

Released/Sample Test Questions by Reading Literature Standard 9-10th Grade

RL.9-10.1 Cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

In Passage 1, which detail shows that Crusoe's shock leads him to exaggerate his situation?

Which evidence supports the idea that Michael O'Neill is very clever?

Select two phrases Ovid uses in Passage 1 to show that Pyramus and Thisbe experience a shared love.

Select **two** details that reveal that Michael O'Neill is arrogant.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A Why does the author compare Ernest to the other boys in the valley?

Part B Which sentence from the passage supports the answer in Part A?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A What advice from Circe is essential for Ulysses and his men to prepare for the Sirens in Passage 1?

Part B Select the detail from the Sirens' song in Passage 1 that contradicts what Circe tells the men.

RL.9-10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.

Select whether each statement would be included in a summary of Passage 1 or Passage 2.

Which ideas are contrasted throughout Passage 2?

In Passage 1, how does paragraph 4 help develop an idea about the character's relationships with the gods?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A Based on Pyramus and Thisbe's situation, what is a theme of Passage 1?

Part B Which detail from Passage 1 helps develop the theme in Part A?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A Which quotation from Passage 2 summarizes a theme of both passages?

Part B How does Shakespeare dramatize this theme differently than Ovid does in Passage 1?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A Which theme is shared by Passage 1 and Passage 2?

Part B Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the theme is developed.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A Which theme is suggested by the events in Passage 2?

Part B Which detail from Passage 2 helps to develop the theme in Part A?

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Read this excerpt from Passage 2.

"I must conquer these unkingly terrors. Mind you don't go away from him, though." (paragraph 15)

What do these sentences reveal about the emperor? (Multiple Choice)

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In Passage 2, what is a clue that King Lear should recognize that Goneril's speech may be dishonest?
(Multiple Choice)

Select **two** details from Passage 2 that show how the emperor pretends to change in order to avoid being attacked by the lion. (Multi-Select)

How does paragraph 3 develop Crusoe's character in the story?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

Part B Which **two** details from the passage support the answer in Part A?

RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies.

In paragraph 5 of Passage 2, what does Regan mean by saying that she is "an enemy to all other joys"?

In paragraph 8, the author uses personification to describe the prophecy. How does the author's language add to the meaning of the story?

In paragraph 19 of Passage 2, what does Shakespeare mean by the phrase "property of blood"?

What does the word condescension mean as it is used in paragraph 9?

At the end of Passage 1, why does Ovid use the word "envious" to describe the wall?

Read these sentences from paragraph 16.

"16 ANDROCLES

Oh, sir, how few men would have the courage to do that—"

How does the word choice in this sentence add irony to the passage?

Read these sentences from Passage 2.

"All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother's assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . ." (paragraph 5)

What does Wyss's word choice reveal about the characters upon arriving on the island ?

Read these sentences from the passage.

"His most famous feats of escape, however were due to dexterity and not to violence." (paragraph 1)

Which **two** actions demonstrate Michael O'Neill's dexterity?

Read these sentences from the passage.

"The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?'" (paragraph 1)

What does the word somber suggest about Bridget?

Read this sentence from the passage.

"He was undoubtedly a gentleman of honorable pedigree and of many accomplishments, but two of his accomplishments emerged from all the rest." (paragraph 1)

What does the phrase undoubtedly a gentleman of honorable pedigree suggest about Michael O'Neill?

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Read this sentence from Passage 1.

“And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora” (paragraph 3)

Based on this sentence, what is the meaning of the word malignant?

Read this sentence from the passage.

“Not a few old-fashioned people, and young ones likewise, in the ardor of their hopes, still cherished an enduring faith in this old prophecy.” (paragraph 8)

What does the word ardor suggest about the inhabitants described in the sentence?

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Read these sentences from the passage.

“It seemed as if an enormous giant, or a titan, had sculpted his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other.” (paragraph 2)

What is the effect of the figurative language in these sentences?

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Why does the author introduce the inhabitants of the valley before describing the Great Stone Face?

How does the structure of Passage 1 create a different effect from Passage 2?

In Passage 2, what tone is created through the structure of paragraph 6?

In paragraphs 3 and 6 of Passage 2, Cordelia shares her thoughts through asides. What is the effect of these asides?

In Passage 2, which effect do lines 1-8 create?

In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem?

In Passage 2, how do sections 6–10 increase the tension of the passage as a whole?

This question has two parts. First, answer Part A. Then, answer Part B.

Part A In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

Part B Select the phrase that foreshadows what the farmer’s daughter discovers about Michael at the end of paragraph 2.

RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

What is the author’s point of view about Michael O’Neill?

In Shakespeare’s time, it was very unusual for a king to decide to give up power before death. To avoid conflict between potential heirs, rulers planned for a clear transfer of power to a single heir. Based on this information, what do the passages reveal about King Lear?

Ancient Greece was a seagoing culture that made important explorations. Ancient Greeks also believed the sea to be a dangerous place. How is this aspect of ancient Greek culture symbolized in Passage 1?

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According to Passage 1, what does the myth of Pandora seek to explain about the world?

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

In Passage 3, which element of Ulysses’s encounter with the Sirens does the artist emphasize?

How do the two images illustrate a main difference between Passage 1 and Passage 2?

RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

What are two ways that Shakespeare modifies the material from Passage 1?

How does Passage 2 transform the characters of Androcles and the lion?

Romeo and Juliet retells the Pyramus and Thisbe myth in the form of a play. In the excerpt provided in Passage 2, what does the play format help Shakespeare to emphasize about his characters? Select two options.

How does Passage 2 transform the source material of Passage 1?