

**Multiple Choice, Two-Part, and Written Response Questions Stems**  
**Multiple Choice Question Stems by Standard Grades 5-12**

STANDARD	QUESTION
<b>READING FOR INFORMATION</b>	
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	The statement that “QUOTE FROM PASSAGE” most strongly suggests that [CHOICES REQUIRE INFERENCE]
RI.5.1:	Which sentence from the passage best explains how _____works?
RI. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.Which lines best support the author’s idea that _____?  2. According to lines _____ - _____ what is one problem with _____?
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Which statement is <i>not</i> supported by information in the article?
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Which of the following best summarizes the main idea of the passage?
RI.5.2:	Which key detail helps the reader understand the importance of _____?
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1. Which sentence would be most important to include in a summary of the article?  2. Which evidence best supports the idea that _____?  3. Which statement best reflects the central idea of the article? (choices include sentence from article).
RI.7.2	Which statement best expresses the author’s view of [topic]?

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	The passage suggests all the following strategies for _____ EXCEPT
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1. A central idea of the text is that  2. Which statement best reflects a central argument used by the author?
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	The most important feature of [MAIN IDEA] _____ is the ability to _____
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	1. How does the author show that _____ is dangerous?  2. The author demonstrates that [Character] is qualified for the project by
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	What evidence from the text best clarifies the author's claim in lines ____ through ____?
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	1.The authors use the phrase “ _____ ” in line 35 to mean _____  2.As used in line _____ the word _____ most closely means

	3. Which of these words is closest in meaning to _____ in line _____?
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone	Read this sentence from the article: The word _____ most closely means
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	As used in the passage, the word _____ (line _____) is closest in meaning to (list of synonyms)
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	1. The expression “ _____ ” (line _____) refers to 2. The author’s tone in lines _____ through _____ can best be described as
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Why are lines _____ through _____ important to the article? How do lines _____ through _____ most contribute to the article? Why does the author include lines _____ - _____ in the article?
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	How does the information in lines _____ through _____ help to develop the article?
RI.9-10.5 RI.11-12.5	The first paragraph (lines _____ through _____) serves the author’s purpose by

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1.The author conveys the purpose of the article by
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Which sentence from the passage best explains why_____?
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Read this sentence from lines ____ and ____. “QUOTE FROM PASSAGE” Which claim from the article is best supported by this sentence?
<b>READING FOR LITERATURE</b>	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Which sentence from the passage best shows how powerful _____ was? 2. Which lines from the passage best support the idea that _____ [CHARACTER] thinks like a _____[PROFESSION ie: scientist, doctor, etc.] 3.Read the last line from the passage “ _____ ’ 4.Which sentence from the passage best matches this characterization of _____? 5. Why does the character become interested in _____?
RL.7.1 The student has to analyze evidence from the text to draw an inference regarding the inclusion of this description and its role in characterization.	The description of the young man's walk serves to illustrate his a. sense of being in an unfamiliar situation b. confidence in himself c. closeness to his friend d. anxiety about meeting his friend's family

<p>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.</p>	<p>1. Which sentence from the passage best supports the conclusion that _____ is fascinated? 2. Read the excerpt from line _____. What do these sentences mainly suggest? 3. Why does the author make the recommendation in lines _____ - _____?</p>
<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>1, What does the _____ [SPECIFIC TEXT] event mainly represent to [CHARACTER]? 2. Which lines from the passage best support the story's central theme?</p>
<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Which statement best summarizes the central idea of the passage? (various details from the story listed as choices)</p>
<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Which detail would be most important to include in a summary of the passage?</p>
<p>RL. 9-10.2 RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Lines ____ through ____ contradict a central idea in the text by describing</p>
<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution</p>	<p>1. The author most likely includes the event described in lines 23 through 34 to show that 2. How did _____ speech influence the people</p>

<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>What do lines 55-62 reveal about [character's name]?</p>
<p>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.</p>	<p>As mentioned in line _____, [CHARACTER] wants to say "_____" to show that _____</p> <p>Why does [character] say, "_____" to _____?</p>
<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p>	<p>The primary purpose of the first paragraph is to _____</p>
<p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>1. Placed in the context of the rest of the passage, the disagreement between _____ and _____ (lines ____ through ____ ) reflects _____</p> <p>2. In lines ____through ____, the author presents _____ as someone who feels _____</p>
<p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Read these sentences below from the passage. The simile suggests that _____</p>
<p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	<p>1. What does the author mean by the phrase "_____" in lines _____ and _____?</p> <p>2. Read this sentence from lines _____and ____ of the passage. " _____ "</p>

<p>meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>3.What do the words “_____” and “_____” suggest?</p>
<p>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 rhymes and other repetitions of sounds</p>	<p>Closely reread this sentence from the passage: “_____” In this sentence, “ [word]” most clearly means (list of synonyms below)</p>
<p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<ol style="list-style-type: none"> <li>1. The author’s choice of language in lines _____through _____ serves to emphasize a sense of _____</li> <li>2, One major effect of the simile used in line _____is to emphasize _____</li> <li>3. The author’s use of the phrase “ ___” emphasizes _____</li> <li>4. As used in line 10, “_____” most likely refers to the narrator’s _____</li> </ol>
<p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<ol style="list-style-type: none"> <li>1. The poet’s use of figurative language in line _____emphasizes his _____</li> <li>2. The couplet in lines ___and ___of the sonnet serves as _____</li> </ol>
<p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<ol style="list-style-type: none"> <li>1.Which statement best shows how the author reveals the narrator’s opinion of _____?</li> <li>2. Which line or lines illustrate knowledge the narrator has that the characters in the story do not?</li> </ol>
<p>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>How is _____’s view of himself different from [another character’s] view of him?</p>

<p>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.</p>	<p>1. Why does the author alternate between sharing information from the newspaper and showing the character's response?</p> <p>2. Closely reread the sentence from the passage: “ _____ ” “What effect does this sentence provide the reader as the story develops? a. The reader believes . . . b. The reader thinks . . . c. the reader wonders . . . d. The reader understands . . .</p>
<p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Based on events in the text, which quotation best reveals the irony of the statement “ _____ ” (lines _ and __)?</p>
<p><b>LANGUAGE STANDARDS</b></p>	
<p>L.6.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context clues</p>	<p>In line _____ the word _____ means</p>
<p>L.8.4a: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context</p>	<p>Based on the entire passage, what is the meaning of the word _____ in line _____?</p>
<p>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p>	<p>Read the sentence from line _____ of the passage.  The author uses this simile to emphasize that</p>



## TWO-PART QUESTION STEMS BY CC STANDARD

STANDARD	QUESTION
<p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>PART A How does the quotation in paragraph 6 contribute to the meaning of the paragraph?</p> <p>PART B In which other paragraph in the article does a quotation from Earhart contribute to reader’s understanding of her character in a similar way as does the quotation in Part A?</p>
<p>RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>According to the article, which events had the most significant impact on _____[’s life? From the list, create a summary by dragging four of the most significant events from the list of seven and dropping them in chronological order into the table.</p>
<p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>PART A Which sentence explains how paragraph 4 is important to the development of the ideas in the article?</p> <p>PART B Which quotation from paragraph 4 best supports the answer in Part A?</p>
<p>RI.7.1: Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferences from the text</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>PART A In paragraph 23 of the passage what is the meaning of the words “their last chance of rescue was lost in Lambrecht’s notes”?</p> <p>PART B Which detail from the article best supports the answer in Part A?</p>
<p>RI.7.6: Determine an author’s point of view or purpose in a text</p>	<p>PART A What is the author’s main purpose in [TITLE]</p> <p>PART B</p>

<p>and analyze how the author distinguishes his or her position from that of others.</p>	<p>Which sentence from "TITLE" best supports the answer in Part A?</p>
<p>RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Create a summary of the excerpt from [TITLE] by dragging four (of 9) statements from the list of events and dropping them in chronological order into the table titled Summary.</p>
<p>RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>PART A Which statement best reflects a theme of the excerpt from [TITLE]?</p> <p>PART B Which two details from the excerpt best support the answer in Part A? [2 QUOTES per CHOICE]</p>
<p>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.</p>	<p>PART A In the excerpt from [TITLE], [CHARACTER] comes to a major realization at the end of the passage. Which statement best describes his realization?</p> <p>PART B Which detail best supports the answer in Part A?</p>
<p>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.</p>	<p>PART A What is the meaning of the word _____ as it is used in paragraph ____?</p> <p>PART B Which phrase from paragraph ____ best helps clarify the meaning of _____?</p>
<p>RL.8.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>PART A Which statement correctly shows a difference between the beginnings and endings of the excerpts from [TITLE] and [TITLE]?</p> <p>PART B Select two details, one from each title, that best support your answer in Part A. Question: You have read excerpts from two</p>

<p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes a – d).</p> <p>L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes a – c).</p> <p>L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening (includes a).</p> <p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (includes a-f).</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research (includes a).</p> <p>RL.8.1 &amp; RL.8.3</p>	<p>novels focused on survival in the wilderness.</p> <p>These excerpts are from:</p> <ul style="list-style-type: none"> <li>• Brian’s Winter by Gary Paulsen</li> <li>• Call of the Wild by Jack London</li> </ul> <p>Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character’s thoughts and actions reveal aspects of his personality.</p> <p>You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.</p>
<p>RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>PART A According to the information in paragraph 1, in what ways is _____ similar to _____?</p> <p>PART B Which detail from the article best supports the answer to Part A?</p>
<p>RST.9-10.1</p> <p>RST.9-10.5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms</p>	<p>PART A The final paragraph is headed by the phrase “_____” What is the subheading referring to in this paragraph?</p>

	<p>PART B</p> <p>Based on information from the text, what are two details that support the answer identified in Part A?</p>
<p>RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RI.9-10.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>Question: The article shows that understanding plant DNA offers many advantages to plant growers and scientists.</p> <p>To complete the chart below, first select the <b>two</b> statements [OF 6] from the left column that are advantages of understanding plant DNA. Then, drag and drop one quotation from the list of [6] possible supporting evidence into the “Supporting Evidence” column to provide textual support for each advantage you selected. You will not use all of the statements from the box titled “Possible Supporting Evidence.”</p>
<p>RST.9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>Question: Complete the diagram below by choosing and correctly sequencing the steps of the process of _____</p> <p>Drag and drop each selected step into the appropriate box. Not all steps will be used. First . . . Then . . . Then . . . Then . . . Finally...</p>
<p>RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.6: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>PART A</p> <p>What is one question the article answers?</p> <p>PART B</p> <p>Which quotation from the article best reflects an inference that supports the answer to Part A?</p>
<p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author</p>	<p>PART A</p> <p>: In paragraph 8 _____ is called an “advocate for females.” What is the meaning of advocate for females as used in this paragraph?</p>

<p>uses and refines the meaning of a key term or terms over the course of a text</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>PART B</p> <p>Which of _____'s actions described in the biography best shows her being an advocate?</p>
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>PART A</p> <p>Which question below is left unanswered by the biography because insufficient evidence is provided?</p> <p>PART B</p> <p>Which statement is true about the biography and best supports the answer to Part A?</p>
<p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies</p>	<p>PART A</p> <p>In paragraph 7 it says that [PHRASE]. Which statement defines the word _____ correctly using the context of the passage?</p> <p>PART B</p> <p>Why does [PERSON] <b>most likely</b> use this specific language when referring to _____?</p>
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>PART A</p> <p>How does paragraph 2 most strongly contribute to the text as a whole?</p> <p>PART B</p> <p>In which other two paragraphs are the ideas in paragraph 2 addressed more thoroughly?</p>
<p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>PART A</p> <p>Which two statements [OF 5] best summarize [PERSON'S] ideas as supported by the text?</p>

	<p>PART B</p> <p>Choose two quotations that best support the answers in Part A.</p>
<p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>PART A</p> <p>In his letter _____ states “_____”</p> <p>Which paraphrase explains what he means by this statement?</p> <p>PART B</p> <p>Which quotation from the text best supports the meaning of the phrase “_____” in part A?</p>

### Written Response Question Stems by English Standard

STANDARD	QUESTION STEM
<b>READING FOR INFORMATION</b>	
<p>RI.7.1:</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Explain which part of the journey the authors of both articles would most likely agree was the most dangerous to make. Use one detail from each article to support your answer.</p>
<p>RI.8.1</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>Explain how _____ and _____ use their intelligence to help them _____. Use two details from the article to support your answer.</p>
<p>RI.8.3:</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>In both articles describe how the authors’ attitudes toward their [subject matter] is positive or negative? How do the authors convey their views? Use examples from both articles to support your response.</p> <p>In your response, be sure to</p> <ul style="list-style-type: none"> <li>• identify the authors’ attitudes toward _____</li> <li>• explain how each author supports his views</li> <li>• use examples from both articles to support your response</li> </ul>

<p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>Why does the author choose to end the passage with “[LAST LINE FROM PASSAGE]”? Use two details from the passage to support your response.</p>
<p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>Explain why the author of the article included the section entitled “_____” Use two details from the article to support your answer.</p>
<p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>How do lines ___ - ___ contribute to the overall message of the article? Use two details from the article in your response.</p>
<p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>How do the photograph and caption contribute to an understanding of the article? Use two details from the article and/or photograph and caption to support your response.</p>
<p>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>According to the author, the fact that _____ do _____ is an example of their intelligence. Explain the author’s reasoning and tell whether or not it is sound. Use two details from the article to support your answer.</p>
<p>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Both articles, “_____” and “_____,” discuss the challenges faced during _____. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from both articles to support your answer.</p> <p>In your response, be sure to</p> <ul style="list-style-type: none"> <li>• discuss the challenges faced during the _____ as portrayed in both articles</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the causes of these challenges</li> <li>• explain the results of these challenges</li> <li>• use details from both articles to support your answer</li> </ul>
<b>READING FOR LITERATURE</b>	
<p>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>1. What makes _____ lonely? Use two details or examples from the passage to support why _____ is lonely.</p> <p>2. Explain why _____ complains about _____. Use details from the passage to support your answer.</p>
<p>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>In the beginning of each passage, both _____ and _____ believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from both passages to support your answer.</p> <p>In your response, be sure to</p> <ul style="list-style-type: none"> <li>• compare and contrast what the characters believe at the beginning of passages</li> <li>• explain when the lessons are learned</li> <li>• describe how the characters change</li> <li>• use details from both passages to support your answer</li> </ul>
<p>RL.6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>How does [character] overcome obstacles to reach his goal? Use <b>two</b> details from the passage to support your response. Write your answer in complete sentences.</p>
<p>RL.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>	<p>How does [character]’s experience with _____ affect his life choices as described in the passage? Use <b>two</b> details from the passage to support your response.</p>



<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>How does the author use sound to establish the mood of the story? Use two details from the passage to support your answer.</p>
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>How does the speaker’s changing perception of the setting affect the way the speaker feels over the course of the poem? Use two details to support your answer. Write in complete sentences.</p>
<p>RL.6.1: Cite textual evidence RL.6.2: Determine a central idea of a text and how it is conveyed through particular details; of the text distinct from personal opinions or judgments. RL.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>	<p>What is Amy trying to prove? Use two details from the story to support your response</p>
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>How does the author build suspense throughout the story? Why are lines 62 through 71 important in building suspense?</p> <p>Use details from the story to support your response.</p> <p>In your response, be sure to</p> <ul style="list-style-type: none"> <li>• explain how the author builds suspense throughout the story</li> <li>• explain the importance of lines 62 through 71 in building suspense</li> <li>• use details from the story to support your response</li> </ul>
<p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Closely read the following sentence from the passage “_____” How does this sentence contribute to the development of the plot of the passage? Use two details for the passage to support your answer.</p>

<p>This item aligns to CCLS RL.6.9, W.6.1, W.6.4, W.6.8, W.6.9a, and W.6.9b because it asks students to provide evidence from the texts to support written analysis of what the texts say explicitly.</p>	<p>In both the biography and the story, the main characters exhibit determination in pursuit of their goals. Did determination help both main characters reach their goals, or did it lead them to tragedy? Write an argument for whether you believe determination helped or hurt the two main characters.</p> <p>In your response, be sure to do the following:</p> <ul style="list-style-type: none"> <li>- describe how determination affected the outcome in Demosthenes</li> <li>- describe how determination affected the outcome in Icarus and Daedalus</li> <li>- explain the similarities or differences that exist in the ways determination played into the outcome of both texts</li> <li>- use details from both passages in your response</li> </ul>
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Compare and contrast how the main character of [story title] and the main character of [poem title] feel initially and how each one's feeling change over time.</p> <p>In your response be sure to:</p> <ul style="list-style-type: none"> <li>- Describe how the first character feels at the beginning and how his feelings change</li> <li>- Describe how the speaker of the poem feels at the beginning and how her feelings change.</li> <li>- Describe the similarities and differences in the change of feelings</li> <li>- Use details from both texts to support your response.</li> </ul>
<p>RI.11-12.1-4 and RI.11-12.10</p> <ul style="list-style-type: none"> <li>o Read and comprehend literary nonfiction in the Grade 11-CCR text complexity band.</li> <li>o Determine the central ideas of texts, including how ideas within and across texts interact and build on one another.</li> <li>o Analyze a complex set of ideas and events.</li> <li>o Determine the meanings of words and phrases as they are used in texts, including</li> </ul>	<p>Closely read each of the four texts provided and write an evidence-based argument on the topic below. You may use the margins to take notes as you read and the next page to plan your response. Write your response in the space provided.</p> <p>Topic: _____</p>

figurative, connotative and technical meanings  
L.11-12.1-6 b  
W.11-12.1, W.11-12.4 and W.11-12.9 b

Your Task: Carefully read each of the four texts provided. Then, using evidence from at least three of the texts, write a well-developed argument regarding the topic. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific and relevant evidence from at least four of the texts to develop your argument.  
Do not simply summarize each text.

Be sure to:

- Establish your claim
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Identify the source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

W.11-12.2, W.11-12.4 and W.11-12.9  
o Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
o Organize their ideas in a cohesive and coherent manner.

RI.11-12.1-6 and RI.11-12.10  
o Read and comprehend literary nonfiction in the Grade 11-CCR text complexity band.  
o Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Your Task: Closely read the text provided on pages 39 through 41 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and the next page to plan your response. Write your response in the spaces provided.

<ul style="list-style-type: none"> <li>o Determine two or more central ideas and analyze their development over the course of the text.</li> <li>o Analyze a complex set of ideas and explain how they develop.</li> <li>o Determine the meanings of words and phrases as they are used in texts, including figurative, connotative and technical meanings.</li> <li>o Analyze the effectiveness of the structure an author uses in his or her exposition or argument.</li> <li>o Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>	<p>Guidelines:</p> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>Identify a central idea in the text</li> <li>Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.</li> <li>Use strong and thorough evidence from the text to support your analysis</li> <li>Organize your ideas in a cohesive and coherent manner</li> <li>Maintain a formal style of writing</li> <li>Follow the conventions of standard written English</li> </ul>
<p>W.11-12.2, W.11-12.4 and W.11-12.9</p> <ul style="list-style-type: none"> <li>o Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>o Organize their ideas in a cohesive and coherent manner.</li> </ul> <p>RI.11-12.1-6 and RI.11-12.10</p> <ul style="list-style-type: none"> <li>o Read and comprehend literary nonfiction in the Grade 11-CCR text complexity band.</li> <li>o Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>o Determine two or more central ideas and analyze their development over the course of the text.</li> <li>o Analyze a complex set of ideas and explain how they develop.</li> </ul>	<p>Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response.</p> <p>GUIDELINES:</p> <p>Be Sure to</p> <ul style="list-style-type: none"> <li>● Identify a central idea in the text</li> <li>● Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use,</li> </ul>

o Determine the meanings of words and phrases as they are used in texts, including figurative, connotative and technical meanings.

o Analyze the effectiveness of the structure an author uses in his or her exposition or argument.

o Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
  - Organize your ideas in a cohesive and coherent manner
  - Maintain a formal style of writing
  - Follow the conventions of standard written English



