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| **LA1 Common Final Instruction**  **& Study Guide** |
| * 40 question test * 2 fiction passages, 2 non-fiction passages * 2 passages at grade level, 2 passages no more than two years below grade level * 1-2 graphs or charts * 9 questions requiring students to cite textual evidence * Question(s) referring to rhetorical devices of ethos, pathos and logos, idioms, symbolism, irony, tone, rhetorical questions, counterargument |

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| **Questions by Common Core Standard** | | | | | |
| **Reading: Literature** | | | **Reading: Informational Text** | | |
| **Standard** | **# questions** | **% of test** | **Standard** | **# of questions** | **% of test** |
| RL 9.1 | 6 | 30% | RI 9.1 | 9 | 40% |
| RL 9.2 | 3 | 15% | RI 9.2 | 6 | 30% |
| RL 9.3 | 2 | 10% | RI 9.3 | 1 | .5% |
| RL 9.4 | 4 | 20% | RI 9.4 | 2 | 10% |
| RL 9.5 | 4 | 20% | RI 9.5 | 3 | 15% |
| RL 9.6 | 1 | .05% | RI 9.6 | 1 | .5% |

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| **Essential Questions that *may* be reflected in the reading passages** |
| * How do my choices affect the those around me? * How does my struggle define me? * Who or what shapes my belief system? * In what ways are we affected by the passage of time? |

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| **Question stems that *may* appear on the exam (literature)** | |
| **Standard** | **Possible Stem** |
| RL 9.1 | Which choice provides the best evidence for . . .  According to \_\_\_\_, which statement is true about . . .  What piece of evidence is most relevant to . . . |
| RL 9.2 | Which statement best summarizes lines \_\_\_\_ to \_\_\_\_\_  Which statement best describes the central theme of the story?  What underlying message is developed through the author’s choice to . . . |
| RL9.3 | How does \_\_\_\_\_\_\_\_\_ character evolve . . . |
| RL 9.4 | As used in line \_\_\_\_\_, the word \_\_\_\_\_\_ most likely refers to . . .  The quote “\_\_\_\_\_\_\_\_\_\_” (lines \_\_\_-\_\_\_\_) is primarily meant to convey . . . |
| RL 9.5 | The main purpose of the \_\_\_\_\_\_\_\_\_ paragraph is to . . . (RL 9.5)  What effect does the shift in tone in lines \_\_\_\_\_\_\_ have on the development of the theme? (RL 9.5) |
| RL 9.6 | What reason might the author have for choosing to tell this story from \_\_\_\_\_\_\_\_ point of view? |

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| **Question stems that *may* appear on the exam (informational)** | |
| **Standard** | **Possible Stem** |
| RI 9.1 | Which choice best supports the author’s claim?  The purpose of lines \_\_\_ - \_\_\_ is to . . .  What can be inferred about \_\_\_\_ from the graph/chart . . .  Which choice provides the best evidence for . . .  What does the phrase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ imply . . . |
| RI 9.2 | What is the author’s claim/main point about . . .  The information in the graph/chart create a strong case for . . .  The author chooses to include \_\_\_\_\_\_\_\_\_\_\_ for what purpose?  The purpose of the passage is to . . .  This passage implies that \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| RI 9.3 | The reference to \_\_\_\_\_\_\_\_\_\_\_\_ primarily serves to . . . |
| RI 9.4 | As used in line \_\_\_\_, the word \_\_\_\_ most nearly means . . .  What effect do the quotations in lines \_\_\_\_ have on the tone . . .  Which words contribute to overall tone of the passage . . . |
| RI 9.5 | The author uses \_\_\_\_\_\_\_ as a way to . . .  What conclusion can be drawn from the author’s decision to . . .  The repetition of the phrase \_\_\_\_\_\_\_\_\_ is used to emphasize . . . |
| RI 9.6 | The author’s choice to use the perspective of [POV/age/gender/religion] reveals that . . . |