

Grades 6, 7, 8, and 10
WASL READING TARGET STEMS

Use these helpful question stems as you prepare your assignments, tests, and questions for discussion!

<u>Strand LC: Comprehends important ideas and details in literary texts</u>			
Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:			
Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LC01		1A	
Demonstrate understanding of theme or message and supporting details (Reading GLE2.1.3)	What is the main idea/theme of the story/selection/poem?	The story/selection/poem shows (theme/main idea). Provide two details from the story/selection/poem that support this idea.	
		1B	
		Any of these titles could be another title for the story/selection/poem. Choose the title you think best fits the selection. (title) (title) (title) Provide two details from the story/selection/poem to support your choice. NOTE: Make sure titles capture the theme of the selection.	
		1C	
		What is the main idea/theme of the story/selection/poem? Support your answer with one example from the story/selection/poem.	
<u>Strand LC: Comprehends important ideas and details in literary texts</u>			
Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:			
Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LC02		2A	
Summarize with evidence from the reading (Reading	Which sentence best summarizes this story/selection	In your own words, write a summary of the story/selection/section/process. Include three main events from	

GLE 2.1.7)	/section/process?	the story/selection/section/process in your summary.	
<u>Strand LC: Comprehends important ideas and details in literary texts</u>			
Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:			
Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LC03		3A	
<p>Make inferences or predictions based on the reading (Reading GLE 2.1.5)</p>	<p>What does the author mean when he/ she says “_____” in paragraph ___ of the story/selection/poem?</p>	<p>What is the most likely reason that (character) (action)? Provide two details from the story/selection/poem in your answer.</p>	
	<p>Based on the information in the story/selection/poem, what inference/ assumption can the reader make about _____?</p>	3B	
	<p>Based on the information in the story/selection/poem, what do you predict (character) will do now that (cite circumstances at end of story/selection/poem)?</p>	<p>Based on the information in the story/selection/poem, predict what will most likely happen if the (character) (action). Provide information from the story/selection/poem to support your prediction.</p>	
	<p>Based on the information in the story/selection/poem, what will most likely happen to (character) after (cite circumstances at the end of the story/selection/poem)?</p>	3C	
	<p>How did (character) most likely react to _____?</p>	<p>What will (character) do now that (cite circumstances at end of story/selection/poem)? Support your prediction with information from the story/selection/poem.</p>	
3D			
3E			
<p>Based on the information in the story/selection/poem, what inference/ assumption can you make about (event/theme/character) _____? Include information from the story/selection/poem to support your inference/assumption.</p> <p>Explain how _____ was important to the author/poet/character. Use two details from the story/selection/poem to support your answer.</p>			

Strand LC: Comprehends important ideas and details in literary texts

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LC04			
Interpret vocabulary critical to the meaning of the text (Reading GLE 1.3.2)	<p>What is the meaning of the word/phrase (word/phrase in italics) in paragraph (number) of the story/selection/poem?</p> <p>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the story/selection/poem?</p> <p>Which word could the author have used in paragraph _____ instead of (vocabulary word/phrase)?</p>		

Strand LA: Analyzes, interprets, and thinks critically in literary texts

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LA05		5A	5AA
Apply understanding of literary text elements, features, and graphics (genre, plot, character, setting, conflict, resolution, simile, metaphor, graphic elements, illustrations, captions) (Reading GLEs 2.2.2, 2.2.3, 2.3.3)	<p>What is the main conflict in the story/selection/poem?</p> <p>According to the story/selection/poem, which word best describes (character/setting)?</p> <p>What object does the author/poet personify?</p> <p>How does (character) feel about (character/event, etc)?</p> <p>Which two objects does</p>	<p>How does (character's action or trait) contribute to the conflict in the story/selection/poem? Include two details from the story/selection/poem in your answer.</p> <p>5B</p> <p>Any of these words could be used to</p>	<p>What problem does (character) experience? What are three steps he/she takes to solve this problem? Include information from the story/selection/poem in your answer.</p> <p>5BB</p> <p>According to the story/selection/</p>

	<p>the author/poet compare using a simile/ metaphor? NOTE: This item type should be passage-dependent; i.e., students should have to return to the text in order to answer the question.</p>	<p>describe (character) in the story/selection/poem. Choose the word you think best describes (character).</p> <p>Adjective Adjective Adjective</p> <p>Provide two details from the story/selection/poem to support your choice.</p>	<p>poem, describe how (character) feels about (character/event/issue). Provide three details from the story/selection/poem to support your answer.</p>
5C			
		<p>How does (character) change in the story/selection/poem? Use information from the story/selection/poem to support your answer.</p>	

Strand LA: Analyzes, interprets, and thinks critically in literary texts

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LA06		6A	6AA
<p>Compare/contrast elements within and between text(s) (Reading GLEs 2.3.1, 2.4.6)</p>	<p>Which sentence tells how (two characters in the story/selection/poem) are similar?</p> <p>How are the _____ in the story/selection/poem and _____ in the story/selection/poem similar/different?</p> <p>How does (character's) feeling about (subject) compare to the author/poet's feeling about (same subject)?</p>	<p>What are two similarities/ differences between (character/events/object, etc) and (character/events, object, etc)? Include information from the story/selection/poem in your answer.</p>	<p>ONE ER What are two ways (character/event/object in first story/selection/poem) is like (character/event/objec, etc in second story/selection/poem)? Include information from (first story/selection/poem) and the (second story/selection/poem) in your answer. *****</p> <p>What are two ways (character/event/object) in first story/selection/poem is different than the (character/event/object) in second (story/selection/poem)? Include information from (first story/selection/poem) and the (second story/selection/poem) in your answer.</p> <p>NOTE: Do not repeat the titles in the tag lines. This is a 9-line x 9-line scaffolded item.</p>
6B			
		<p>How do the (first author's/subject's/poet's) feelings about _____ compare to the (second author's/subject's/poet's) feelings about _____? Include one detail from the (first story/selection/poem) and one detail from the (second story/selection/poem) in your answer.</p>	

6C

The author of (the first selection/story/poem in a pair) states "_____". Provide **two** examples from (the second selection/story/poem in a pair) that (demonstrate the idea in the statement).

Strand LA: Analyzes, interprets, and thinks critically in literary texts

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LA07		7A	7AA
Make connections (cause and effect) between parts of text (Reading GLE 2.3.1)	Which sentence best describes (character's) response to (character) in the story/selection/poem?	Explain why (event) happened. Include two details from the story/selection/poem in your answer.	How did (character's experience in story/selection/poem) influence (character's growth or development)? Include three details from the story/selection/poem in your answer.
	Why does (character) (action)?		7BB
	Why does (character) decide to _____?		What problem does (character) experience in the story/selection/poem? What are three events that happen as a result of the problem? Include information from the story/selection/poem in your answer.
	Which sentence explains why (event) happened in the story/selection/poem?		
	According to the story/selection/poem, what happens/happened when (action)?		7CC
			What problem does (character) experience in the story/selection/poem? What are three events that contribute to the resolution of the problem? Include information from the story/selection/poem in your answer.

Strand LT: Thinks critically

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they use textual evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LT08		8A	8AA

<p>Analyze author's purpose in a literary text and/or effectiveness for different audiences, and/or identify facts and opinions, and/or author's assumptions and beliefs (Reading GLEs 2.4.2, 2.4.3, 2.4.4)</p>	<p>In paragraph ___ of the story/selection/poem, why does the author include (technique)?</p> <p>What is most likely the author's purpose for writing this story/selection/poem?</p>	<p>What is the author's/subject's/poet's purpose for writing the story/selection/poem? Provide one detail from the story/selection/poem to support your answer.</p>	<p>What is the author's/subject's/poet's purpose for writing the story/selection/poem? Provide three details from the story/selection/poem to support your answer.</p>	
	8B			
	<p>Which sentence from the story/selection/poem is an opinion? NOTE: Preferably use only in biographies. Answer choices taken directly from the text will appear in quotation marks.</p> <p>Which word/sentence best describes the author's/poet's attitude/feelings about _____ in the selection/story/poem?</p> <p>What is the author's purpose for writing the story/selection/poem? NOTE: Use with To _____ To _____ To _____ To _____</p>	<p>Any of these phrases could identify the author's purpose for writing the story/selection/poem. Choose the phrase you think best describes the author's purpose for writing the story/selection/poem. (verb phrase) (verb phrase) (verb phrase) Use two details from the story/selection/poem to support your choice. NOTE: Possible verb phrases include, but are not limited to: To entertain, To describe, To inform, etc.</p>		
	8C			
	<p>Which opinion can be supported with information from the story/selection/poem? NOTE: Each statement must be an opinion.</p>	<p>The author's purpose for writing this selection/story/poem may have been to (give purpose). Provide two details from the story/selection/poem to support this purpose.</p>		
	8D			
	<p>The author of the story/selection/poem states " _____ ." Do you agree with his/her statement? Use two details from the story/selection/poem to support your answer. NOTE: Use statements from the passage that state an opinion.</p>			

Strand LT: Thinks critically

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they use textual evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LT09		9A	9AA
<p>Evaluate reasoning and ideas/themes related to the text (Reading GLE 2.4.1)</p>	<p>What is wrong with (character's) reasoning in the story/selection/poem?</p>	<p>Why does (character) do (action)? Include two details from the story/selection/poem in your answer.</p>	<p>Does (character's) treatment of (other characters) seem fair? Include four details from the story/selection/poem to support your answer.</p>

Which statement is the most important conclusion the reader can draw from the selection? NOTE: This is <u>evaluating</u> a conclusion.	9B Is (character's) decision to (action) a good idea? Provide two details from the story/selection to support your answer.
	9C Is the following statement a reasonable conclusion that readers may draw from the selection/story/poem? ----(Statement)----- Provide two details from the story/selection/poem to support your answer.

Strand LT: Thinks critically

Given a literary text to read silently (may include poems, stories, biographies, and essays), learners respond to items in which they use textual evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
LT10		10A	10AA
Extend information beyond literary text—make generalizations, draw conclusions, apply information, give a response to a literary text (Reading GLEs 2.4.1, 2.4.5)	Based on the information in the story/selection/poem, what generalization can the reader make about (concept/ idea/event)?	One conclusion that a reader can draw from this selection/story/poem is (give conclusion). Provide two details from the selection/story/poem to support this conclusion.	What four pieces of advice would (character) give about (topic in passage)? Provide information from the story/selection in your answer.
	Based on the information in the story/selection/poem, what conclusion can the reader draw about character/event/idea/concept?	10B What conclusion can the reader draw about (character/event, etc)? Provide information from the selection/story/poem to support the conclusion.	

Strand IC: Comprehends important ideas and details

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IC11		11A	
Demonstrate understanding of	What is the main idea in the selection?	The selection shows (major idea). Provide two details from the selection that	

major ideas and supporting details (Reading GLE 2.1.3)	support this idea.	
	<p>11B</p> <p>Each of these titles could be another title for the selection. Choose the title you think best fits the selection.</p> <p>(title) (title) (title)</p> <p>Provide two details from the selection to support your choice. NOTE: Make sure titles capture the main idea of the selection.</p>	

Strand IC: Comprehends important ideas and details

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IC12		12A	
Summarize with evidence from the reading (Reading GLE 2.1.7)	Which sentence summarizes the selection? Which sentences summarizes (section/idea/concept/process)?	In your own words, write a summary of the selection/section/process. Include three important ideas/events from the selection/section/process in your summary. NOTE: Item may ask student to summarize a key section/idea/process of the passage	

Strand IC: Comprehends important ideas and details

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IC13		13A	
Make inferences and predictions based on the reading (Reading GLE 2.1.5)	What does the author/character mean when he/ she says "_____ " in paragraph ___ of the selection?	Based on the information in the selection, predict what will most likely happen if _____. Include information from the selection to support your prediction.	
		13B	

<p>Based on the selection, what inference/ assumption can the reader make about _____?</p> <p>Based on the information in the selection, predict what will most likely happen when (action).</p> <p>Based on the selection, which sentence explains why (person/subject/ event) is most likely to (action)?</p>	<p>Based on the information in the selection, why did _____ most likely happen? Include two details from the selection to support your answer.</p>	
	13C	
	<p>Each of these words could be used to describe (person/subject/event) in the selection. Choose the word you think best describes (person/subject/event). (Adjective) (Adjective) (Adjective) Provide two details from the selection to support your choice. NOTE: To ensure this is a true IC13 target, the adjectives must be inferences from the text.</p>	
	13D	
	<p>What experiences most likely influenced _____? Include two details from the selection in your answer.</p>	
13E		
	<p>Based on the information in the selection, what inference/ assumption can the reader make about the (event/idea/character) _____? Include information from the selection to support your inference/ assumption.</p>	

Strand IC: Comprehends important ideas and details

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IC14			
<p>Interpret vocabulary critical to the meaning of the text (Reading GLE 1.3.2)</p>	<p>What is the meaning of the word/phrase (word/ phrase in italics) in paragraph (number) of the selection?</p> <p>What is the meaning of the word/phrase (word/ phrase in italics) as it is used in paragraph (number) of the selection ?</p>		

Which word could the author have used in paragraph _____ instead of (vocabulary word/phrase)?

Strand IA: Analyzes, interprets, and thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IA15		15A	
Apply understanding of text features and graphic features (titles, headings, subheadings, informational divisions, captions, maps, charts, graphs) (Reading GLE 2.2.2)	What is the purpose of (text feature)?	According to the (text feature), what are two ways that _____? Include information from the (text feature) in your answer.	
	According to (text feature), which statement is true?		
		15B	
		Explain two ways that (text feature) helps you understand the selection. Include information from the (text feature) in your answer.	

Strand IA: Analyzes, interprets, and thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IA16		16A	16AA
Compare/contrast elements within and between text(s) (Reading GLEs 2.3.1, 2.4.6)	Which sentence tells how (two pieces of information in the selection) are similar (or different)?	What are two similarities/ differences between (two pieces of information in the selection)? Include information from the selection in your answer.	ONE ER According to the selection, what are two similarities between ____ and ____? Provide information from the selection in your answer. ***** According to the selection, what are two differences between ____ and ____? Provide information from the selection in your answer.
	What is the main difference (or similarity) between (information from both selections)?		
	How is _____ from the two selections alike?	16B	16BB
	How are the _____ in	How do (first author's/subject's/ poet's) feelings about _____ compare to	ONE ER What are two ways (information in first story/selection/poem) is like (information

	<p>the selection and _____ in the story/selection/poem similar/different?</p>	<p>(second author's/subject's/poet's) feelings about _____? Include one detail from the (first story/selection/poem) and one detail from the (second story/selection/poem) in your answer.</p>	<p>in second story/selection/poem)? Include information from both (stories/selections/poems) in your answer.</p> <p>*****</p> <p>What are two ways (information in first story/selection/poem) is different than the (information in second story/selection/poem)? Include information from both (stories/selections/poems) in your answer. NOTE: Do not repeat titles in the tag lines of this 9-line x9-line scaffolded item.</p>
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Strand IA: Analyzes, interprets, and thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IA16		16C	
<p>Compare/contrast elements within and between text(s) (Reading GLEs 2.3.1, 2.4.6)</p>		<p>The author of the (first story/selection/poem) of a pair) states “_____.” Provide two examples from the (second story/selection/poem of a pair) that (demonstrate the idea in the statement). NOTE: Use above stem for linking two passages together.</p>	
		16D	
		<p>How are (person's) experiences with (person/event) different from (person's) experiences with (person/event)? Include two details from the selection in your answer.</p>	

Strand IA: Analyzes, interprets, and thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IA17		17A	17AA

<p>Make connections (cause and effect) between parts of the text (Reading GLE 2.3.1)</p>	<p>Which sentence best explains why (event) happened?</p> <p>Why does (character/subject) (action)?</p> <p>According to the selection, what happens when (action)?</p>	<p>Explain why (event) happened. Include two details from the selection in your answer.</p>	<p>What problem does (person) experience in the selection? What are three events that happen as a result of the problem? Include information from the selection in your answer.</p>
		<p>17B</p> <p>What problems are associated with _____? Include one problem from each selection in your answer. (to be used with a pair)</p>	<p>17BB</p> <p>What problem does (person) experience in the selection? What are three events that contribute to the resolution of the problem? Include information from the selection in your answer.</p>

Strand IT: Thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT18		18A	18AA
<p>Analyze author's purpose in an informational text, and/or evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices, and/or author's assumptions and beliefs) (Reading GLEs 2.4.2, 2.4.3, 2.4.4)</p>	<p>In paragraph ___ of the selection, why does the author include (technique)?</p> <p>Which sentence from the selection is an opinion? NOTE: Answer choices taken directly from the text will appear in quotation marks.</p> <p>What is most likely the author's purpose for writing this selection? NOTE:Use: To persuade the reader ____ To entertain the reader ____ To inform the reader ____ To describe ____ to the reader To explain ____ to the reader To demonstrate ____ to the reader</p> <p>Which opinion can be supported with information from the story/selection? NOTE: Each statement must be an opinion.</p> <p>Which word/sentence best describes the author's attitude/feelings about ____ in the story/selection?</p>	<p>In paragraph ___ of the selection, why does the author include _____? Include two details from the selection in your answer.</p> <p>18B</p> <p>The author uses a _____ tone in the selection. Provide two examples from the selection to illustrate this tone. NOTE: Use the above stem for 10th grade only!</p> <p>18C</p> <p>Any of these phrases could be used to identify the author's purpose for writing the selection. Choose the phrase that best describes the author's purpose for writing the selection.</p> <p>(verb phrase) (verb phrase) (verb phrase)</p> <p>Use two details from the selection to support your choice. NOTE: Possible verb phrases include, but are not limited to: To entertain, To describe, To inform, etc.</p>	<p>What is the author's purpose for writing the selection? Provide three details from the selection to support your answer.</p>

Strand IT: Thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT18		18D	
Analyze author's purpose in an informational text, and/or evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices, and/or author's assumptions and beliefs) (Reading GLEs 2.4.2, 2.4.3, 2.4.4)		The author's purpose for writing this selection may have been to _____. Provide two details from the selection to support this purpose.	
		18E	
		The author of the story/selection/poem states "_____." Do you agree with his/her statement? Use two details from the story/selection/poem to support your answer. NOTE: Use statements from the passage that state an opinion.	

Strand IT: Thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT19		19A	19AA
Evaluate reasoning and ideas/themes related to the informational text (Reading GLEs 2.4.1, 2.4.7)	Based on the information in the selection, what is the most influential (idea in the selection)? Based on the information in the selection, what is the most important concept the author presents? Which statement is the most important conclusion the reader may draw from the selection? NOTE: This is <u>evaluating</u> a conclusion	Is the following statement a reasonable conclusion that readers may draw from the selection? ----- <u>(Statement)</u> ----- Provide two details from the selection to support your answer.	Is (author or expert's idea from the selection) a good idea? Provide four details from the selection to support your answer.
		19B	
		Many people like to (action related to text that the author may or may not agree with). Would the author think this is a good idea? Provide two details from the selection to support your answer.	

Strand IT: Thinks critically

Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays, tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT20		20A	20AA
Extend information beyond the informational text—make generalizations, draw conclusions, apply information, give a response to an informational text (Reading GLEs 2.4.1, 2.4.5)	Based on the information in the selection, which (solution) would help (situation outside of text)? After reading this selection, what generalization can the reader make about (information in selection)? Based on the information the in the selection, what conclusion can the reader draw about character/event/idea/concept?	One conclusion that a reader can draw from this selection is (give conclusion). Provide two details from the selection to support this conclusion.	Suppose you are on a committee to (idea related to selection). Provide four ideas from the selection that could best be used to encourage people to (committee goal related to selection).
		20B	
		What conclusion can the reader draw about (person/event, etc)? Provide information from the selection to support the conclusion.	