

	<p align="center"><b>ACT QUALITY CORE STANDARDS (1<sup>st</sup> 9wks) &amp; CCRS (1<sup>st</sup> 9wks)</b></p>	<p align="center"><b>STANDARDS AS QUESTION STEMS (1<sup>st</sup> 9wks)</b></p>
	<p>A.1.a Choose materials for independent reading. <b>RL.9-10</b></p>	
	<p>A.1.b. Read independently for a variety of purposes (e. g. for enjoyment, to gain information, to perform a task). A.1.c. Read increasingly challenging whole texts in a variety of literary (e. g. poetry, drama, fiction, nonfiction) and nonliterary (e.g. textbooks, news articles, memoranda) forms.</p>	
	<p>A.2.b Use metacognitive skills (monitoring your thinking while reading) when reading increasingly challenging texts (reading, re-reading, etc.)</p>	
	<p><b>A.3.a—Identify, analyze, and evaluate characteristics of literary forms...</b> <b>RL.9-4</b></p>	<p><b>"What feeling does the ___(simile, metaphor, irony, etc.) convey in lines...?"</b> <b>"In the passage, what is the significance of ___?"</b> <b>"What is the primary technique the author uses to develop the characters? (dialogue/ conflict/ imagery/ metaphor...)"</b></p>
	<p>A.4.a. Relate a literary work to the important ideas of time and place in which it is set or in which it was written (e.g. the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's painting). <b>RL.9-7, 9</b></p>	
	<p><b>A.5.a. Use organization or structure of text (e. g. comparison/contrast, cause/effect, problem/solution) and writer's techniques (e. g. repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts.</b> <b>RL.9-4, 5</b> <b>RI.9-3, 4,5, 8, 12</b></p>	<p><b>"Why does the author use the word ___ repeatedly?"</b> <b>"Which sentence conveys the same meaning as the line(s) _____?"</b> <b>"What purpose do references to _____ serve?"</b> <b>"Which words from lines ___ contribute to the author's perspective?"</b> <b>"Which line marks a transition from the speaker's discussion of ___ and _____?"</b> <b>"Which word best replaces _____?"</b></p>

	<p>A.5.b Distinguish between author and narrator./persona in challenging texts...</p>	
	<p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.  <b>RL.9-1-5</b>  <b>RI.9-10, 11,15</b></p>	<p>"Which term best describes the speaker's tone?"          "What POINT OF VIEW does the author/poet use...?"          "The author is considering deleting the sentence/word _____. Should he/she make this change? Why/why not?"          "Which description of ____ (specific character) is found ONLY in line...?"          "Which word would ____ (specific character) most likely use to describe ____ (specific character)?"          "Which of the following best describes the relationship between ____ (specific character) and ____ (specific character)?"          "What is the most likely reason why ____ (specific character feeling or performing specified action)...?"          "What does the author imply...?"          "As suggested by lines _____, how does the narrator view himself in relation to...?"          "Which description of ____ (specific character) is most accurate?"          "How does _____ (specific character) feel about...?"          "What is the reason for ____ (specific character feeling or performing specified action)...?"          "Which THEME is most prominent in the passage?"          "Where is the speaker at the time of the poem's/ passage's composition?"</p>
	<p>A.5.e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e. g. irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts. <b>RL.9-3, 4, 5; L.9-3, 5a,b</b>          -</p>	<p>"Which sentence makes the best use of imagery?"          "Which literary technique does ____ exemplify?"</p>

	<p><i>A.5.g Explain what makes the author's style distinct from the styles of others</i></p>	<p><i>"What is the most likely intended effect of the phrase...?"</i>  <i>"Which word best describes the author's style?"</i>  <i>"What was the most distinctive feature of this passage?"</i>  <i>"What is the most likely reason ...(the author makes a decision in structure or syntax)?"</i></p>
	<p><i>A.5.h. Identify the author's stated or implied purpose in increasingly challenging texts. RI.9-6</i></p>	<p><i>"As used in lines ____, what does ____ imply about the passage/ poem?"</i></p>
	<p><i>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources. RL.9 2, 4, RI.9-11</i></p>	<p><i>"According to the passage, which of the following most accurately describes...?"</i></p>
	<p><i>A7a Learn appropriate literary terms, and apply them to increasingly challenging texts...</i>  <i>A.7.b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning. RL.9-1; RI.9-1; W.9-9; SL.9-4</i></p>	<p><i>"Based on the passage, what do/does _____ most likely represent?"</i></p>
	<p><i>A.8.d— Use context clues (e.g. author's restatement...) to understand unfamiliar words</i>  <i>RL.9-1, 4</i>  <i>W.9—9</i>  <i>SL.9-4</i>  <i>L.9-4a, 5</i></p>	<p><i>"Based on the details.... what is the most appropriate description of...?"</i>  <i>"What is the meaning of _____ in line...?"</i>  <i>"What is the meaning of ____ as used in line...?"</i>  <i>"Which word best replaces____?"</i>  <i>"What is the most likely meaning of _____ as used in line...?"</i>  <i>"Which word is most similar to _____ as used in line...?"</i>  <i>"Which is the closest meaning to ____ as used in line...?"</i></p>
	<p><i>A.8.h—Apply knowledge of connotation and denotation to determine the meanings of words and phrases... RL.9-1, 4; W.9—9; SL.9-4; L.9-4a5</i></p>	<p><i>"According to the passage, which statement is most true about...?"</i></p>

	<p><i>B.1.a. Use prewriting strategies (e.g. brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information. W.9-10.5</i></p>	
	<p><i>B.1.c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g. checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement. W.9-10.4</i></p>	
	<p><b><i>B.2.a Craft first and final drafts of expressive, reflective, and creative texts (e.g. poetry, scripts, etc.) that use a range of literary devices to convey a specific effect.</i></b></p>	<p><b><i>"What is the primary technique used to develop the poem/ story?"</i></b></p>
	<p><i>B.2.e. Craft first and final drafts of workplace and other real-life writing (e.g. job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task. W.9-1, 2, 3a-e</i></p>	
	<p><i>B.2.f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters. W.9-1, 2, 3a-e</i></p>	<p><i>"Which adjective best represents/describes ____?"</i>  <i>"Which term best describes the speaker's tone?"</i></p>
	<p><i>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. W.9-2ab, 3a, 4, 5</i></p>	<p><i>"Which sentence would provide the best THESIS statement for an essay discussing this passage/poem?"</i>  <i>"Which sentence would provide the best THESIS statement for an essay OPPOSING this argument?"</i></p>
	<p><i>B.3.b Organize writing to create a coherent whole with effective fully developed paragraphs, similar ideas... in logical sequence. W.9-2ab, 3a, 4, 5</i></p>	<p><i>"The author is considering deleting the sentence/word _____. Should he/she make this change? Why/why not?"</i>  <i>"The author is considering deleting several lines of the passage. Which lines could he/she delete with the LEAST change to the overall meaning?"</i></p>
	<p><i>B.3.e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing. W.9-2ab, 3a, 4, 5</i></p>	<p><i>"Which sentence best describes the effects of lines...?"</i></p>
	<p><i>B.4b Use a variety of sentence structures to vary pace and support meaning. L.9-1b, W.9-5</i></p>	

	<p><i>B.4.f— Use strong action verbs, sensory details, vivid imagery, and precise words.</i>  <i>W.9-5</i></p>	<p><i>“What is the most distinctive feature of the passage...?” (e.g. formal tone/ extensive sarcasm/ concise sentence structure/ vivid word choice)</i></p>
	<p><i>B.6.b— Use punctuation correctly within sentences and words.</i>  <i>L.9-2a, b</i></p>	<p><i>“Which sentence is punctuated correctly?”</i></p>
	<p><b>Application</b>  <i>D.2g –Actively participate in small group and large group discussions, assuming various roles.</i></p>	
	<p><b>Study Skills &amp; Test Taking</b>  <i>Ea, b, c-Apply active reading, ...Demonstrate familiarity with test format and administration...</i></p>	