

## ANALYZING QUESTIONS

Thursday, October 4<sup>th</sup>, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

### ACTIVITY TO PROVE THAT THE AIR TEST QUESTIONS ALIGN TO STANDARDS

-Display or share digitally this chart that shows some of the questions from the 2018 AIR test with their aligned Standards (below and [PDF](#)). Ask students to highlight where each Standard and its aligned question are the same. You may want to do a few of them together before having students finish highlighting the chart.

Directions: Highlight the connections you see between the Standard in the left column and the Question in the right column.

STANDARD	ALIGNED QUESTION
RL.9-10.2a. 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.	What theme is suggested by the events in Passage 2? (2018 ELA II Test)
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem? (2018 ELA II Test)
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	In paragraph 22, what connection does the author make between the status of a museum and the likelihood it will offer free admission? (2018 ELA I Test)
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Part A: What claim does the author make in paragraph 20? Part B: What evidence does the author use to support the claim? (2018 ELA I Test)
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Which tone does the author establish through his word choice in paragraph 1? (2018 ELA Grade 8 Test)
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	How does paragraph 5 contribute to the development of key concepts introduced in paragraphs 1-4? (2018 ELA Grade 8 Test)
RI.7.2b. Provide an objective summary of the text that includes the central ideas and their development.	Select three sentences that belong in a summary of Passage 2. (2018 ELA Grade 7 Test)
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Select two sentences from the passage that support the idea that Gutenberg considered the printing press his greatest undertaking. (2018 ELA Grade 7 Test)
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	"Hettie tried to see the Cally she had known through the makeup, the fancy clothes, and the magazine's airbrushing." (paragraph 5) How does this sentence in Passage 1 develop the plot? (2018 ELA Grade 6 Test)
RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	How do Passage 1 and Passage 2 develop the topic of friendship? (2018 ELA Grade 6 Test)

-Next, display or share digitally this completed chart ([PDF](#)) with the highlights showing connections between the questions and the Standards. Let the students know that this chart and the highlighting exercise should prove that these AIR tests are completely aligned to Ohio's Learning Standards and that is one of the reasons that you ensure that students know the Standards and work on mastering those Standards in each class.

-As a follow-up, have the students do this [ONLINE DRAG/DROP ACTIVITY](#) to match questions to their Standards. You may do this together as a class or individually.

### A DEEP LOOK AT A FEW QUESTIONS: GIVING STUDENTS GUIDING SUPPORT FOR ANSWERING AIR QUESTIONS

-In secondary ELA education, it has been shown through research that the TEXT should guide reading comprehension instruction. This activity allows that to happen and gives students support in comprehending not only the text, but also the questions asked based upon that text. It provides guiding question support for the protocol of going back into a text when it is referenced in standardized test questions.

-Separate the class into pairs. Share in hard copy or digitally this [GUIDED SUPPORT FOR AIR QUESTIONS](#) handout. The handout begins with a reading from *The Dreamer*. Ask each pair to read it in the same manner and speed they would on the AIR test. This means they can have out some scratch paper to take notes and use any of the protocols practiced in the two previous [Thursday Standardized Test Prep](#) lessons from September 20 and 27.

-Once the pair finishes with the reading, they need to follow the instructions that begin on page 2 of the [GUIDED SUPPORT FOR AIR QUESTIONS](#) handout and do all Three Steps.

-During Step Three, each pair will want to know the correct answers and will be directed to ask you. Here are those answers: **1a. B, 1b. A, 2a. A, 2b. B, 3a. C, 3d. D.**  
NOTE: This activity can be done with any reading, with any previous preparation. The idea is to make visible the steps one goes through to attune to the process of answering standardized test questions that are text dependent.