

INFORMATIONAL TEXT

WASL Reading Question Stems

Grades 6-10

IC11: Demonstrate understanding of major ideas and supporting details (Reading GLE 2.1.3)

- MC:** What is the main idea in the selection?
- SA:** The selection shows (major idea). Provide **two** details from the selection that support this idea.
- SA:** Each of these titles could be another title for the selection. Choose the title you think best fits the selection. (Title) (Title) (Title) Provide **two** details from the selection to support your choice. **NOTE:** Make sure titles capture the theme of the selection.

IC12: Summarize with evidence from the reading (Reading GLE 2.1.7)

- MC:** Which sentence summarizes the selection?
- MC:** Which sentence summarizes (section/idea/concept/process)?
- SA:** 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.

IC13: Make inferences or predictions based on the reading (Reading GLE 2.1.5)

- MC:** What does the author/character mean when he/she says "___" in paragraph ___ of the selection?
- MC:** Based on the selection, what inference /assumption can the reader make about _____?
- MC:** Based on the information in the selection, predict what will most likely happen when (action).
- MC:** Based on the selection, which sentence explains why (person/subject/event) is most likely to (action)?
- SA:** Based on the information in the selection, predict what will most likely happen if _____? Include information from the selection to support your prediction.
- SA:** Based on the information in the selection, why did _____ most likely happen? Include **two** details from the selection to support your answer.
- SA:** 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). (Adj.) (Adj.) (Adj.) 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.
- SA:** What experiences most likely influenced _____? Include **two** details from the selection in your answer.
- SA:** 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.

IC14: Interpret vocabulary critical to the meaning of the text (Reading GLE 1.3.2)

- MC:** What is the meaning of the word/phrase (*word/phrase in italics*) in paragraph (number) of the selection?
- MC:** What is the meaning of the word/phrase (*word/phrase in italics*) as it is used in paragraph (number) of the selection?
- MC:** Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase)?

IA15: Demonstrate understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features (Reading GLE 2.2.2)

- MC:** What is the purpose of (text feature)?
- MC:** According to (text feature), which statement is true?
- SA:** According to the (text feature), what are **two** ways that _____? Include information from the (text feature) in your answer.
- SA:** Explain **two** ways that (text feature) helps you understand the selection. Include information from the (text feature) in your answer.

IA16: Compare and contrast information presented in texts (Reading GLEs 2.3.1, 2.4.6)

- MC:** Which sentence tells how (two pieces of information in the selection) are similar (or different)?
- MC:** What is the main difference (or similarity) between (information from both selections)?
- MC:** How is ___ from the two selections alike?
- MC:** How are the ___ in the selection and ___ in the story/selection/poem similar/different?
- SA:** What are **two** similarities/differences between (two pieces of information in the selection)? Include information from the selection in your answer.
- SA:** How do (first author's/subject's/poet's) feelings about ___ compare to (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.
- SA:** 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 the above stem for linking two passages together.
- SA:** 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.
- ER:** According to the selection, what are **two** similarities/differences between ___ and ___? Provide information from the selection in your answer.
- ER:** What are two ways (information in first story/selection/poem) is like/different than the (information in second story/selection/poem)? Include information from **both** (stories/selections/poems) in your answer.

IA17: Make connections (cause and effect) within a text (Reading GLE 2.3.1)

- MC: Which sentence best explains why (event) happened?
- MC: Why does (character/subject) (action)?
- MC: According to the selection, what happens when (action)?
- SA: Explain why (event) happened. Include **two** details from the selection in your answer.
- SA: What problems are associated with ____? Include **one** problem from **each** selection in your answer. (to be used with a pair).
- ER: 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.
- ER: 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.

IT18: Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences (GLEs 2.4.2, 2.4.3, 2.4.4)

- MC: In paragraph __ of the selection, why does the author include (technique)?
- MC: Which sentence from the selection is an opinion? **NOTE:** Answer choices taken directly from the text will appear in quotation marks.
- MC: 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.
- MC: Which opinion can be supported with information from the story/selection? **NOTE:** Each statement must be an opinion.
- MC: Which word/sentence best describes the author's attitude/feelings about __ in the story/selection?
- SA: In paragraph __ of the selection, why does the author include ____? Include **two** details from the selection in your answer.
- SA: The author uses a __ tone in the selection. Provide **two** examples from the selection to illustrate this tone.
- SA: 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. (verb phrase) (verb phrase) (verb phrase) 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.
- SA: The author's purpose for writing this selection may have been to ____. Provide **two** details from the selection to support this purpose.
- SA: 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 statement from the passage that state an opinion.
- ER: What is the author's purpose for writing the selection? Provide **three** details from the selection to support your answer.

IT19: Evaluate reasoning and ideas/themes related to the informational text (Reading GLEs 2.4.1, 2.4.5)

- MC: Based on the information in the selection, what is the most influential (idea in the selection)?
- MC: Based on the information in the selection, what is the most important concept the author presents?
- MC: Which statement is the most important conclusion the reader may draw from the selection? **NOTE:** This is evaluating a conclusion.
- SA: Is the following statement a reasonable conclusion that readers may draw from the selection? —(Statement)— Provide **two** details from the selection to support your answer.
- SA: 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.
- ER: Is (author or expert's idea from the selection) a good idea? Provide **four** details from the selection to support your answer.

IT20: Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations) (Reading GLEs 2.4.1, 2.4.5)

- MC: Based on the information in the selection, which (solution) would help (situation outside of text)?
- MC: After reading this selection, what generalization can the reader make about (information in selection)?
- MC: Based on the information in the selection, what conclusion can the reader draw about character/event/idea/concept?
- SA: One conclusion that a reader can draw from this selection is (give conclusion). Provide **two** details from the selection to support this conclusion.
- SA: What conclusion can the reader draw about (person/event, etc.)? Provide information from the selection to support the conclusion.
- ER: 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).

IC= Informational Comprehension	MC = Multiple Choice
IA= Informational Analysis	SA = Short Answer
IT = Informational Critical Thinking	ER = Extended Response