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| **ELA Finals Study Guide**  Semester 1, 2020 |
| * 40 questions * 4 reading selections; narrative and informational texts * 2 passages at grade level, 2 passages no more than two years below grade level * 1-2 graphs or charts * Questions requiring students to cite textual evidence * Question(s) referring to rhetorical devices, hyperbole, idioms, symbolism, irony, tone, rhetorical questions, claims, evidence, reasoning, counterargument, narrative elements, simile, theme, hyperbole, point of view, purpose, alliteration |

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| **Essential Questions** | |
| **LA1** | Is it necessary to struggle in order to be successful? How do class, religion, language, and cultural stereotypes influence how I look at and understand the world? |
| **LA3** | How do I know when a habit is becoming destructive? What compromises to my integrity will I make in order to be accepted? |
| **LA5** | What does success mean? What does it mean to be successful? How can language be a tool for personal or social change? |
| **LA7** | What is my identity? What responsibility do I have to society? How can I influence the world I live in? What is my responsibility in affecting change on society? |

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| **Common Core Standards** | | | |
| **Narrative** | | **Informational** | |
| **RL1** | Cite textual evidence | **RI1** | Cite textual evidence |
| **RL2** | Determine the theme or central idea | **RI2** | Determine the central idea |
| **RL3** | Analyze how complex characters develop over the course of the text | **RI3** | Analyze how the author unfolds an analysis or series of ideas or events |
| **RL4** | Determine meaning of words | **RI4** | Determine meaning of words |
| **RL5** | Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension, or surprise | **RI5** | Analyze how an author’s ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text |
| **RL6** | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the US, drawing on a wide reading of world literature | **RI6** | Determine the author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance thap point of view or purpose |

(Sample question stems on back)

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| **Question Stems for Narrative Texts** | |
| **RL1** | Which choice provides the best evidence for . . .  According to \_\_\_\_, which statement is true about . . .  What piece of evidence is most relevant to . . . |
| **RL2** | What is the author’s claim ...  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 . . . |
| **RL3** | How does \_\_\_\_\_\_\_\_\_ character evolve . . .  The text structure primary serves to ... |
| **RL4** | As used in line \_\_\_\_\_, the word \_\_\_\_\_\_ most likely refers to . . .  The quote “\_\_\_\_\_\_\_\_\_\_” (lines \_\_\_-\_\_\_\_) is primarily meant to convey . . . |
| **RL5** | 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) |
| **RL6** | What reason might the author have for choosing to tell this story from \_\_\_\_\_ point of view? |

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| **Question Stems for Informational Texts** | |
| **RI1** | 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 . . .  The antecedent of ... |
| **RI2** | 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 \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **RI3** | The reference to \_\_\_\_\_\_\_\_\_\_\_\_ primarily serves to . . .  The function of lines ... |
| **RI4** | 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 . . . |
| **RI5** | 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 . . .  The argument of the passage ... |
| **RI6** | The author’s choice to use the perspective of [POV/age/gender/religion] reveals that . . .  What rhetorical purpose does the quotation ... |