paragraph ..., what does the **repetition** of the word "... " suggest about the author?

Read the sentences from lines ... and ... below. What do the sentences **mainly** emphasize?

What is the **main** reason the **mood** of the excerpt grows more intense?

Paragraphs ... and ... **mainly** illustrate

What does the **exchange** between ... and ... in paragraphs ... - ... **reveal**?

Based on the excerpt, the author discovers that ..., rather than ..., is characterized by ...

What does the description of ... in lines/paragraph ... show about him/her?

What is the **main** contrast established in lines ...?

Which of the following **best** expresses a theme in the excerpt?

In the excerpt, what is the **effect** of the author's **use of images** such as "... "?

What do the **last three lines** of the poem/story/passage suggest?

In the excerpt, ...’s narration contains a great deal of **visual imagery**. What does this reveal about him/her?

In the excerpt, the action is seen through ...’s eyes. What does this help the reader do?

Read the sentence from paragraph ... in the box below. What does the sentence suggest about ...?

What is the author’s **most likely** purpose for beginning the article with a description of a puzzling fact?

Which of the following statements **best** characterizes the article’s main conclusion?

What **technique** does the author use to get his/her **point across**?

What element of the story’s / poem’s **setting** creates the problem for ...?

The purpose of the **final paragraph** is to ...

The phrase “...” (line ...) suggests the narrator ...

Which of the following literary devices does the author use primarily in this passage to increase its effectiveness?

The **long sentence** beginning “...” is a run-on sentence with ...commas. The effect of this construction is to ...

The purpose of this selection is most likely to show the reader that ...

Telling his own story rather than having someone else write it allows the writer to ...

Which sentence best shows ...

Which sentence from the passage shows how ... feels about ...

How does the choice of **text organization** help make the author’s point?

What does the author **mainly** emphasize in paragraph ...?

The **author structures** this story by —

The setting is significant in this selection because —

The author develops the selection mainly by —

Which **aspect of the story** is most **dependent on the setting**?

Which sentence best emphasizes the conflict faced by ...?

Which sentence best explains **what the narrator learned** from his/her experience?

Which opinion can be supported with information from the selection?

What advice would you give each of the characters?

How does the **author's style** affect the character development?

What two/three persuasive techniques are used in this speech?

What purpose does **repeating the phrase** "... " serve?

The **style** of the passage as a whole can best be characterized / described as ...

The principal **contrast** employed by the author of the passage is between ... and ...

In paragraph ..., which **rhetorical device** is most in evidence?

The passage as a whole can best be described as ...

The **attitude** of the speaker toward ... is ...

The speaker's tone toward the conclusion of the passage is primarily one of ...

Which of the following is most likely a deliberate **exaggeration**?

The author's tone in the passage can best be described as ...

The **point of view** from which the passage is told can best be described as that of ...

It can reasonably be inferred from the passage that the **author** would probably **agree** with which of the following statements ...?

When the author says, "... " he/she/means ... (drawing conclusions about author's use of language)

Which statement below offers information important enough to be included in a summary of the passage?

Questioning Strategies that Elicit Higher Level Thinking:

- Require students to manipulate prior information.
Why do you suppose.....?
"What can you conclude from the evidence?"
- Ask students to compare or contrast.
- Ask questions that require a solution to a problem.
- Involve students in observing and describing an event or object.
"What do you notice?"
"Tell me about this."
"What do you see?"
- Ask students to state an idea or definition in their own words.
- Require students to defend answers.