**Questions that Meet the Standards**

**Grade 3**

**CCSS Standards that can be assessed for each genre**

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| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.3.1**  **and**  **RI.3.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.3.2 | RI.3.2 | **RL.3.1**  **and**  **RL.3.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL.3.2  (fables, folktales, myths only, no poems) | RL.3.2  (fables, folktales, myths only, no poems) |
| RI.3.3 | RI.3.3 | RL.3.3 | RL.3.3 |
| RI.3.4 | RI.3.4 | RL.3.4 | RL.3.4 |
| L.3.4 | L.3.4 | L.3.4 | L.3.4 |
| L.3.5 | L.3.5 | L.3.5 | L.3.5 |
| RI.3.7  (requires illustration) | RI.3.8  (requires illustration) | RL.3.5 | RL.3.5 |
| RI.3.8 | RI.3.9 | RL.3.7  (requires illustration) | RL.3.7  (requires illustration) |
| W.3.1 | W.3.1 |  | RL.3.9  (requires books in a series by same author) |
| W.3.2 | W.3.2 | W.3.1 | W.3.1 |
| W.3.3 | W.3.3 | W.3.2 | W.3.2 |
|  | | W.3.3 | W.3.3 |
|  | |  | |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central or main idea/theme, lesson, moral**

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| --- | --- |
| **RI.3.2(1)** | What is a main idea of the passage? |
| **RI.3.2(2)** | Which explains how the main ideas are supported by key details? |
| **RL.3.2(1)** | Which sentence **best** retells the story of the fable (myth, folktale)? |
| **RL.3.2(2)** | What is the central message (lesson, moral) of the fable (myth, folktale)? |
| **RL.3.2(3)** | How is the central message (moral, lesson) of the fable (myth, folktale) conveyed? |
|  | What detail from the passage **best** helps in understanding the central message (moral, lesson) of the fable (myth, folktale)? |
| **RI.3.2(3)**  **RL.3.2(2)** | Which sentence **best** summarizes the passage? What is the **most** objective summary of the passage? (Each summary option should include several sentences and probably will not include a part B.) |

**Standard 3: Relationships** **of individual parts of a text/character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.3.3(1)** | How does \_\_\_\_\_\_\_\_\_\_\_\_ fit into the sequence of events that\_\_\_\_\_\_\_\_\_\_? |
| **RI.3.3(2)** | Which sentence **best** describes the\_\_\_\_\_\_\_ (idea, a detail, an event, a character, a conflict) is introduced (illustrated, elaborated, influences \_\_\_\_\_\_\_) in the passage? |
| **RL.3.3(1)** | Which sentence **best** describes the character \_\_\_\_ (or the character’s motivation or feelings)? |
|  | Which three words **best** describe the narrator (specific character) at the beginning, the middle, the end of the story? |
| **RL.3.3(2)** | How does \_\_\_\_\_(a specific character’s) actions contribute to the story? |

**Standard 4: Vocabulary and word meanings**

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| --- | --- |
| **RI.3.4 RL.3.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.3.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.3.5(1)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the literal meaning of this word (phrase)?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of \_\_\_\_\_? |

**Standard 5: Use of text features: requires a source that includes key words, sidebars, hyperlinks**

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| **RI.3.5** | At grade 3, you can ask a basic question as long as the answer has to be located in a sidebar or hyperlink or requires use of a key word. |
| **RL.3.5** | Which sentence **best** explains how chapter \_\_\_ (scene \_\_\_\_, stanza \_\_\_\_\_) fits in the overall structure of the story (play, poem)? |

**Standard 7: Use of various mediums to handle a subject: requires a picture or map**

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| **RI.3.7** | What information does the picture (map) give that helps in understanding the passage? |
|  | How is the picture (map) related to the information in the passage (section, paragraph)? |
|  | How does the (picture, illustration, map, chart) contribute to the information in the passage? |
|  | What detail from the passage is **best supported** by the picture (map) of \_\_\_\_\_\_\_? |
| **RL.3.7** | How does the picture contribute to the meaning (mood, character, setting) of the story? |

**Standard 8: Reading informational literature only: Connections between parts**

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| --- | --- |
| **RI.3.8(1)** | What is the connection between sentence (paragraph) \_\_\_\_\_ and sentence (paragraph) \_\_\_\_\_? |
|  | How does the information in sentence (paragraph) \_\_\_\_\_\_\_\_\_ relate to the information in sentence (paragraph) \_\_\_\_\_\_\_\_? |

**Standard 9: Compare and Contrast information/themes/ ideas in two texts on same topic**

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| --- | --- |
| **RI.3.9** | How is the information in \_\_\_\_\_\_ similar to the information in \_\_\_\_\_? |
|  | How is the information in \_\_\_\_\_\_ different from the information in \_\_\_\_\_? |
| **RL.3.9** | Requires books in a series. No material of this kind in EAGLE yet. |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is suggested.

|  |  |
| --- | --- |
| **W.3.1** | Write an extended response that explains whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.3.2** | Write an extended response that explains how the author conveys \_\_\_\_\_(ideas, concepts, information). Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.3.3** | Write a narrative that picks up where the story ends. Use the same point of view that the original story uses. Refer to details from the story in your narrative. Use the conventions of standard English. |

**Grade 4**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.4.1**  **and**  **RI.4.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.4.2 | RI.4.2 | **RL.4.1**  **and**  **RL.4.10**  **are used ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL.4.2 | RL.4.2 |
| RI.4.3 | RI.4.3 | RL.4.3 | RL.4.3 |
| RI.4.4 | RI.4.4 | RL.4.4 | RL.4.4 |
| L.4.4  (literal and nonliteral) | L.4.4  (literal and nonliteral) | L.4.4  (literal and nonliteral) | L.4.4  (literal and nonliteral) |
| L.4.5  (simple similes, metaphors. Idioms, adages, proverbs) | L.4.5  (simple similes, metaphors. Idioms, adages, proverbs) | L.4.5  (simple similes, metaphors, idioms, adages, proverbs) | L.4.5  (simple similes, metaphors, idioms, adages, proverbs) |
| RI.4.5 | RI.4.5 | RL.4.5 | RL.4.5 |
| RI.4.7  (requires illustration) | RI.4.6 | RL.4.7  (requires illustration) | RL.4.6 |
| RI.4.8 | RI.4.7  (requires illustration) | W.4.2 | RL.4.7  (requires illustration) |
| W.4.2 | RI.4.8 | W.4.3 | RL.4.9  (stories, myths, traditional lit.) |
| W.4.3 | RI.4.9 | W.4.9 | W.4.2 |
|  | W.4.2 |  | W.4.3 |
| W.4.3 | W.4.9 |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central idea/theme**

|  |  |
| --- | --- |
| **RI.3.2(1)** | What is a main idea of the passage? |
| **RI.3.2(2)** | Which explains how the main ideas are supported by key details? |
| **RI.3.2(3)** | Which sentence **best** summarizes the passage? What is the **most** objective summary of the passage? (Each summary option should include several sentences and probably will not include a part B.) |
| **RL.3.2(1)** | What is the theme of the story (drama, poem)? |
| **RL.3.2(2)** | Which sentence **best** summarizes the passage? What is the **most** objective summary of the passage? (Each summary option should include several sentences and probably will not include a part B.) |

**Standard 3: Relationships** **of individual parts of a text/character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.3.3(1)** | Which sentence **best** explains what happened when \_\_\_\_\_\_\_\_\_\_\_\_\_? |
| **RI.3.3(2)** | Which sentence **best** explains the procedures (or the steps in \_\_\_\_\_\_\_\_\_\_\_\_\_? |
| **RI.3.3.93)** | Which sentence **best** explains the concept of \_\_\_\_\_\_\_? |
| **RL.3.3(1)** | Which sentence **best** describes the character \_\_\_\_ (or the character’s thoughts, words, actions)? |
|  | Which three words **best** describe the narrator (specific character) at the beginning, the middle, the end of the story (or two words for beginning and end)? |
| **RL.3.3(2)** | Which sentence **best** describes the setting of the story? |
| **RL.3.3(3)** | Which sentence **best** describes the event of \_\_\_\_\_\_\_? (in a story or drama only) |

**Standard 4: Word meanings (to include phrases, idioms)**

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| --- | --- |
| **RI.4.4 RL.4.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.4.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What context clue in the sentence (paragraph) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.4.5(1)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the simile (metaphor)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of \_\_\_\_\_? |
| **L.4.5(2)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word/phrase [simile/metaphor] underlined.)  What is the meaning of the phrase \_\_\_\_\_\_\_\_?  Part B: What **best** helps in understanding the meaning of \_\_\_\_\_? |
| **L.4.5(3)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  Which word means the **opposite**of the word \_\_\_\_\_\_\_?  Which word has a meaning **similar to** the word \_\_\_\_\_\_\_? |

**Standard 5: Structure**

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| --- | --- |
| **RI.4.5** | Which phrase/sentence **best** describes the overall structure of the passage? (chronological, comparison/contrast, cause/effect, problem/solution) |
| **RL.4.5** | Which sentence **best** explains how chapter \_\_\_ (scene \_\_\_\_, stanza \_\_\_\_\_) fits in the overall structure of the story (play, poem)? |

**Standard 6: point of view**

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| --- | --- |
| **RI.4.6(1)** | Which sentence **best** explains how the first-person account differs from the third-person account of this information? |
| **RI.4.6(2)** | Which sentence **best** explains the differences in the two accounts of the information? |
| **RL.4.6** | Which sentence **best** explains how the points of view of the two stories compare and contrast? |
|  | **For an extended response:** Explain how the point of view in \_\_\_\_\_ (and in \_\_\_\_\_) affect(s) how the reader understands the events in the passage(s). (Good for comparing and contrasting points of view of two passages.) |

**Standard 7: Use of various mediums to handle a subject: requires a picture or illustration, chart, graph**

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| --- | --- |
| **RI.4.7(1)** | What is the **best** interpretation of the information presented in the \_\_\_\_\_(chart, graph, diagram, time line)? |
| **RI.4.7(4)** | How does the (diagram, map, chart, time line) contribute to the information in the passage? |
| **RL.4.7** | How does the picture relate to/reflect the descriptions of \_\_\_\_\_ in the story (drama)? |
|  |  |

**Standard 8: (Reading Informational Literature only) Connections between parts**

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| --- | --- |
| **RI.4.8** | What reasons does the author use to support the point that \_\_\_\_\_\_\_? |
|  | What evidence does the author use to support the point that \_\_\_\_\_\_? |

**Standard 9: Integrating information from two sources**

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| --- | --- |
| **RI.4.9** | Which sentence **best** integrates the information in \_\_\_\_\_\_\_ and \_\_\_\_\_? |
| **RL.4.9(1)** | Which sentence **best** explains how the theme of \_\_\_\_\_\_\_ is presented in \_\_\_\_\_\_\_ and \_\_\_\_\_?  (Must use works of traditional literature from different cultures) |
| **RL.4.9(2)** | Which sentence **best** explains how the (pattern of events such as the quest) in the story \_\_\_\_is similar to the \_\_\_\_ in the story \_\_\_\_\_\_\_? |
|  |  |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.4.1** | Write an extended response that explains whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.4.2** | Write an extended response that explains how the author conveys \_\_\_\_\_(ideas, concepts, information). Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.4.3** | Write a narrative that picks up where the story ends. Use the same point of view that the original story uses. Refer to details from the story in your narrative. Use the conventions of standard English. |
| **W.4.9** | Informational texts: Write an extended response that explains how the author uses reasons to support the point about \_\_\_\_\_\_. Use evidence from the passage to support your response. Use the conventions of standard English. |
|  | Literary texts: Write an extended response that compares/contrasts the characters (events, settings)\_\_\_\_ and \_\_\_\_\_ in the story (drama). Use evidence from the passage to support your response. Use the conventions of standard English. |

**Grade 5 CCSS Standards that can be assessed for each genre**

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| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.5.1**  **and**  **RI.5.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.5.2  (requires two or more main ideas; no chronological summary) | RI.5.2  (requires two or more main ideas; no chronological summary) | **RL.5.1**  **and**  **RL.5.10**  **are used ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL.5.2  (requires two main ideas; no chronological summary) | RL.5.2  (requires two main ideas; no chronological summary) |
| RI.5.3  (requires two or more individuals, events, ideas) | RI.5.3  (requires two or more individuals, events, ideas) | RL.5.3 | RL.5.3 |
| RI.5.4  (similes, metaphors) | RI.5.4  (similes, metaphors) | RL.5.4 | RL.5.4 |
| L.5.4  (requires context) | L.5.4  (requires context) | L.5.4 | L.5.4 |
| L.5.5 | L.5.5 | L.5.5 | L.5.5 |
| RI.5.5 | RI.5.5 | RL.5.5 | RL.5.5 |
| RI.5.7  (requires illustration) | RI.5.6  (Requires multiple accounts on same topic) | RL.5.7  (requires illustration) | RL.5.6 |
| RI.5.8 | RI.5.7  (requires illustration) | W.5.2 | RL.5.7  (requires illustration) |
| W.5.2 | RI.5.8 | W.5.3 | RL.5.9  (stories, myths, traditional lit.) |
| W.5.3 | RI.5.9  (requires two or more texts) | W.5.9 | L.5.4 |
|  | W.5.2 |  | L.5.5 |
| W.5.3 | L.5.4 |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central idea/theme**

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| --- | --- |
| **RL.5.2(1)** | What is the theme (central idea) of the story (drama, poem)? |
| **RI.5.2(1)** | Part A: What are **two** central ideas of the passage? |
| **RI.5.2(2)** | Which explains how the main ideas are supported by key details? |
| **RI.5.2(3)**  **RL.5.2(2)** | Which **best** summarizes the passage? What is the **most** objective summary of the passage?  (Each summary option should include several sentences and probably will not include a part B.) |

**Standard 3: Relationships** of individual parts of a text in relation to other parts (can assess elements of literature such as character feelings/motivations, setting, conflicts here).

|  |  |
| --- | --- |
| **RL.5.3(1)** | How are the characters \_\_\_\_\_\_ and \_\_\_\_\_\_ alike (or different)? |
| **RL.5.3(2)** | How are the settings of the two stories (dramas) alike (or different)? |
| **RL.5.3(3)** | Which explains how the events in \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ are alike (or different)? |
| **RI.5.3(1)** | Part A: What is the relationship (or interaction) between (individual) and (individual)? |
| **RI.5.3(2)** | Part A: What is the relationship between the events of\_\_\_\_ and \_\_\_\_? |
| **RI.5.3(3)** | Which **best** explains the interaction between the ideas of \_\_\_\_ and \_\_\_\_\_? |

**Standard 4: Vocabulary and word meanings (to include phrases, idioms)**

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| --- | --- |
| **RI.5.4 RL.5.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.5.4** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What context clue in the sentence (paragraph) **best** helps in understanding the meaning of the word \_\_\_\_\_? |
| **L.5.5(1)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the simile (metaphor)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of \_\_\_\_\_? |
| **L.5.5(2)** | Part A: Read this sentence from \_\_\_\_\_\_\_\_.  (Insert sentence in boldface type with target word underlined.)  What is the meaning of the adage (idiom, proverb)\_\_\_\_\_\_\_\_?  Part B: What other word (phrase) in the sentence (paragraph) **best** helps in understanding the meaning of \_\_\_\_\_? |

**Standard 5: Structure—requires two or more texts on the same topic for informational passages**

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| --- | --- |
| **RI.5.5** | Which sentence **best** explains the similarities (differences) in how \_\_\_\_ and \_\_\_\_ are structured? |
| **RL.5.5** | Which sentence **best** explains how chapter \_\_\_ (scene \_\_\_\_, stanza \_\_\_\_\_) fits in the overall structure of the story (play, poem)? |

**Standard 6: requires two or more texts on the same topic for informational passages**

|  |  |
| --- | --- |
| **RI.5.6(1)** | How are the points of view about the \_\_\_\_\_\_\_ (event) similar (different) in \_\_\_ and \_\_\_\_\_? |
| **RI.5.6(2)** | How are the points of view about the topic of \_\_\_\_\_\_ similar (different) in \_\_\_ and \_\_\_\_\_? |
| **RL.5.6** | Which sentence **best** explains how the narrator’s point of view influences how events are described in the story (play, poem)? |

**Standard 7: Use of various mediums to handle a subject (requires information that is in multiple print or digital sources)**

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| --- | --- |
| **RI.5.7** | What information does the illustration (picture, chart, graph, timeline) provide that the article does not? Or  How is the (timeline, picture, map) related to the information in the passage (section, paragraph)? |
|  | How does the (picture, illustration, map, chart) contribute to the information in the passage? |
|  | What detail from the passage is **best supported** by the picture (map, chart, etc) of \_\_\_\_\_\_\_? |
| **RL.5.7** | How does the picture contribute to the meaning (beauty, tone) of the story? |

**Standard 8: Reading informational literature only**

|  |  |
| --- | --- |
| **RI.5.8(1)** | What reasons does the author give to support the point that \_\_\_\_\_\_\_\_\_\_? (Answer options should include particular reasons.) |
| **RI.5.8(2)** | What evidence does the author give to support the point that \_\_\_\_\_\_\_\_\_\_? (Answer options should include specific evidence.) |
| **RI.5.8(3)** | Which detail (evidence) supports the point about \_\_\_\_\_\_\_\_? |

**Standard 9: Integrating information from two or more texts on the same topic (For RI.5.9, this is the research standard.)**

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| --- | --- |
| **RI.5.9** | What information found in \_\_\_\_\_\_ can be supported by similar information in \_\_\_\_\_ (and \_\_\_\_\_\_)? |
| **RL.5.9** | How are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ (stories of the same genre) alike (different) in their approaches to the theme of \_\_\_\_\_? |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is suggested.

|  |  |
| --- | --- |
| **W.5.1** | Write an extended response that explains whether you agree or disagree with the idea that \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.5.2** | Write an extended response that explains how the author conveys \_\_\_\_\_ (ideas, concepts, information). Use evidence from the passage to support your response. Use the conventions of standard English. |
| **W.5.3** | Write a narrative that picks up where the story ends. Use the same point of view that the original story uses. Refer to details from the story in your narrative. Use the conventions of standard English. |
| **W.5.9** | Informational texts: Write an extended response that explains how the author uses reasons to support the point about \_\_\_\_\_\_. Use evidence from the passage to support your response. Use the conventions of standard English. |
|  | Literary texts: Write an extended response that compares/contrasts the characters (events, settings)\_\_\_\_ and \_\_\_\_\_ in the story (drama). Use evidence from the passage to support your response. Use the conventions of standard English. |

**Grade 6**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.6.1**  **and**  **RI.6.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.6.2  (no chronological summary) | RI.6.2  (no chronological summary) | **RL.6.1**  **and**  **RL.6.10**  **are used ONLY**  **as secondary codes for 2-part multiple-choice items**. | RL.6.2  (poetry OK) | RL.6.2  (poetry OK) |
| RH.6.2  (in primary or secondary source) | RH.6.2  (in primary or secondary source) | RL.6.3  (must be story or drama) | RL.6.3  (must be story or drama) |
| RI.6.3  RH.6.3 | RI.6.3  RH.6.3 | RL.6.4  (impact of word choice) | RL.6.4  (impact of word choice) |
| RI.6.4  (figurative, connotative, technical meaning) | RI6.4  (figurative, connotative, technical meaning) | L.6.4  (requires context) | L.6.4  (requires context) |
| L.6.4  (requires context) | L.6.4  (requires context) | L.6.5  (personification, connotations, denotations) | L.6.5  (personification, connotations, denotations) |
| L.6.5  (personification, connotations, denotations) | L.6.5  (personification, connotations, denotations) | RL.6.5  (poetry OK) | RL.6.5  (poetry OK) |
| RI.6.5  RH.6.5 | RI.6.5  RH.6.5 | RL.6.6 | RL.6.6 |
| RI.6.6  RH.6.6 | RI.6.6  RH.6.6 | RL.6.7  (requires multimedia)) | RL.6.7  (requires multimedia) |
|  | RI.6.7  RH.6.7  (requires multimedia) | W.6.2 | RL.6.9  (c/c stories, poems, historical novels, fantasy with similar topics) |
| RI.6.8  (must have an argument)  RH.6.8 | RI.6.8  (must have an argument)  RH.6.8 | W.6.3 | W.6.2 |
| W.6.2 | RI.6.9  (compare and contrast) | W.6.9 | W.6.3 |
| W.6.3 | W.6.2 |  | W.6.9 |
| W.6.9 | W.6.3 |  |
|  | W.6.9 |  |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central idea/theme**

|  |  |
| --- | --- |
| **RI.6.2 (1)** | What is the main idea of the passage? |
| **RI.6.2 (2)** | Which sentence **best** describes how the central idea is conveyed in the passage? |
| **RI.6.2(3)** | Which sentence **best** summarizes the passage? |
| **RH.6.2** | What is the central idea of this passage? (for a primary source) |
| **RL.6.2(1)** | Part A: What is the theme (central idea) of the story (poem, drama)? |
| **RL.6.2(2)** | Which sentence explains how the theme/central idea is conveyed in the passage? |
| **RL.6.2(3)** | Which summarizes the story (drama, poem)? |

**Standard 3:**

**Relationships** **of individual parts of a text or character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.6.3(1)** | How is the \_\_\_\_\_(key individual/event/idea) introduced in the passage? |
| **RI.6.3(2)** | How is the \_\_\_\_\_(key individual/event/idea) illustrated in the passage? |
| **RI.6.3(1)** | How is the \_\_\_\_\_(key individual/event/idea) elaborated in the passage? |
| **RL.6.3(1)** | Which sentence describes how the plot unfolds? (Note that poetry isn’t included in this standard.) |
| **RL.6.3(2)** | Which sentence describes how the character \_\_\_\_\_responds to \_\_\_\_\_ in the passage? (Note that poetry isn’t included in this standard.) |
|  | Which sentence describes how the character \_\_\_\_changes in the passage? (Note that poetry isn’t included in this standard.) |
|  | Which sentence explains how \_\_\_\_\_\_\_\_’s reaction to \_\_\_\_\_ advances the plot? |

**Standard 4: Word meanings (to include phrases, idioms): Target words must be significant to the central ideas of the passage. Options should be in the same part of speech as the target word.**

|  |  |
| --- | --- |
| **RI.6.4** | Part A: Which explains the meaning of the word (phrase, figure of speech)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph (sentence, passage) best helps in understanding the meaning of \_\_\_\_\_? |
|  | How does the use of the word(s) \_\_\_\_\_\_\_ impact the tone of the passage? |
| **RL.6.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_? |
|  | Part A: What is the impact of the language the author uses (the author’s choice of \_\_\_) in this passage? |
|  | Part A: What is implied by the phrase (word, sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_? Part B: What other phrase from the paragraph (section, passage) has a similar meaning as the phrase in part A? |
| **L.6.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph best helps in understanding the meaning of \_\_\_\_\_? |

**Standard 5: Structure**

|  |  |
| --- | --- |
| **RI.6.5(1)** | How is the \_\_\_\_\_\_\_(person/event/idea) introduced in the passage? |
| **RI.6.5(2)** | How is the \_\_\_\_\_\_\_(person/event/idea) illustrated in the passage? |
| **RI.6.5(3)** | How is the \_\_\_\_\_\_\_(person/event/idea) elaborated in the passage? |
| **RL.6.5(1)** | Read this sentence from paragraph \_\_\_\_\_.  (Insert the sentence in boldface.)  Which explains how this sentence fits in the overall structure of the passage? |
|  | Which explains how stanza/scene \_\_\_\_ fits in the overall structure of the passage? |
| **RL.6.5(2)** | Read this sentence from paragraph \_\_\_\_\_.  (Insert the sentence in boldface.)  Which explains how the sentence \_\_\_\_ contributes to the development of the theme/setting/plot of the passage? |
|  | Which explains how stanza/scene \_\_\_\_ contributes to the development of the theme/setting/plot of the passage? |

General organizational structural patterns to use in distracters:

* Cause/effect
* Comparison/contrast
* Problem/solution
* Steps of a process
* Whole to part/part to whole, small/large
* Chronologically

General ways a text can be developed (for use in distractors):

* With anecdotes
* Using cause/effect
* By comparison/contrast
* With detailed descriptions
* With examples
* With explanations
* From general to specific
* By order of importance
* Stating a problem/solution
* Using steps of a process
* From whole to part
* From part to whole

**Standard 6: Author’s purpose or point of view**

|  |  |
| --- | --- |
| **RI.6.6(1)** | Which sentence **best** states the author’s point of view in the passage? |
| **RI.6.6(2)** | Which sentence **best** states the author’s purpose for writing the passage? |
| **RI.6.6(3)** | Which sentence **best** explains how the author’s purpose/point of view is conveyed in the passage? |
| **RH.6.6(5)** | What aspects of the text **best** reveal the author’s point of view? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RH.6.6(6)** | What aspects of the text **best** reveal the author’s purpose? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RL.6.6** | Which sentence **best** explains how the author develops the point of view of the narrator of the story/speaker of the poem? |

**Standard 7: Use of various mediums to handle a subject. Limited use right now for grade 6.**

|  |  |
| --- | --- |
| **RI.6.8(1)** | Which sentence accurately traces the argument that \_\_\_\_\_\_\_\_\_\_\_? |
| **RI.6.8(2)** | Which sentence **provides** an evaluation of the claim that \_\_\_\_\_? |
| **RI.6.8(3)** | Which sentence states a claim that is not supported by the information in the passage? |
| **RH.6.8(5)** | Which sentence expresses an opinion/reasoned judgment from the passage? |

**Standard 8: Reading Informational Literature only: tracing/evaluating arguments/claims**

**Standard 9:**

**Compare and Contrast information/themes/ideas in texts of different genres/forms on the same topic**

|  |  |
| --- | --- |
| **RI.6.9(1)** | Which sentence explains how the information in the memoir compares/contrasts to the information in the biography? |
| **RH.6.9(2)** | Which sentence best explains the relationship between the information in the primary source and that in the secondary source? (on the same topic) |
| **RL.6.9(1)** | Which sentence explains the contrast between how the poem about \_\_\_\_\_\_ different from the \_\_\_\_\_\_ in terms of their approaches to the theme/topic of \_\_\_\_\_? |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.6.1** | Write an extended response that explains whether you would support the idea that \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.6.2** | Write an extended response that explains how the author conveys \_\_\_\_\_(ideas, concepts, information). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.6.3** | Write a narrative that picks up where the story ends. Maintain the same point of view, mood/tone, and pacing of the original story. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.6.9** | Informational texts: Write an extended response that traces/evaluates the development of the claim \_\_\_\_\_\_ in the \_\_\_\_\_\_ (speech, document) (or evaluates how the claim is developed). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
|  | Literary texts: Write an extended response that compares/contrasts how the play (story, poem) handles the theme/topic of (person, event) as opposed to how the historical account handles the same material. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |

**Grade 7**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.7.1**  **and**  **RI.6.10**  **are used ONLY as secondary codes for 2-part multiple-choice items.** | RI.7.2  (**two** or more central ideas; no chronological summary) | RI.6.2  (**two** or more central ideas; no chronological summary) | **RL.7.1**  **and**  **RL.7.10**  **are used ONLY as secondary codes for 2-part multiple-choice items.** | RL.7.2  (poetry OK) | RL.7.2  (poetry OK) |
| RH.7.2  (in primary or secondary source) | RH.7.2  (in primary or secondary source) | RL.7.3  (must be story or drama) | RL.7.3  (must be story or drama) |
| RI.7.3  RH.7.3  (identify key steps in a process) | RI.7.3  RH.6.3  (identify key steps in a process) | RL.7.4  (analyze impact of rhyme, alliteration) | RL.7.4  (analyze impact of rhyme, alliteration) |
| RI.7.4  (figurative, connotative, technical meaning) | RI.7.4  (figurative, connotative, technical meaning) | L.7.4  (requires context) | L.7.4  (requires context) |
| L.7.4  (context, multiple meaning) | L.7.4  (requires context) | L.7.5  (personification, connotations, denotations) | L.7.5  (personification, connotations, denotations) |
| L.7.5  (allusions, syn./ant., analogies) | L.6.5  (allusions, syn./ant., analogies) | RL.7.5  (poetry OK) | RL.7.5  (poetry OK) |
| RI.7.5  RH.6.5 | RI.7.5  RH.7.5 | RL.7.6 | RL.7.6 |
| RI.7.6  RH.7.6 | RI.7.6  RH.7.6 | RL.7.7  (requires multimedia) | RL.7.7  (requires multimedia) |
|  | RI.7.7  RH.7.7  (requires multimedia) | W.7.2 | RL.7.9  (c/c stories, poems, historical novels, fantasy with similar topics) |
| RI.7.8  (must have an argument)  RH.7.8  (distinguish fact from opinion/reasoned judgment) | RI.7.8  (must have an argument)  RH.7.8  (distinguish fact from opinion/reasoned judgment) | W.7.3 | W.7.2 |
| W.7.2 | RI.7.9  (two or more authors on same subject) | W.7.9 | W.7.3 |
| W.7.3 | W.7.2 |  | W.7.9 |
| W.7.9 | W.7.3 |  |
|  | W.7.9 |  |
|  |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central idea/theme**

|  |  |
| --- | --- |
| **RI.7.2 (1)** | What are **two** central ideas of the passage? |
| **RI.7.2 (2)** | Part A: How are the central ideas of the passage developed over the course of the text? |
|  | Which sentence **best** explains how the two main ideas interact over the course of the passage? |
| **RI.7.2(3)** | Which **best** summarizes the passage? |
| **RL.7.2(1)** | Part A: What is the theme (central idea) of the story (poem, drama)? |
| **RL.7.2(2)** | Which sentence explains how the theme is developed in the passage? |
| **RL.7.2(3)** | Which summarizes the story (drama)? |

**Standard 3:**

**Relationships** **of individual parts of a text/character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.7.3** | Part A: What is the relationship between \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_? |
|  | Part A: Which sentence **best** explains how \_\_\_\_\_\_\_ (an idea, a detail, an event, an individual) influences events (individuals) in the passage? |
| **RL.7.3** | Part A: How does \_\_\_\_ support the theme of a story (drama)? (Note that poetry isn’t included in this standard.)  Part A: How do \_\_\_\_ and \_\_\_\_ interact in the story (drama)? |

**Standard 4: Word meanings (to include phrases, idioms): Target words must be significant to the central ideas of the passage. Options should be in the same part of speech as the target word.**

|  |  |
| --- | --- |
| **RI.7.4** | Part A: Which explains the meaning of the word (phrase, figure of speech)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph (sentence, passage) best helps in understanding the meaning of \_\_\_\_\_? |
|  | How does the use of the word(s) \_\_\_\_\_\_\_ impact the tone of the passage? |
| **RL.7.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_? |
|  | Part A: What is the impact of the language the author uses (the author’s choice of \_\_\_) in this passage? |
|  | Part A: What is implied by the phrase (word, sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_? Part B: What other phrase from the paragraph (section, passage) has a similar meaning as the phrase in part A? |
| **L.7.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph best helps in understanding the meaning of \_\_\_\_\_? |

**Standard 5: Structure**

|  |  |
| --- | --- |
| **RI.7.5(1)** | Part A: How does (a sentence, paragraph, section) contribute to the overall development  of ideas in the passage (section, paragraph)? Possible options: It reinforces/supports/continues/extends contrasts with \_\_\_\_\_\_. |
|  | Part A: How are the ideas in \_\_\_\_\_ presented? Or Which sentence (phrase) **best** states how the ideas in the passage are presented? |
|  | Part A: How are the ideas in \_\_\_\_\_organized? Or Which sentence (phrase) **best** states how the ideas in the passage (section) are organized? |
| **RH.7.5(3)** | How does the author present the information in \_\_\_\_\_\_\_? Options: sequentially, comparatively, causally, etc.) |
| **RL.7.5** | Which explains how the drama’s (poem’s) structure contributes to its meaning? |

General organizational structural patterns to use in distracters:

* Cause/effect
* Comparison/contrast
* Problem/solution
* Steps of a process
* Whole to part/part to whole, small/large
* Chronologically

General ways a text can be developed (for use in distractors):

* With anecdotes
* Using cause/effect
* By comparison/contrast
* With detailed descriptions
* With examples
* With explanations
* From general to specific
* By order of importance
* Stating a problem/solution
* Using steps of a process
* From whole to part
* From part to whole

**Standard. 6: author’s purpose or point of view**

|  |  |
| --- | --- |
| **RI.7.6(1)** | Part A: What is the author’s (narrator’s) view of \_\_\_\_\_\_\_? |
| **RI.7.6(2)** | Part A: What is the author’s purpose in \_\_\_\_\_\_\_\_? |
| **RH.7.6(5)** | What aspects of the text **best** reveal the author’s point of view? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RH.7.6(6)** | What aspects of the text **best** reveal the author’s purpose? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RL.7.6** | How does the author develop the point of view of \_\_\_\_\_\_\_ and \_\_\_\_\_ in the story? |

**Standard 7: Use of various mediums to handle a subject. Limited use right now for grade 7.**

|  |  |
| --- | --- |
| **RI.7.8(1)** | Which sentence accurately traces the argument that \_\_\_\_\_\_\_\_\_\_\_? |
| **RI.7.8(2)** | Which sentence best explains why the reasoning in the passage is sound (unsound) |
| **RH.7.8(5)** | Which sentence expresses an opinion from the passage? |

**Standard 8: (Reading Informational Literature only): soundness of judgment/claims and how author supports an argument**

**Standard 9: Compare and Contrast information/themes/ ideas in two or more texts by same author/of the same genre/on the same topic in two or more texts**

|  |  |
| --- | --- |
| **RI.7.9(1)** | Which sentence explains how the two authors shape their presentations of information on the subject? Options should include what evidence is emphasized by each author. |
| **RI.7.9(2)** | Which sentence best explains how each author interprets the facts about \_\_\_\_\_? |
| **RL.7.9(1)** | Which sentence explains the contrast between how the fictional portrayal of the period differs from the historical account of the same period? |
| **RL.7.9(2)** | Which sentence explains the contrast between how the fictional portrayal of the setting differs from the historical account of the setting? |
| **RL.7.9(3)** | Which sentence explains the contrast between how the fictional portrayal of \_\_\_\_\_ (character, person) differs from the historical account of \_\_\_\_\_ (character, person)? |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.7.1** | Write an extended response that explains whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.7.2** | Write an extended response that explains how the author conveys \_\_\_\_\_(ideas, concepts, information). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.7.3** | Write a narrative that picks up where the story ends. Maintain the same point of view, mood/tone, and pacing of the original story. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.7.9** | Informational texts: Write an extended response that traces the development of the claim \_\_\_\_\_\_ in the \_\_\_\_\_\_ (speech, document) (or evaluates how the claim is developed). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
|  | Literary texts: Write an extended response that explains how the play (story, poem) helps in understanding the historical account of the topic (person, event). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |

**Grade 8**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.8.1 and RI.8.10 are used ONLY**  **as secondary codes for 2-part multiple-choice items**. | RI.8.2  (no chronological summary) | RI.8.2  (no chronological summary) | **RL.8.1 and RL.8.10 are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL.8.2  (poetry OK) | RL.8.2  (poetry OK) |
| RH.8.2  (in primary or secondary source) | RH.8.2  (in primary or secondary source) | RL.8.3  (must be story or drama) | RL.8.3  (must be story or drama) |
| RI.8.3  RH.8.3  (identify key steps in a process) | RI.8.3  RH.83  (identify key steps in a process) | RL.8.4  (figurative, connotative, technical meanings, analogies, allusions) | RL.8.4  (figurative, connotative, technical meanings, analogies, allusions) |
| RI.8.4  (figurative, connotative, technical meaning) | RI.8.4  (figurative, connotative, technical meaning) | L.8.4  (requires context) | L.8.4  (requires context) |
| L.8.4  (context, multiple meaning) | L.8.4  (requires context) | L.8.5  (verbal irony, puns) | L.8.5  (verbal irony, puns) |
| L.8.5  (allusions, syn./ant., analogies) | L.8.5  (allusions, syn./ant., analogies) | RL.8.5  (poetry OK) | RL.8.5  (poetry OK) |
| RI.8.5  RH.8.5 | RI.8.5  RH.8.5 | RL.8.6  (dramatic irony) | RL.8.6  (dramatic irony) |
| RI.8.6  RH.7.6 | RI.8.6  RH.8.6 | RL.8.7  (requires multimedia)) | RL.8.7  (requires multimedia) |
|  | RI.8.7  RH.8.7  (requires multimedia) | W.8.1 | RL.8.9  (How modern lit draws on previous lit.) |
| RI.8.8  (must have an argument)  RH.8.8  (distinguish fact from opinion/reasoned judgment) | RI.8.8  (must have an argument)  RH.8.8  (distinguish fact from opinion/reasoned judgment) | W.8.2 | W.8.1 |
| W.8.1 | RI.8.9  (two or more texts with conflicting info) | W.8.3 | W.8.2 |
| W.8.2 | W.8.1 | W.8.9 | W.8.3 |
| W.8.3 | W.8.2 | W.8.9 |
|  | W.8.9 | W.8.3 |  |  |  |
|  |  | W.8.9 |  |  |  |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central or main idea/theme**

|  |  |
| --- | --- |
| **RI.8.2 (1)** | What is thecentral (main) idea of the passage? |
| **RI.8.2 (2)** | Part A: How is the central idea of the passage developed over the course of the text? |
| **RI.8.2(3)** | Which sentence **best** summarizes the passage? |
| **RL.8.2(1)** | Part A: What is the theme (central idea) of the story (poem, drama)? |
| **RL.8.2(2)** | Which sentence explains how the theme is developed in the passage? |
| **RL.8.2(3)** | Which sentence summarizes the story (drama)? |

**Standard 3:**

**Relationships** **of individual parts of a text/character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.8.3(1)** | Part A: How does the information connect (distinguish) \_\_\_\_\_\_\_\_\_(individual) and \_\_\_\_\_\_\_\_(individual)? |
| **RI.8.3(2)** | Part A: How does the information connect (distinguish) \_\_\_\_\_\_\_\_\_(idea) and \_\_\_\_\_\_\_\_(idea)? |
| **RI.8.3(3)** | Part A: How does the information connect (distinguish) \_\_\_\_\_\_\_\_\_(event) and \_\_\_\_\_\_\_\_(event)? |
| **RL.8.3** | Part A: How does \_\_\_\_ support the theme of a story (drama)? (Note that poetry isn’t included in this standard.)  Part A: How do \_\_\_\_ and \_\_\_\_ interact in the story (drama)? |

**Standard 4: Word meanings (to include phrases, idioms): Target words must be significant to the central ideas of the passage. Options should be in the same part of speech as the target word.**

|  |  |
| --- | --- |
| **RI.8.4** | Part A: Which explains the meaning of the word (phrase, figure of speech)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph (sentence, passage) best helps in understanding the meaning of \_\_\_\_\_? |
|  | How does the use of the word(s) \_\_\_\_\_\_\_ impact the tone of the passage? |
| **RL.8.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_? |
|  | Part A: What is the impact of the language the author uses (the author’s choice of \_\_\_) in this passage? |
|  | Part A: What is implied by the phrase (word, sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_? Part B: What other phrase from the paragraph (section, passage) has a similar meaning as the phrase in part A? |
| **L.8.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph best helps in understanding the meaning of \_\_\_\_\_? |

**Standard 5: Structure**

|  |  |
| --- | --- |
| **RI.8.5(1)** | Part A: How does paragraph \_\_\_\_\_ develop (or refine) the idea of\_\_\_\_\_\_\_\_ in the passage? (Possible options: It reinforces/supports/continues/extends/contrasts.) |
| **RH.8.5(3)** | How does the author present the information in \_\_\_\_\_\_\_? Options: sequentially, comparatively, causally, etc.) |
| **RL.8.5** | Which explains how the drama’s (poem’s) structure contributes to its meaning? |

General organizational structural patterns to use in distractors:

* Cause/effect
* Comparison/contrast
* Problem/solution
* Steps of a process
* Whole to part/part to whole, small/large
* Chronologically

General ways a text can be developed (for use in distractors):

* With anecdotes
* Using cause/effect
* By comparison/contrast
* With detailed descriptions
* With examples
* With explanations
* From general to specific
* By order of importance
* Stating a problem/solution
* Using steps of a process
* From whole to part
* From part to whole

**Standard 6: Author’s purpose or point of view**

|  |  |
| --- | --- |
| **RI.8.6(1)** | Part A: What is the author’s (narrator’s) view of \_\_\_\_\_\_\_?  Part B: Which sentence (phrase, detail) supports and expands upon the answer to Part A? |
| **RI.8.6(2)** | Part A: What is the author’s purpose in \_\_\_\_\_\_\_\_?  Part B: What evidence from the passage supports the answer to part A? |
| **RH.8.6(5)** | What aspects of the text **best** reveal the author’s point of view? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RH.8.6(6)** | What aspects of the text **best** reveal the author’s purpose? (e.g., loaded language, inclusion or avoidance of particular facts) |
| **RL.8.6** | How does the author develop the point of view of \_\_\_\_\_\_\_ and \_\_\_\_\_(two characters) in the story? |

**Standard 7: Use of various mediums to handle a subject: Limited use currently for grade 8**

|  |  |
| --- | --- |
| **RI.8.7(1)** | Which sentence accurately states the advantage of using the picture to present the topic? |
| **RH.8.7(4)** | Which sentence best explains how the chart (diagram, graph, photo, map) enhances the information in the text? |

|  |  |
| --- | --- |
| **RI.8.8(1)** | Which sentence accurately states the argument of the passage? |
| **RI.8.8(2)** | Which sentence best explains whether the reasoning in the passage is sound? |
| **RI.8.8(4)** | Which statement from the passage is irrelevant to the main idea? |
| **RH.8.8(6)** | Which sentence expresses an opinion from the passage? |

**Standard 8: Reading Informational Literature only: soundness of judgment/claims and how author**

**supports an argument**

|  |  |
| --- | --- |
| **RI.8.9(1)** | Which sentence explains what information from \_\_\_\_\_\_ contradicts similar information from \_\_\_\_\_\_\_? |
|  | Which best explains how the information from \_\_\_\_\_\_ and \_\_\_\_\_ disagree? |
| **RL.8.9** | Which sentence explains how \_\_\_\_\_\_\_\_(must be a modern work of fiction) uses the theme (character type, pattern of events) from \_\_\_\_\_\_\_(Bible, myths, traditional stories). |

**Standard 9: compare/contrast or analyze conflicting information in two or more texts**

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.8.1** | Write an extended response that explains whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.8.2** | Write an extended response that explains how the author conveys \_\_\_\_\_(ideas, concepts, information). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.8.3** | Write a narrative that picks up where the story ends. Maintain the same point of view, mood/tone, and pacing of the original story. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.8.9** | Informational texts: Write an extended response that explains (evaluates) how the claim \_\_\_\_\_\_ in the \_\_\_\_\_\_ (speech, document) is developed. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
|  | Literary texts: Write an extended response that analyzes how the play (story, poem) uses the theme (topics) of \_\_\_\_\_ from the myth (traditional story, religious work). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |

**Grades 9-10**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.9-10.1**  **and**  **RI.9-10.10**  **are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.9-10.2  (no chronological summary) | RI.9-10.2  (no chronological summary) | **RL.9-10.1 and**  **RL.9-10.10**  **are used ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL. 9-10.2  (poetry OK) | RL. 9-10.2  (poetry OK) |
| RH. 9-10.2  (in primary or secondary source) | RH. 9-10.2  (in primary or secondary source) | RL. 9-10.3 | RL. 9-10.3 |
| RI. 9-10.3  RH. 9-10.3  (analyze series of events) | RI. 9-10.3  RH. 9-10.3  (analyze series of events) | RL. 9-10.4  (figurative, connotative, technical meanings, analogies, allusions) | RL. 9-10-.4  (figurative, connotative, technical meanings, analogies, allusions) |
| RI. 9-10.4  (figurative, connotative, technical meaning) | RI. 9-10.4  (figurative, connotative, technical meaning) | L.9-10.4  (requires context) | L.9-10.4  (requires context) |
| L.9-10.4  (context, multiple meaning) | L.9-10.4  (requires context) | L.9-10.5  (euphemism, oxymoron) | L.9-10.5  (euphemism, oxymoron) |
| L.9-10.5  (allusions, syn./ant., analogies) | L.9-10.5  (allusions, syn./ant., analogies) | RL. 9-10.5  (poetry OK) | RL. 9-10.5  (poetry OK) |
| RI.9-10.5  RH. 9-10.5 | RI. 9-10.5  RH. 9-10.5 | RL. 9-10.6  (requires lit from outside US) | RL. 9-10.6  (requires lit from outside US) |
| RI. 9-10.6  RH. 9-10.6 | RI. 9-10.6  RH. 9-10.6 | RL. 9-10.7  (requires multimedia)) | RL. 9-10.7  (requires multimedia) |
|  | RI. 9-10.7  RH. 9-10.7  (requires multimedia) | W. 9-10.1  (requires analysis) | RL. 9-10.9  (How source material draws on previous lit.) |
| RI. 9-10.8  (requires an argument)  RH. 9-10.8  (distinguish fact from opinion/reasoned judgment) | RI. 9-10.8  (requires an argument)  RH. 9-10.8  (distinguish fact from opinion/reasoned judgment) | W. 9-10.2  (requires analysis) | W. 9-10.1  (requires analysis) |
| W. 9-10.1  (requires analysis) | RI. 9-10.9  (two or more texts with conflicting info) | W. 9-10.3 | W. 9-10.2  (requires analysis) |
| W. 9-10.2  (requires analysis) | W. 9-10.1 | W. 9-10.9 | W. 9-10.3 |
| W. 9-10.3 | W. 9-10.2  (requires analysis) | W. 9-10.9 |
| W. 9-10.9 | W. 9-10.3 |
|  | W. 9-10.9 |

**Reminders for writing questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Central idea/theme**

|  |  |
| --- | --- |
| **RI.9-10.2 (1)** | Part A: What is thecentral idea of the passage? |
| **RI.9-10.2 (2)** | Part A: How is the central idea of the passage developed over the course of the text? |
| **RI.9-10.2(3)** | Which **best** summarizes the passage? (may not have a second part) |
| **RL.9-10.2(1)** | Part A: What is the theme (central idea) of the story (poem, drama)? |
| **RL.9-10.2(2)** | Part A: Which sentence explains how the theme is developed in the passage? |
| **RL.9-10.2(3)** | Which **best** summarizes the story (drama)? |

**Standard 3:**

**Relationships** **of individual parts of a text/character feelings/motivations, setting, conflicts**

|  |  |
| --- | --- |
| **RI.9-10.3 (1)** | Part A: What **best** explains how the author unfolds his ideas? |
| **RI.9-10.3 (2)** | Part A: What **best** explains how the author idea(s) are introduced (developed)? |
| **RI.9-10.3(3)** | Part A: What **best** explains the connections between the ideas (events) in the passage? |
| **RL.9-10.3(1)** | Part A: Which explains how the character \_\_\_\_ develops in the story (drama)? |
| **RL.9-10.3(2)** | Part A: How does (a character’s) action (could name a specific action) affect other characters in the story (drama)? |
| **RL.9-10.3(3)** | Part A: How does the character’s\_\_\_\_ (some aspect of a complex character) advance the plot? |
| **RL.9-10.3(4)** | Part A: How does the character’s \_\_\_\_ relate to (help develop) the theme of the story (drama)? |

**Standard 4:**

**Word meanings (to include figurative, connotative, technical). Target words must be significant to the central ideas of the passage. Options should be in the same part of speech as the target word.**

|  |  |
| --- | --- |
| **RI. 9-10.4(1)** | Part A: Which explains the meaning of the word (phrase, figure of speech)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph (sentence, passage) best helps in understanding the meaning of \_\_\_\_\_? |
|  | Part A: How does the use of the word(s) \_\_\_\_\_\_\_ impact the tone of the passage (or relate to the meaning of \_\_\_\_\_)? |
| **RL. 9-10.4(1)** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_? |
|  | Part A: What is the impact of the language the author uses (the author’s choice of \_\_\_) in this passage? |
|  | Part A: What is implied by the phrase (word, sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Part B: What other phrase from the paragraph (section, passage) has a similar meaning as the phrase in part A? |
|  | Part A: How does the word \_\_\_\_\_affect the tone of the passage? |
| **L. 9-10.4** | Part A: What is the meaning of the word (phrase)\_\_\_\_\_\_\_\_?  Part B: What word (phrase) from the paragraph best helps in understanding the meaning of \_\_\_\_\_? |
|  | Part A: What tone is created by the cumulative impact of the words \_\_\_\_\_\_ and \_\_\_\_? |
| **L.9-10.5(1)** | Part A: What is the meaning of the figure of speech \_\_\_\_\_\_\_? |
|  | Part A: How does the phrase \_\_\_\_\_\_\_(figure of speech) relate to \_\_\_\_\_\_\_\_? |
|  | Part A: What is implied by the phrase (word, sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_? |

**Standard 5: Structure**

|  |  |
| --- | --- |
| **RI.9-10.5(1)** | Part A: How does \_\_\_\_\_ develop (or refine) the idea of\_\_\_\_\_\_\_\_ in the passage? (Possible options: It reinforces/supports/continues/extends/contrasts.) |
| **RH.9-10.5(3)** | Part A: Which **best** explains how the author structures the information to emphasize the point that \_\_\_\_\_\_\_\_\_ ? |
| **RL.9-10.5** | Which **best** explains how the drama’s (poem’s, story’s) structure contributes to its meaning? |
|  | How does the author structure the text the create \_\_\_\_\_\_\_(tension, a sense of mystery, surprise)? |

General organizational structural patterns to use in distractors:

* Cause/effect
* Comparison/contrast
* Problem/solution
* Steps of a process
* Whole to part/part to whole, small/large
* Chronologically

General ways a text can be developed (for use in distractors):

* With anecdotes
* Using cause/effect
* By comparison/contrast
* With detailed descriptions
* With examples
* With explanations
* From general to specific
* By order of importance
* Stating a problem/solution
* Using steps of a process
* From whole to part
* From part to whole

**Standard 6: Author’s purpose or point of view**

|  |  |
| --- | --- |
| **RI.9-10.6(1)** | What is the author’s (narrator’s) view of \_\_\_\_\_\_\_? |
| **RI.9-10.6(2)** | Which sentence **best** explains the author’s purpose in \_\_\_\_\_\_\_\_? |
| **RI.9-10.6(3)** | What **best** analyzes how the author responds to the counterargument of \_\_\_\_\_\_\_\_? |
| **RH.9-10.6(5)** | How does the author’s use of \_\_\_\_\_\_\_\_(specify loaded language, inclusion or avoidance of particular facts) reveal the author’s point of view in the passage? |
| **RH.9-10.6(6)** | How does the author’s use of \_\_\_\_\_\_\_\_(specify loaded language, inclusion or avoidance of particular facts) support the author’s purpose in the passage? |
| **RL.9-10.6** | Part A: Which sentence **best** explains how the difference in \_\_\_\_\_\_\_\_\_(a character’s) view of \_\_\_\_\_\_\_ and the reader’s (audience’s) contributes to the effect (e.g., suspense, humor) of the story (drama, scene, episode)? |

**Standard 7: Use of various mediums to handle a subject. (Limited use currently for grades 9-10 for informational literature only)**

|  |  |
| --- | --- |
| **RI.9-10.7(1)** | Which sentence accurately states the advantage of using the picture to present the topic? |
| **RH.9-10.7(4)** | Which sentence best explains how the flowchart (diagram, graph, table)enhances the information in the text? |

**Standard 8: (Reading Informational Literature only) soundness of judgment/claims and how author supports argument**

|  |  |
| --- | --- |
| **RI.9-10.8(1)** | Which sentence accurately states the argument of the passage? |
| **RI.9-10.8(2)** | Which sentence best explains whether the reasoning in the passage is sound? |
| **RI.9-10.8(3)** | Which statement from the passage is irrelevant to the main idea? |
| **RI.9-10.8(4)** | Which statement from the passage is false (or represents faulty reasoning)? |
| **RH.9-10.8(5)** | Which statement explains how well does the author supports the claim that \_\_\_\_\_\_\_\_\_? |

**Standard 9: Compare and Contrast information/themes/ ideas conflicting information in two or more texts (middle/high)**

|  |  |
| --- | --- |
| **RI.9-10.9(1)** | Which sentence explains how the information in \_\_\_\_\_\_ relates to similar information in \_\_\_\_\_\_\_? |
| **RL.9-10.9** | Which sentence explains how \_\_\_\_\_\_\_\_(must be a modern work of fiction) treats a theme also found in \_\_\_\_\_\_\_(Bible, myths, traditional stories)? |

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.9-10.1** | Write an extended response that explains whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.9-10.2** | Write an extended response that explains how and why the author \_\_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.9-10.3** | Write a narrative that describes the next episode (event, scene) that might take place. Maintain the same point of view, mood/tone, and pacing of the original story. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.9-10.9** | Informational texts: Write an extended response that analyzes the reasoning (effectiveness) of the \_\_\_\_\_\_ (speech, document). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
|  | Literary texts: Write an extended response that analyzes how the plays (stories, poems) \_\_\_ and \_\_\_ treat the themes (topics) of \_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |

**Grades 11-12**

**CCSS Standards that can be assessed for each genre**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Informational text** | **One Text** | **Two Texts** | **Literary texts** | **One Text** | **Two Texts** |
| **RI.11-12.1 and RI.11-12.10 are used**  **ONLY**  **as secondary codes for 2-part multiple-choice items.** | RI.11-12.2  (two or more central ideas; no chronological summary) | RI. 11-12.2  (two or more central ideas; no chronological summary) | **RL.11-12.1 and**  **RL.11-12.10**  **are used ONLY**  **as secondary codes for 2-part multiple-choice items.** | RL. 11-12.2  (poetry OK) | RL. 11-12.2  (poetry OK) |
| RH. 11-12.2  (two or more central ideas in primary or secondary source) | RH. 11-12.2  (two or more central ideas in primary or secondary source) | RL. 11-12.3 | RL. 11-12.3 |
| RI. 11-12.3  RH. 11-12.3  (evaluate explanations) | RI. 11-12.3  RH. 11-12.3  (evaluate explanations) | RL. 11-12.4  (figurative, connotative, technical meanings, analogies, allusions) | RL. 11-12.4  (figurative, connotative, technical meanings, analogies, allusions) |
| RI. 11-12.4  (figurative, connotative, technical meaning) | RI. 11-12.4  (figurative, connotative, technical meaning) | L. 11-12.4  (requires context) | L. 11-12.4  (requires context) |
| L. 11-12.4  (context, multiple meaning) | L. 11-12.4  (requires context) | L. 11-12.4  (euphemism, oxymoron) | L. 11-12.4  (euphemism, oxymoron) |
| L. 11-12.4  (allusions, syn./ant., analogies) | L. 11-12.4  (allusions, syn./ant., analogies) | RL. 11-12.5  (poetry OK) | RL. 11-12.5  (poetry OK) |
| RI. 11-12.5  (analyze and evaluate)  RH. 11-12.5  (analyze structure of source) | RI. 11-12.5  (analyze and evaluate)  RH. 11-12.5  (analyze structure of source) | RL. 11-12.6  (requires lit from outside US) | RL. 11-12.6  (requires lit from outside US) |
| RI. 11-12.6  RH.11-12.6 | RI. 11-12.6  RH.11-12.6 | RL. 11-12.7  (requires multimedia)) | RL. 11-12.7  (requires multimedia) |
|  | RI. 11-12.7  RH. 11-12.7  (requires multimedia) | W. 11-12.1  (requires analysis) | RL. 11-12.9  (How source material draws on previous lit.) |
| RI. 11-12.8  (requires argument in seminal US texts) | RI. 11-12.8  (requires argument in seminal US texts)  RH. 11-12.8  (evaluate claims in two texts) | W. 11-122  (requires analysis) | W. 11-12.1  (requires analysis) |
| W. 11-12.1  (requires analysis) | RH. 11-12.9  (two or more texts with conflicting info) | W. 11-12.3 | W. 11-122  (requires analysis) |
| W. 11-122  (requires analysis) | W. 11-12.1  (requires analysis) | W. 11-12.9 | W. 11-12.3 |
| W. 11-12.3 | W. 11-122  (requires analysis) | W. 11-12.9 |
| W. 11-12.9 | W. 11-12.3 |
|  | W. 11-12.9 |

**Reminders for Writing Questions for Reading Informational or Literary Texts**

* Use the language of the standard/evidence statement in your stems when appropriate. These are suggestions only. Please do what makes sense for your grade and grade-level standards.
* A part B can be added to most questions, i.e., Part B: What evidence from the \_\_\_\_\_(paragraph, passage) best supports the answer to part A? or What evidence (word, phrase) in the sentence best helps in understanding the meaning of the word (phrase) \_\_\_\_\_\_\_?

**Standard 2: Analysis of central ideas/themes**

|  |  |
| --- | --- |
| **RI.11-12.2(1)** | Part A: What are two (three) the central ideas in the passage (article)?  Part B: What evidence (detail, etc.) **best** supports the answer to part A? |
|  | Which sentence **best** states the central idea (theme) of the passage? |
| **RI.11-12.2(2)** | Part A: How do the author develop the themes throughout the passage? |
|  | Which sentence best explains how the two central ideas interact in the passage? |
| **RI.11-12.2(3)** | Which provides the most accurate summary of the article? |
| **RL.11-12.2(1)** | Part A: What **two** themes does the author explore in the story (drama, poem)?  Part B: What evidence (detail, line from the passage, etc.) **best** supports the answer to part A? |
| **RL.11-12.2(2)** | Part A: How do the themes (central ideas) build on each other throughout the passage? |
| **RL.11-12.2(3)** | Which sentence **best** summarizes the events in the story (poem, drama)? |

**Standard 3: Analysis of complex ideas/events and impact of an author’s choices**

|  |  |
| --- | --- |
| **RI.11-12.3(1)** | Which sentence explains how the ideas in the passage are connected? |
| **RI.11-12.3(2)** | Which sentence gives the best analysis of how the sequence of events in the passage (paragraph) are related? |
| **RI.11-12.3(3)** | Which sentence explains the interactions between \_\_\_\_\_ (person) and \_\_\_\_ (person) in the passage? |
| **RI.11-12.3(4)** | Which sentence explains how the idea of \_\_\_\_ is related to the idea of \_\_\_\_? |
| **RI.11-12.3(5)** | Which sentence explains the interactions between \_\_\_\_\_ (event) and \_\_\_\_ (event) in the passage? |
| **RL.11-12.3—cannot apply to poetry** | What effect does the author create by the way he portrays the interactions between\_\_\_\_ and \_\_\_\_ in the story (drama)? |
|  | What is the impact of the setting of the story on its meaning? |
|  | What **best** explains the impact of how the action in the story (drama) is ordered? |
|  | What is the impact of how the character \_\_\_\_\_is introduced (developed)? |

**Standard 4: Vocabulary and word meanings**

**Target words must be significant to the central ideas of the passage. Options should be in the same part of speech as the target word.**

|  |  |
| --- | --- |
| **RI.11-12.4** | Read the sentence from paragraph \_\_\_\_. (Insert the sentence)  What **best** explains the meaning of the word (phrase, expression) \_\_\_\_\_\_\_?  Part B: What sentence (phrase) from the text helping in understanding the meaning of the word \_\_\_\_? |
|  | What is the impact of the language the author uses (or the author’s choice of \_\_\_) in this passage (paragraph)? |
|  | How does the use of the word \_\_\_\_\_affect the tone of the passage? |
|  | What is the cumulative impact of the use of words such as \_\_\_\_\_\_ and \_\_\_\_? |
| **RL.11-12.4** | What **best** explains the meaning of the word (phrase, expression) \_\_\_\_\_\_\_?  Read the sentence from paragraph \_\_\_\_. (Insert the sentence)  Part B: What other phrase from the paragraph (section, passage) has a similar meaning as the phrase in part A? |
|  | What is the impact of the language the author uses (the author’s choice of \_\_\_) in this passage? |
|  | How does the use of the word \_\_\_\_\_affect (help establish) the tone (mood) of the passage? |
|  | What is cumulative impact of the use of words such as\_\_\_\_ and \_\_\_\_? |
| **L.11-12.4** | Read the sentence from paragraph \_\_\_\_. (Insert the sentence) What is the overall meaning of this sentence? (Or How does this word function in the sentence?)  Part B: What word (phrase) best helps in understanding the meaning of the sentence? |

**Standard 5: Structure**

|  |  |
| --- | --- |
| **RI.11-12.5(1)** | How does (a sentence, paragraph, section) contribute to the overall development of ideas in the passage (section, stanza, paragraph)? |
|  | How does the author structure the paragraph (section) so that the point is clear (engaging, convincing)? |
|  | What structural technique does the author use in \_\_\_\_\_\_\_\_\_\_\_ of the passage? |
|  | What is the significance of the way the author presents (begins, concludes) \_\_\_\_\_\_\_? |
| **RL.11-12.5(1)** | How does the author structure the passage to help the reader understand \_\_\_\_\_\_\_\_(could be an idea, theme, character, event)? |
|  | How does the writer structure the story (scene, event) so as to create a comedic end? |
|  | What is the effect the author creates through the way (he/she) structures the narrative? |

Possible options:

* Reinforces/Supports/ \_\_\_\_\_\_
* Continues/Extends \_\_\_\_\_\_\_
* Contrasts with \_\_\_\_\_\_\_\_\_

Possible general organizational structural patterns to use in distracters:

* Cause/effect
* Comparison/contrast
* Problem/solution
* Steps of a process
* Whole to part/part to whole, small/large
* Chronologically

Possible general ways a text can be developed (for use in distractors):

* With anecdotes
* Using cause/effect
* By comparison/contrast
* With detailed descriptions
* With examples
* With explanations
* From general to specific
* By order of importance
* Stating a problem/solution
* Using steps of a process
* From whole to part
* From part to whole

|  |  |
| --- | --- |
| **RI.11-12.6(1)** | Read this sentence from paragraph \_\_\_. (Insert sentence)  Which **best** explains how the author’s use of rhetoric adds to the persuasiveness (power, beauty) of the passage? |
|  | Read this sentence from paragraph \_\_\_. (Insert sentence)  Which best explains how the author’s style (or idea about \_\_\_\_\_) adds to the persuasiveness (power, beauty) of the passage? |
| **RL.11-12.6** | What aspect of the text (drama, story) conveys a somewhat ironic (satirical, sarcastic) point of view (tone)? |
|  | How does the point of view from which the story is told contribute to the irony (satire, sarcasm) of the event (scene)? |

**Standard 6: Author’s purpose or point of view**

**Standard 7: Reading Informational Literature only—Use of various mediums to handle a subject**

|  |  |
| --- | --- |
| **RI.11-12.7** | Which sentence **best** explains how the (timeline, flowchart, chart, map) relates to (address the question of, solve the problem of) the information in \_\_\_\_\_\_\_\_? |

|  |  |
| --- | --- |
| **RI.11-12.8(1)** | Which sentence most clearly delineates the reasoning in \_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_? |
| **RI.11-12.8(2)** | Which sentence provides the best evaluation of the reasoning in \_\_\_\_\_\_\_\_\_\_? |
| **RH.11-12.8(4)**  **Requires two sources** | What information from \_\_\_\_\_\_\_\_\_(source a) is corroborated by information from \_\_\_\_ (source b)? |
|  | What point from \_\_\_\_\_\_\_\_\_(source a) gives a counterargument to the point from \_\_\_\_ (source b)? |

**Standard 8: Reading Informational Literature only: Analyzing the soundness of judgment/claims and how author supports argument**

|  |  |
| --- | --- |
| **RI.11-12.9** | Which sentence gives the **most accurate**analysis of the theme in \_\_\_\_\_\_(must be a seventeenth-, eighteenth-, or nineteenth-century U.S. document of historical and literary significance)? |
|  | Which sentence gives the **most accurate**statement of the purpose of \_\_\_\_\_\_(must be a seventeenth-, eighteenth-, or nineteenth-century U.S. document of historical and literary significance)? |
|  | Which sentence gives the **most accurate**analysis of the rhetorical devices used in \_\_\_\_\_\_(must be a seventeenth-, eighteenth-, or nineteenth-century U.S. document of historical and literary significance)? |
| **RL.11-12.9—Requires two passages** | Which sentence **best** explains how of the theme (topic of \_\_\_\_\_) in \_\_\_\_\_\_(must be a seventeenth-, eighteenth-, or nineteenth-century U.S. document of historical and literary significance) is related to the theme (topic of) in \_\_\_\_\_\_\_\_\_? |

**Standard 9: Analyzing information in two or more texts**

**Writing Standards for Extended Response and PCR Items**

Providing bulleted points to scaffold the task for students is OK.

|  |  |
| --- | --- |
| **W.11-12.1** | Write an extended response analyzing the topic of \_\_\_\_\_ as treated in the article and explaining whether you agree or disagree with \_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.11-12.2** | Write an extended response that analyzes how and why the author \_\_\_\_\_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.11-12.3** | Write a narrative that describes the next logical event/scene in the story. Maintain the same point of view, mood/tone, and pacing of the original story. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
| **W.11-12.9** | Informational literature: Write an extended response that analyzes the reasoning (effectiveness) of the \_\_\_\_\_\_ (speech, document). Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |
|  | Literary texts: Write an extended response that analyzes how the plays (stories, poems) \_\_\_ and \_\_\_ treat the themes (topics) of \_\_\_\_\_. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. |