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Grades 9-10 Question Stems Based on Released Items from the 2010 DRAFT Reading Test Item Specifications

Benchmark	Description	Content Focus	Question Stems
Category 1 Vocabulary			
LA.910.1.6.3	The student will use context clues to determine the meanings of unfamiliar words.	• Context Clues	1. Read the sentence from the passage. What does the word ___ mean as used in the sentence above? (9th Grade Context clues.) 2. Read this sentence from "___". What does the word __ mean in the sentence above? (10th Grade Context clues.)
LA.910.1.6.7	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. *Items for this benchmark will also assess:* LA.910.1.6.11	• Analyze word structure (e.g. affixes, root words)	The following items are newly released in the 2010 Item Specifications: 1. Read the section "__" *(name of section)* from the webpage. "___" (a word from Greek or Latin, e.g. *Cultur)* comes from the ___ (name of a Greek or Latin root word, e.g. the *Latin root cultura*) which came from ___ (name of the older root, e.g. *colere*) meaning "___" (*the meaning of the older root word, e.g. "to cultivate.")* Based on the meaning of the root word "__" (name of the root word, e.g. culture that was first mentioned in the question), what does the ___ (a word or phrase incorporating the root, e.g. "multiculturalism") mentioned in this section suggest about __ (a statement of context from the selection)? Answer stems reflect plausible statements based on structural analysis of the meanings of the words. (10th Grade Analyze Word Structure) 2. Read this sentence from the article. (Quoted excerpt using the targeted word or phrase.) The word "___" *(target word, e.g. jaded)* comes from the Middle English word "___" (target roots, e.g. *iad)* which means *"___" (meaning of the roots, e.g. a worn-out horse, a nag.*") Based on the meaning of the root word, the sentence implies that some mountain climbers have become … (*Answer stems reflect plausible distractors based on the text*.) (10th Grade Analyze Word Structure)
LA.910.1.6.11	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g. ad hoc, post facto, RSVP).	• Analyze words/phrases derived from Latin, Greek, or Other Languages	The following item is newly released in the 2010 Item Specifications: 1. Read this excerpt from "__ " (title or reference to a text, e.g. essay. The words "___," "___," and "___" (names of words from other languages, e.g. *chef, gourmet, and massage*) are ___ (origin of the fthe words, e.g. *French words*) that have been absorbed into the English language. What does the use of these words tell readers about … "___?" (Statement based on content, e.g. *the services being provided by the dude ranch*)? (9th Grade Analyze Words/Phrases Derived from Latin, Greek, or Other Languages.)

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Category 1 Vocabulary			
LA.910.1.6.8	The student will identify advanced word/phrase relationships and their meanings.	• Analyze words/phrases • Word relationships	1. Read this sentence from the article. What does the sentence (quoted above) tell readers about ___ … (answer stems reflect topic/information/fact from the text)? (9th Analyze Words/Text) 2. *Which pair of words from the article best describes ___ (topic or information from the text) conveyed in the pictures on page __? (2009 only Example of 9th Grade Word Relationships, not included in 2010.)* 3. As used on the homepage, which two words are most similar in meaning? (New 2010 9th Grade Word Relationships) 4. Read these lines from the "___" (poem). Based on the rest of the (poem), which sentence best restates the meaning of the lines above? (10th Grade Analyze Words/Text) 5. Read this line from the poem "___." Which word from the poem, if used to replace ___ (*word, e.g. threatening*), would create the most opposite ___ *(word choices reflecting an opposite image, e.g. image of the sky)? (*New 2010 Grade 10 Word Relationships) 6. *(Which phrase best describes both the __ (person, character or fact) in "____" (article, poem, or passage #1) and the speaker of "__" (article, poem, or passage #2)? (2009 only example of 10th Grade Word Relationships, not included in 2010.)*
LA.910.1.6.9	The student will determine the correct meaning of words with multiple meanings in context.	• Multiple Meanings	1. Read the excerpt from the essay. In which sentence does the word "___" have the same meaning as used in the excerpt above? (9th Grade Multiple Meanings) 2. Read these lines from "___" (poem). In the lines above, what does the word "___" reveal about the "___" (an element/topic or statement from the poem)? (10th Grade Multiple Meanings) 3. Read the sentence from " ___" (functional text such as a user manual). In which sentence does the "___" (*word)* have the same meaning as in the sentence above? (10th Grade Multiple Meanings)

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Benchmark	Description	Content Focus	Question Stems
Category 2 Reading Application			
LA.910.1.7.2	The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.	• Author's purpose (within/across texts) • Author's perspective (within/across texts) • Author's bias (within/across texts)	1. Read this sentence from the passage. The author uses this comparison to "___" (Answer stems reflect information from the text). (9th Grade Author's Purpose) 2. Which statement from the essay reveals the author's initial bias toward ___ (character, e.g. her client.) Answer stems reflecting direct quotations from the passage). (2010 9th Grade Author's Bias) 3. What was the author's purpose in writing this passage? (10th Grade Author's Purpose) 4. Explain how ___ (the text) persuades readers to __? (9th Grade Author's Purpose) 5. The author would most likely make the statement next that ___ (answer stems reflecting specific information from the text)? (10th Grade Author's Perspective) 6. Read this example from the selection ___ (functional text.) In this excerpt, the author's information displays a bias against all of the following groups EXCEPT __. (Answer stems reflecting plausible options.) (2010 10th Grade Author's Bias)
LA. 910.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	• Main idea (stated or implied) • Summary statement • Relevant details • Conclusions/ inferences • Predictions	1. Which statement best expresses the main idea of the article? (9th Grade Main Idea) 2. Which statement from the essay best summarizes the narrator's "___" (contextual statement from the passage, e.g. *"lesson in living"*) from her experience with her client? (Answer stems are quotations from the passage.) (2010 9th Grade Summary Statement.) 3. According to the article, which ___ (general category of person such as a *musician*) … (answer stems reflecting specific names from the text) (9th Grade Relevant Details) 4. Read this excerpt from the homepage. (Quoted text). From the information provided in the excerpt and the text links, the reader can predict that… Answer stems reflect plausible information. (2010 9th Grade Predictions) 5. According to the passage, ___ (a general statement from the article, e.g. *the language of the Earth*) is … (answer stems two pairs of words and two descriptions.) (10th Grade Relevant Details) 6. From reading the article, the reader can infer that ___ (topic/information/fact from the text) … (answer stems reflecting specific information from the text). (10th Grade Conclusions/Inferences) 7. Based on the passage, which action will the ___ (narrator/ character/author) most likely take in the future? (In 2009, this was identified as 10th Grade Conclusions/inferences; in 2010 this is identified as 10th Grade Predictions.)

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Benchmark	Description	Content Focus	Question Stems
Category 2 Reading Application			
LA.910.1.7.4:	The student will identify cause-and-effect relationships in text.	• Cause and Effect	1. According to the article, what is one reason for ___? (9th Grade Cause/Effect) 2. What caused (character/narrator/author) to ___(action/effect from article)? (10th Grade Cause/effect)
LA.910.1.7.5	The student will analyze a variety of text structures (e.g., comparison/ contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	Text Structures/ Organizational Patterns (e.g., comparison/ contrast, cause/effect, chronological order, argument/support, definition/ explanation, question/answer, listing/description)	1. Based on the main heading and subheadings, the reader can determine that the main organizational structure of the article is __? (9th Grade Text Structures/Organizational Patterns) 2. How does (the author) organize the article to illustrate ___(answer stems reflecting specific text pattern or organization from the text)? (9th Grade Text structures/Organizational patterns) 3. How does the organization of ___ (homepage of a website) help visitors to find information about …. (Answer stems reflecting specific facts or information from the text.) (2009 only 9th Grade Text structures/Organizational patterns)
LA.910.1.7.7	The student will compare and contrast elements in multiple texts.	• Compare (similarities within/across texts) • Contrast (differences within/ across texts)	1. According to the article, what do ___ (two or more elements/persons/events) from the passage) have in common? (9th Grade Compare) 2. How does the narrator's impression of ___ (Character/event) change throughout the passage? (9th Grade Contrast) 3. How did the ___ (author/character)'s opinion change throughout ___ (article/sequence of events)? (9th Grade Contrast) 4. The ___ (text feature such as a chart or element from the text) is different from other text features in the ___ (title/type of text) because it ___? (10th Grade Contrast) 5. In __ (title of poem), the __ (figurative element from poem such as images of nature) in the first stanza differ from those in the second stanza. In the first stanza, the (figurative element from poem) … (answer stems reflecting reasonable contrasts). (10th Grade Contrast)

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Benchmark	Description	Content Focus	Question Stems
Category 3 Literary Analysis—Fiction/Nonfiction			
LA.910.2.1.5	The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot) and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).	• Theme • Character Development (e.g., protagonist/ antagonist) • Character Point of View • Setting • Plot Development • Conflict (e.g., internal or external) • Resolution	1. Which sentence from the passage indicates that "__" (character) wants to "___" (statement from the passage reflecting a character point of view, e.g. *"gain control over his hectic schedule*.") Answer stems reflect direct quotations from the passage. (2010 9th Grade Character Point of View.) 2. How does the setting of the essay contribute to the development of the narrative? (2010 9th Grade Setting) *3. (How does the author use imagery to illustrate the beauty of the setting)? (2009 only example of 9th Grade Setting, not included in 2010.)* 4. What event in the essay is most important in changing the narrator's opinion of "__" (another character, e.g. *the client*)? 2010 9th Grade Plot Development. 5. Which sentence best expresses the central conflict in the passage? 2010 9th Grade Conflict *6. (What is the central conflict in this passage? (2009 only example of 9th Grade Conflict, not included in 2010.))* 7. Which line from __ (title of poem) most clearly reveals its theme? (10th Grade Theme) 8. What phrase best describes both "___" (character from a poem such as the gardener) and the speaker in "___" (second poem)? (2010 10th Grade Character Development.) 9. Which statement best expresses the speaker's point of view in the first stanza of the poem, "___". (2010 10th Grade Character Point of View.) 10. Which statement best conveys the resolution in the poem ?___" (2010 10th Grade Resolution.) 11. How do the changes in the narrator's feelings contribute to the theme of __ (title of text). (9th Grade Theme)

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Benchmark	Description	Content Focus	Question Stems
Category 3 Literary Analysis—Fiction/Nonfiction			
LA.910.2.1.7	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e. g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.	• Descriptive Language (e.g., tone, irony, mood, imagery, alliteration, onomatopoeia, allusion, satire) • Figurative Language (e.g., simile, metaphor, symbolism, personification, hyperbole, pun)	1. Read this sentence from the passage. What type of literary device does the writer use in the sentence above? Answer stems reflect the terms irony, imagery, tone, onomatopoeia. (9th Grade Descriptive Language) 2. Read this sentence from the passage. What literary device does the writer use in the sentence above? Answer stems reflect the terms metaphor, hyperbole, symbolism, personification. (9th Grade Figurative Language) *3. In what ways does author's use of figurative language help readers understand the narrator's feelings about ___? (2009 only 9th Grade Figurative Language, not included in 2010.)*
LA.910.2.2.1	The student will analyze and evaluate information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).	• Text Features (e.g., titles, subtitles, headings, subheadings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes)	1. Based on the passage (title), which caption would be most appropriate for the picture on page _? (9th Grade Text Features) 2. The text box, "___" (title of text in text box) helps the reader to understand … Answer stems reflect plausible information. (2010 9th Grade Text Features. 3. The text box that accompanies the poems "___" and "___" (titles of two poems) was most likely include to … 2010 10th Grade Text Features. *4. Which statement from the passage is best supported by the diagram on page __? (2009 only 10th Grade Text Features, not include in 2010)*

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Benchmark	Description	Content Focus	Question Stems
Category 4 Informational Text/Research Process			
LA.910.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.	• Text Features (e.g., headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes)	1. From the photographs and headings of this article, the reader can conclude that… (2010 9th Grade Text Features) 2. Which statement from the article is best supported by the diagram on the third page of the passage? (2010 10th Grade Text Features) *3. From the pictures and subheadings, the reader can conclude that … (answer stems reflecting plausible facts, details, information, or interpretations of the text features). (2009 only 9th Grade Text Features, not included in 2010)* *4. The use of bold-print words (or other text feature) throughout the ___ (name of text) helps the reader to ___ (answer stems reflect plausible facts, details, information, or interpretations of the text features)? (2009 only 10th Grade Text Features, not included in 2010.)*
LA.910.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly using standardized citations.	• Synthesize information (within/across texts) • Analyze and Evaluate Information (within/across texts) • Determine the Validity and Reliability of Information (within/across texts)	1. The homepage of the __ website would be useful for all of the following purposes EXCEPT… ? (9th Grade Analyze and Evaluate Information) 2. Which sentence from the article best explains … (answer stems reflect plausible analyses of validity and/or reliability of facts and/or details drawn from the text)? (9th Grade Determine Validity and Reliability of Information) 3. To correctly add an entry to the cell phone calendar, the user must read which two sections of the manual? (2010 10th Grade Synthesize Information 4. What is the strongest evidence in support of ___ (facts and details or interpretations from the text)? (10th Grade Determine Validity and Reliability of Information). *5. What aspects of the ___ homepage would be most helpful in ___ (task for which users would consult the webpage such as writing a research paper.) (2009 only 9th Grade Analyze and Evaluate Information, not included in 2010)*