

ELA AIR QUESTION STEMS

STANDARD	DOK	QUESTION STEMS/SAMPLE QUESTIONS
RL. 9-10.1	2	-Which quotation from the passage supports the idea [idea from passage]? -Part A: How does [a character] feel about [an event]? Part B: Select two sentences from the passage that support the inference in Part A.
	3	-Which inference can be made about [a character] based on this sentence(s)? (sentence(s) provided in the item) -Part A: Which idea explains [a character's actions] in the passage? Part B: Which detail from the passage supports the answer in Part A?
RL. 9-10.2	2	-Select two details from the passage that support the development of the theme that [stated theme]. -How does the passage develop the theme that [stated theme]? -Select three statements that should be included in a summary of the passage.
	3	-Part A: Which theme is developed in the passage? Part B: How does the author develop the theme from Part A?
RL. 9-10.3	2	-What does the narrator's interaction with [another character] help the narrator realize about himself/herself by the end of the passage? -How does the [the main character's] interaction with the group in [a specific paragraph(s)] advance the plot?
	3	-Select two ways the main character demonstrates that his/her perspective has changed by the end of the passage. -Part A: How does the main character display conflicting motives over the course of the text? Part B: Select two statements that support the answer in Part A.
RL. 9-10.4	2	-In [a specific paragraph], why does the author use the phrase ["a target phrase"]? -How does the poet's choice of words in [specific line(s)] enhance the tone of the poem?
	3	-How does word choice in the passage establish a mood? -In [a specific paragraph], what is the effect of comparing the main character's situation to ["a target phrase"]? -Part A: What does the word ["a target word"] emphasize about [the setting]? Part B: Select two details from the passage that support the interpretation of ["target word"] in Part A.

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RL. 9-10.5	2	-Which effect is created by the author's decision to [a structural technique]?
	3	-How does the structure of the poem create [an effect]? -Part A: What device does the author use to structure [a specific paragraph]? Part B: What impact does the use of the device in Part A have on the passage?
RL. 9-10.6	2	-What do [a specific paragraph(s)] reveal about [a character's culture]?
	3	-What does the conversation between [two characters] reveal about [a specific culture]? -Part A: How does [a specific sentence(s)] reflect the culture from which [a character] comes? Part B: How does the cultural experience in Part A impact the meaning of the story's ending?
RL. 9-10.7	2	-Which idea from the [written text] is absent in [the painting]? -Complete the chart to show which details are emphasized in [the text], in [the painting], or in both.
	3	-How does the emphasis of [the text] differ from the emphasis of [the art]?
RL. 9-10.9	2	-How is the relationship between the characters portrayed differently in Passage 2 than in Passage 1? -Select two elements of the legend that Passage 1 emphasizes but Passage 2 does not.
	3	-Part A: How does the author of Passage 2 present [element of story] differently than Passage 1? Part B: How does this difference in presentation effect the story? -Select two ways the author of Passage 2 draws upon Passage 1 to develop [an element of writing]?

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RI. 9-10.1	2	-Select two details from [a specific paragraph(s)] that display the author's concern that [idea from the text]. -Part A: According to the passage, which inference can be made about [idea from passage]? Part B: Which detail from the passage supports the answer in Part A?
	3	-Part A: What can be concluded about [topic of passage] based on the information in [a specific section]? Part B: Which sentence from the section supports the conclusion in Part A?
RI. 9-10.2	2	-Select three sentences that should be included in a summary of the passage. -How does the author develop the central idea that [stated theme]?
	3	-Part A: What is a central idea of the passage? Part B: How does the author use [a writing technique] to support the central idea?
RI. 9-10.3	2	-What is the connection between the ideas in [a set of provided paragraphs]? -How does [a specific paragraph] develop the author's analysis of [an idea]? -Part A: In what way are [a set of events] connected? Part B: Which sentence from the passage supports the answer in Part A?
	3	-Part A: How does the author of develop his ideas in [a specific section]? Part B: What impact does this development have on the meaning of the passage?
RI. 9-10.4	2	-What does the word [technical word] mean as it is used in the sentences? -What does the phrase ["a target phrase"] emphasize as it is used in [a specific paragraph]?
	3	-What is revealed through the author's word choice in [a specific paragraph]? -Part A: How does the author develop [a specific tone] in [a specific paragraph]? Part B: Select two phrases that support the answer in Part A.
RI. 9-10.5	2	-What is the purpose of including information about [an idea] in [a specific paragraph]? -How do [a specific paragraph(s)] expand on the claim in [a specific paragraph]?
	3	-What impact does this sentence have on the development of the author's ideas? (sentences provided in the item) -Part A: Which claim about [topic from passage] does the author make in the passage? Part B: Select two ways the author develops the claim from Part A in the passage.

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RI. 9-10.6	2	-How does the author use rhetoric to advance [a stated purpose] in [a specific paragraph(s)]? -How does the author's word choice convey [a stated perspective]?
	3	-How does the author use rhetorical devices to advance his/her purpose? -Part A: What is the author's perspective regarding [idea from passage]? Part B: How is the perspective in Part A developed?
RI. 9-10.7	2	-Which idea in the passage does the image help clarify?
	3	-Part A: What is emphasized in [the first medium] that is not emphasized in [the second medium]? Part B: How does this impact the reader's understanding?
RI. 9-10.8	2	-Select two details the author uses to support the claim that [claim from the passage]? -How does the author develop the argument that [a specific argument]?
	3	-Part A: What claim does the author make about the relationship between [two ideas from the passage]? Part B: What is one weakness in the author's support for the claim in Part A? -Select one claim from the passage that is not supported by sufficient evidence.
RI. 9-10.9	2	-Select two ways Passage 1 addresses concepts related to [idea from passage] differently from Passage 2. -[Quote from Passage 1 provided] Which sentence from Passage 2 echoes this idea?
	3	-Select the boxes to show whether each idea applies to [author 1], [author 2], or both. (table match item) -How does each passage address the connection between the two main ideas? -Select a detail from each passage that shows how the two passages take a similar view about the main idea/theme.
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L. 9-10.4	2	-What is an example of [a target word] as it is used in paragraph 4? -Select the two phrases that have the same meaning as [a target phrase].

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L. 9-10.5	2	-What is expressed through the figurative language in these sentences? (sentences provided in item) -What does [a character] mean when he/she says [a figurative phrase]?
	3	-How does the author's metaphor add meaning to the passage?
W. 9-10.1	3 or 4	Should students be responsible for helping to resolve conflicts at school? Construct a multi-paragraph written response in which you make and support a claim about whether students should be responsible for helping resolve conflicts at school. Your response must be based on ideas and information that can be found in the [articles, interviews, etc.]. Manage your time carefully so that you can: <ul style="list-style-type: none"> • review the passages; • plan your response; • write a thorough response; and • revise and edit your response. Be sure to: <ul style="list-style-type: none"> • include a claim/thesis statement; • address counterclaims; • use evidence from multiple passages; and • avoid overly relying on one passage. Write your multi-paragraph response in the space provided.
W. 9-10.2	3 or 4	Construct a multi-paragraph written response in which you critically examine the purpose of Dr. Martin Luther King's speech, "What Is Your Life's Blueprint?" and analyze how he uses rhetoric to advance that purpose. Your response must be based on ideas that can be found in the [poems, stories, articles, interviews, etc]. Manage your time carefully so that you can: <ul style="list-style-type: none"> • review the passages; • plan your response; • write a thorough response; and • revise and edit your response. Be sure to: <ul style="list-style-type: none"> • include an introduction; • use evidence from the passages to support your explanation/thesis statement; and • include a conclusion. Write your multi-paragraph response in the space provided.