

Stemology 101

The study of how STAAR stem questions can enhance the rigor of questioning in your classroom.

Jennifer Martin
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Reading with Lenses:

Selecting lenses or filters through which we focus our reading gives us purpose.

**When we combine the
Stemology process with
reading lenses, **great
learning** occurs!**

*Please join me as we
branch out into an
experience of growth...*



You will need: copy of text, STAAR stem question bank, highlighters, and paper & pen for your thoughts.

7th Grade STAAR Reading		2013-2015
Reading/Vocabulary Development.		
Students understand new vocabulary and use it when reading and writing. Students are expected to:		
SE	TEKS	Question Stems
7.2 A (R)	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	<p>(28) In paragraph 1, the word <u>omission</u> means something that is -- (2013)</p> <p>(14) The Latin root <u>testis</u>, meaning "witness," helps the reader understand that the word <u>testimony</u> in paragraph 2 means -- (2014)</p> <p>(42) In paragraph 7, the word <u>restoration</u> means the act of -- (2014)</p> <p>(16) The Latin word <u>subside</u>, meaning "to sink," helps the reader understand that <u>subsidies</u> in paragraph 28 means to -- (2015)</p> <p>(44) Read this information about the origin of the word <u>pathetic</u>. This information helps the reader understand that the word <u>pathetic</u> in paragraph 41 means -- (2015)</p> <p>(1) What does the word <u>reenactment</u> mean in paragraph 12? (2013)</p> <p>(32) In paragraph 11, the word <u>flustered</u> means -- (2013)</p> <p>(43) What does the word <u>waver</u> mean to -- (2013) (2013)</p> <p>(47) In paragraph 20, the word <u>depicting</u> means -- (2013)</p> <p>(37) In paragraph 3, the word <u>deviated</u> means -- (2013)</p> <p>(13) What does <u>deviated</u> mean in paragraph 13? (2013)</p> <p>(21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grieling</u> in paragraph 7? (2015)</p> <p>(4) Read the dictionary entry below. Which definition fits the meaning of <u>shadowing</u> as it is used in paragraph 14? (2014)</p> <p>(22) Read the dictionary entry below for the word <u>disposal</u>. Which definition represents the meaning of the word as used in paragraph 2? (2014)</p> <p>(3) Read the dictionary entry for the word <u>disposal</u>. Which definition represents the meaning of the word as used in paragraph 2? (2014)</p>
7.2 B (R)	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	
7.2 E (R)	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	
Reading/Comprehension of Literary Text/Theme and Genre.		
Students analyze, make inferences and draw conclusions about theme and genre in different historical, and contemporary contexts and provide evidence from the text to support their understanding.		
SE	TEKS	Question Stems
7.3	Students analyze, make inferences	(30) A theme expressed in the story is



"Joana" from Salt to the Sea by Ruta Sepetys

- 1) Guilt is a hunter.
- 2) My conscience mocked me, picking fights like a petulant child.
- 3) It's all your fault, the voice whispered.
- 4) I quickened my pace and caught up with our small group. The Germans would march us off the field of road if they found us. Roads were reserved for the military. Evacuation orders hadn't been issued and anyone fleeing East Prussia was branded a deserter. But what did that matter? I became a deserter four years ago, when I fled from Lithuania.
- 5) Lithuania.
- 6) I had left in 1941. What was happening at home? Were the dreadful things whispered in the streets true?
- 7) We approached a mound on the side of the road. The small boy in front of me whimpered and pointed. He had joined us two days prior, just wandered out of the forest alone and quietly began following us.
- 8) "Hello, little one. How old are you?" I had asked.
- 9) "Six," he replied.
- 10) "Who are you traveling with?"
- 11) He paused and dropped his head. "My Omi."

I turned toward the woods to see if his grandmother had emerged. "Where is your Omi now?" I asked.

The wandering boy looked up at me, his pale eyes wide. "She didn't wake up."

o the little boy traveled with us, often drifting just slightly ahead or behind. And now he stood, ng to a flap of dark wool beneath a meringue of snow.

ved the group onward and when everyone advanced I ran to the snow-covered heap. The wind yer of icy flakes revealing the dead blue face of a woman, probably in her twenties. Her mouth ere hinged open, fixed in fear. I dug through her iced pockets, but they had already been he lining of her jacket I found her identification papers. I stuffed them in my coat to pass on :ross and dragged her body off the road and into the field. She was dead, frozen solid, but r tanks rolling over her was more than I could bear.

o the road and our group. The wandering boy stood in the center of the path, snow falling ke up either?" he asked quietly.

ed and took his mittened hand in mine. And then we both heard it in the distance.

1st Read: Read the selection aloud for the 1st time through the vocabulary lens.

*Note any words that you think a 7th grader would struggle with. Also, note multiple-meaning words.

“Joana” from *Salt to the Sea* by Ruta Sepetys

- 1) Guilt is a hunter.
- 2) My **conscience** mocked me, picking fights like a **petulant** child.
- 3) *It's all your fault*, the voice whispered.
- 4) I quickened my **pace** and caught up with our small group. The Germans would march us off the field road if they found us. Roads were reserved for the military. Evacuation orders hadn't been issued and anyone fleeing East Prussia was branded a **deserter**. But what did that matter? I became a deserter four years ago, when I fled from Lithuania.
- 5) Lithuania.
- 6) I had left in 1941. What was happening at home? Were the dreadful things whispered in the streets true?
- 7) We approached a mound on the side of the road. The small boy in front of me whimpered and pointed. He had joined us two days prior, just wandered out of the forest alone and quietly began following us.
- 8) “Hello, little one. How old are you?” I had asked.
- 9) “Six,” he replied.
- 10) “Who are you traveling with?”
- 11) He paused and dropped his head. **“My Omi.”**
- 12) I turned toward the woods to see if his grandmother had emerged. “Where is your Omi now?” I asked.
- 13) The wandering boy looked up at me, his pale eyes wide. “She didn't wake up.”
- 14) So, the little boy traveled with us, often drifting just slightly ahead or behind. And now he stood, pointing to a flap of dark wool beneath a **meringue** of snow.
- 15) I waved the group onward and when everyone advanced I ran to the snow-covered heap. The wind lifted a layer of icy flakes revealing the dead blue face of a woman, probably in her twenties. Her mouth and eyes were **hinged** open, fixed in fear. I dug through her iced pockets, but they had already been picked. In the lining of her jacket I found her identification papers. I stuffed them in my coat to pass on to the Red Cross and dragged her body off the road and into the field. She was dead, frozen solid, but the thought of tanks rolling over her was more than I could bear.
- 16) I ran back to the road and our group. The wandering boy stood in the center of the path, snow falling all around him.
- 17) “She didn't wake up either?” he asked quietly.
- 18) I shook my head and took his mittened hand in mine. And then we both heard it in the distance.
- 19) *Bang.*

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- 18) I shook my head and took his mittened hand in mine. And then we both heard it in the distance.
- 19) Bang.

2nd Read: Read through the excerpt again using the **lens of characterization**.

***Note and/or highlight any text evidence that develops the characters.**

3rd Read: Read the selection for the 3rd time through the lens of sensory language.

***Consider imagery, figurative language (including metaphors, similes, and personification), and anything that appeals to the senses.**

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- 19) Bang.

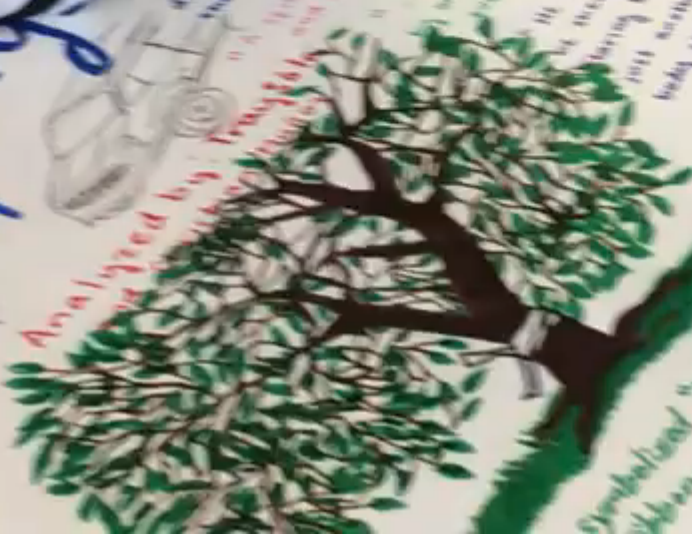
How does this look in the classroom?

- **Lessons on the specific skills must occur (plot, characterization, etc.)**
- **We began by creating a poster that reflected the skills they had learned and the evidence that they had gleaned from the text (students worked in pairs).**
- **Later, students used a smaller graphic organizer on their own.**
- **They now simply annotate the text.**



Somebody's Son

Richard Pindell



Analyzed by: *Tracy 8/8/16*
and 8/11/16
The story is about a boy who is being raised by his mother and father. The boy is being raised by his mother and father. The boy is being raised by his mother and father.

Symbolism "Welcome back home" - *Sharon meaning discipline*

Point of View:
- *and understand*
- *(3rd person limited)*
- *or omniscient*

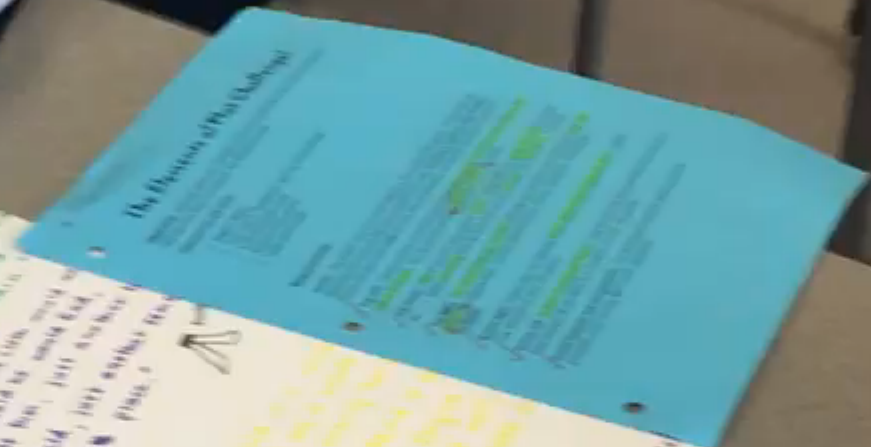
Character:
- *he said that, if*
- *T. might*
- *of an, a*

Conflict:
- *him, a bitter*
- *him, a bitter*

Setting:
- *him, a bitter*
- *him, a bitter*

Theme:
- *him, a bitter*
- *him, a bitter*

Conclusion:
- *him, a bitter*
- *him, a bitter*



**Now that we have found the
answers, let's create some
questions!**



Lens #1

Vocabulary

(2A, 2B, 2E)

Grade 7 Reading Stem Questions--Fiction

Reading/Vocabulary Development.

Students understand new vocabulary and use it when reading and writing. Students are expected to:

SE	TEKS	Question Stems
7.2 A (R)	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	(28) In paragraph 1, the word <u>omission</u> means something that is — (2013) (14) The Latin root testis, meaning "witness," helps the reader understand that the word <u>testimony</u> in paragraph 2 means — (2014) (42) In paragraph 7, the word <u>restoration</u> means the act of — (2014) (16) The Latin word sidere, meaning "to sink," helps the reader understand that subsides in paragraph 28 means to — (2015) (44) Read this information about the origin of the word pathetic. This information helps the reader understand that the word <u>pathetic</u> in paragraph 41 means — (2015) (30) The Latin word ob, meaning "in the way," helps the reader understand that the word <u>obstructs</u> in paragraph 2 means — (2016) (47) What does the word <u>forewarned</u> mean in paragraph 4? (2016) (8) Read the information about the origin of the word <u>replenish</u> . This information helps the reader understand that <u>replenished</u> in paragraph 2 means — (2017) (1) The word <u>illustrious</u> in paragraph 2 means — (2018) (8) The Latin root vocare, meaning "to call," helps the reader understand that the word advocate in paragraph 3 means one who — (2018)
7.2 B (R)	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	(1) What does the word <u>reenactment</u> mean in paragraph 12? (2013) (32) In paragraph 11, the word <u>refuted</u> means — (2013) (43) What does the word <u>flustered</u> mean in paragraph 12? (2013) (47) In paragraph 20, the word <u>waver</u> means to — (2013) (37) In paragraph 3, the word <u>depicting</u> means — (2014) (13) What does <u>deviated</u> mean in paragraph 13? (2015) (21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grueling</u> in paragraph 7? (2015) (1) Which words from paragraph 3 help the reader understand the meaning of the word <u>daunting</u> ? (2016) (21) What does the phrase <u>resorted to</u> mean in paragraph 5? (2016) (38) What does the word <u>gusto</u> mean in paragraph 2? (2017)
7.2 E (R)	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(4) Read the dictionary entry below. Which definition best fits the meaning of <u>shadowing</u> as it is used in paragraph 7? (2014) (22) Read the dictionary entry below for the word mission. Which definition represents the meaning of <u>mission</u> as it is used in paragraph 2? (2014) (3) Read the dictionary entry for the word disposal. Which meaning of disposal is used in paragraph 3? (2015) (42) Read the dictionary entry below. Which definition best matches the way the word <u>flow</u> is used in line 14? (2016) (3) Read the dictionary entry below. Which definition most closely matches the way the word <u>digest</u> is used in paragraph 28? (2017) (12) Read the dictionary entry below. Which definition best fits how <u>critical</u> is used in paragraph 1? (2017) (36) Read this dictionary entry. Which definition best matches the way the word style is used in paragraph 3? (2018)

Reading/Comprehension of Literary Text/Theme and Genre.

Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

SE	TEKS	Question Stems
7.3 Fig 19 D (R)	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	(30) A theme expressed in the story centers on — (2013) (47) What lesson does the narrator learn while spending time with her grandmother? (2014) (41) Which sentence best states the main message of this story? (2015) (12) What is the primary theme of this story? (2016) (7) Which of these is an important idea expressed in the excerpt? (2017) (4) The primary theme of the story centers on the importance of — (2018) (35) Which theme is explored in the poem? (2018)

Reading/Comprehension of Literary Text/Fiction.

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

SE	TEKS	Question Stems
7.6 Fig 19 D (R)	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding	(9) The details in paragraph 17 help the reader infer that — (2014) (11) Which sentence foreshadows that Maniac will be successful in untying the knot? (2014) (12) The author uses short sentences in paragraph 21 to help create a feeling of — (2014) (42) Which event from the story shows that Bragger's attitude about playing basketball is different from Kirby's? (2015) (43) Read these sentences from the story. Based on these sentences, the reader can infer that Kirby thinks he — (2015) (46) The author's use of questions in paragraph 6 helps the reader understand — (2015) (50) Read this excerpt from the story. Kirby's thoughts in this excerpt reveal that he — (2015)

Lens #2

Characterization—Inferences

(6 figure 19D and 6B)

Grade 7 Reading Stem Questions—Fiction		
Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
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7.2 B (R)	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	(1) What does the word <u>reanactment</u> mean in paragraph 12? (2013) (32) In paragraph 11, the word <u>refuted</u> means — (2013) (43) What does the word <u>flustered</u> mean in paragraph 12? (2013) (47) In paragraph 20, the word <u>waver</u> means to — (2013) (37) In paragraph 3, the word <u>depicting</u> means — (2014) (13) What does <u>deviated</u> mean in paragraph 13? (2015) (21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grueling</u> in paragraph 7? (2015) (1) Which words from paragraph 3 help the reader understand the meaning of the word <u>daunting</u> ? (2016) (21) What does the phrase <u>resorted to</u> mean in paragraph 5? (2016) (38) What does the word <u>gusto</u> mean in paragraph 2? (2017)
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Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		
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7.6 Fig 19 D (R)	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding	(9) The details in paragraph 17 help the reader infer that — (2014) (11) Which sentence foreshadows that Maniac will be successful in untying the knot? (2014) (12) The author uses short sentences in paragraph 21 to help create a feeling of — (2014) (42) Which event from the story shows that Bragger’s attitude about playing basketball is different from Kirby’s? (2015) (43) Read these sentences from the story. Based on these sentences, the reader can infer that Kirby thinks he — (2015) (46) The author’s use of questions in paragraph 6 helps the reader understand — (2015) (50) Read this excerpt from the story. Kirby’s thoughts in this excerpt reveal that he — (2015)


		(10) Which sentence shows that the narrator is aware of the feelings of others? (2016) (11) Why doesn’t the narrator watch the other turtles hatch at the end of the story? (2016) (2) Which phrase from paragraph 1 best demonstrates Alyssa’s attitude about spending time at her grandparents’ farm? (2018)
7.6 Fig 19 E (R)	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	(29) Which of these is the best summary of the story? (2013) (10) Which sentence best summarizes the excerpt? (2014) (47) What is the best summary of the story? (2015) (13) What is the best summary of the story? (2016)
7.6 A (R)	Explain the influence of the setting on plot development	(27) How does the setting influence the plot of the story? (2013) (49) How does the setting contribute to Kirby’s conflict in the story? (2015) (6) The setting is important to the plot because it is where the narrator — (2017) (6) How does the story’s setting influence its plot? (2018)
7.6 B (R)	Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	(23) Why is the letter important to this story? (2013) (24) Pavel’s interaction with Miklos contributes to the plot by — (2013) (25) Which of these best describes Pavel’s internal conflict in the story? (2013) (13) In paragraph 3, the descriptions of Maniac’s expression suggest that the spectators — (2014) (15) What is the significance of the crowd returning at lunchtime to watch Maniac? (2014) (16) Which sentence best shows that Maniac approaches the challenge of the knot with thoughtfulness? (2014) (45) The description of Coach Armstrong emphasizes Kirby’s — (2015) (9) How does the setting advance the plot of the story? (2016) (15) Why are the woman’s comments about the nest in paragraphs 6 through 10 important to the story? (2016) (17) The narrator’s observations in paragraph 2 are important to the story because they — (2016) (1) What is the narrator’s primary motivation for continuing to visit Jim? (2017) (2) Why is Jim’s demonstration with the jawbreaker important to the plot? (2017) (7) At the end of the story, Alyssa most likely feels — (2018)
7.6 C (S)	Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	(20) The point of view from which the story is told gives the reader insight into — (2015) (14) Using the first-person point of view allows the author to — (2016)
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:		
SE	TEKS	Question Stems
7.8 Fig 19 D (R)	Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding	(12) Read this sentence from paragraph 1. In this sentence the author — (2013) (15) The imagery in stanzas 3 and 4 suggests that — (2013) (22) In paragraph 1, which words does the author use to create a gloomy mood? (2013) (16) In paragraph 19, the author refers to the turtle’s onlookers as a “group of fans” to show that — (2016) (5) What does the simile in paragraph 3 suggest about Jim? (2017) (3) Read this sentence from paragraph 3. The descriptive language in this sentence — (2018) (32) The poet uses personification in the sixth stanza to show that the river teaches the speaker about — (2018) (41) The simile in paragraph 16 helps the reader understand that the author — (2018)
7.8 A (R)	Determine the meaning of figurative phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood	(50) Read these lines from paragraph 5. The playwright includes these lines to suggest that — (2013) (8) Read the following sentence from paragraph 2. The author uses the comparison to help the reader understand — (2014) (17) Read this sentence from paragraph 18. The author uses figurative language in this sentence most likely to — (2014) (34) Read the following lines from the poem. The poet includes these lines most likely to suggest that the speaker — (2014) (35) The imagery in lines 16 through 19 helps the reader understand — (2014) (46) Read this sentence from paragraph 38. (2017) The author includes this sentence most likely to show — (2014) (48) The author’s use of similes in paragraph 22 creates a feeling of — (2014) (49) The figurative language in paragraph 20 helps the reader imagine the — (2014) (48) Read these sentences from paragraph 32. The figurative language in these sentences emphasizes that Kirby thinks Coach Armstrong is — (2015) (41) Read these lines from the poem. The imagery in these lines contributes to a sense of — (2016) (4) Read this sentence from paragraph 4. The sensory language in this sentence highlights the narrator’s (2017) (40) Why does the playwright include the sensory language in paragraph 43? (2017) (5) Read paragraph 23 from the story. The author includes the figurative language in this sentence to show that Alyssa — (2018)

Lens #3

Sensory Language

(8 Figure 19D and 8A)

		(10) Which sentence shows that the narrator is aware of the feelings of others? (2016) (11) Why doesn't the narrator watch the other turtles hatch at the end of the story? (2016) (2) Which phrase from paragraph 1 best demonstrates Alyssa's attitude about spending time at her grandparents' farm? (2018)
7.6 Fig 19 E (R)	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	(29) Which of these is the best summary of the story? (2013) (10) Which sentence best summarizes the excerpt? (2014) (47) What is the best summary of the story? (2015) (13) What is the best summary of the story? (2016)
7.6 A (R)	Explain the influence of the setting on plot development	(27) How does the setting influence the plot of the story? (2013) (49) How does the setting contribute to Kirby's conflict in the story? (2015) (6) The setting is important to the plot because it is where the narrator—(2017) (6) How does the story's setting influence its plot? (2018)
7.6 B (R)	Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	(23) Why is the letter important to this story? (2013) (24) Pavel's interaction with Miklos contributes to the plot by —(2013) (25) Which of these best describes Pavel's internal conflict in the story? (2013) (13) In paragraph 3, the descriptions of Maniac's expression suggest that the spectators —(2014) (15) What is the significance of the crowd returning at lunchtime to watch Maniac? (2014) (16) Which sentence best shows that Maniac approaches the challenge of the knot with thoughtfulness? (2014) (45) The description of Coach Armstrong emphasizes Kirby's — (2015) (9) How does the setting advance the plot of the story? (2016) (15) Why are the woman's comments about the nest in paragraphs 6 through 10 important to the story? (2016) (17) The narrator's observations in paragraph 2 are important to the story because they — (2016) (1) What is the narrator's primary motivation for continuing to visit Jim? (2017) (2) Why is Jim's demonstration with the jawbreaker important to the plot? (2017) (7) At the end of the story, Alyssa most likely feels—(2018)
7.6 C (S)	Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	(26) The point of view from which the story is told gives the reader insight into —(2013) (14) Using the first-person point of view allows the author to — (2016)
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:		
SE	TEKS	Question Stems
7.8 Fig 19 D (R)	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding	(12) Read this sentence from paragraph 1. In this sentence the author —(2013) (15) The imagery in stanzas 3 and 4 suggests that — (2013) (22) In paragraph 1, which words does the author use to create a gloomy mood? (2013) (16) In paragraph 19, the author refers to the turtle's onlookers as a "group of fans" to show that — (2016) (5) What does the simile in paragraph 3 suggest about Jim? (2017) (3) Read this sentence from paragraph 3. The descriptive language in this sentence— (2018) (32) The poet uses personification in the sixth stanza to show that the river teaches the speaker about — (2018) (41) The simile in paragraph 16 helps the reader understand that the author—(2018)
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...It's Your Turn

With a partner, create questions for the following lenses:

- **Vocabulary**
- **Characterization**
- **Sensory Language**

Let's share out
some of the
questions that you
created based on
our novel excerpt—



The alliteration in paragraph 15 creates a feeling of—

What do the details from paragraphs 8-13 reveal about the little boy?

Which words from paragraph 2 help us understand the meaning of *petulant*?

Explain the inner conflict that the narrator faces.

I can tell from the dialogue that...

"Snow-covered heap"—imagery?



What if we could teach our students to write their own STAAR-level questions in response to their reading?

Academic conversations are heavenly!!!!

Let your students build their assessments! I always give them credit for their work!

2 What does the word **prevails** mean as it is being used in paragraph 8? (Jared)

- F victorious
- G amazing
- H failure
- J excitement

3 Which provides evidence that David may have regrets? (Christian)

- A David's flashback in paragraphs 26-28
- B when he writes the letter to his mother
- C the white cloths tied to each branch of the tree
- D David asking to drop off the letter to a mailbox

4 Why does the author use personification in this quotation: (Miranda and Mackenzie)

A series of headlights made a domino of the highway.

- F The writer wants the reader to experience an optical illusion.
- G To confuse the reader as he/she tries to understand the setting
- H To give the reader a visual of nonstop car headlights coming toward the character
- J The writer wants the reader to see hitchhiking as a game of dominoes.

5 After reading paragraph 55, the reader can tell that David feels-- (Maci and Lizzi)

- A ashamed of his life choices
- B terrible anger towards his parents
- C uncontrollable excitement
- D extreme anxiety about going home

17 The main conflict that David wrestles with is-- (Miranda and Mackenzie)

- A finding nice folks who will give him safe rides home
- B getting enough money together for a train ticket
- C whether or not to write a letter home to his mother.
- D wondering whether his father will allow him to come home

18 The tone of the story becomes increasingly-- (Christian)

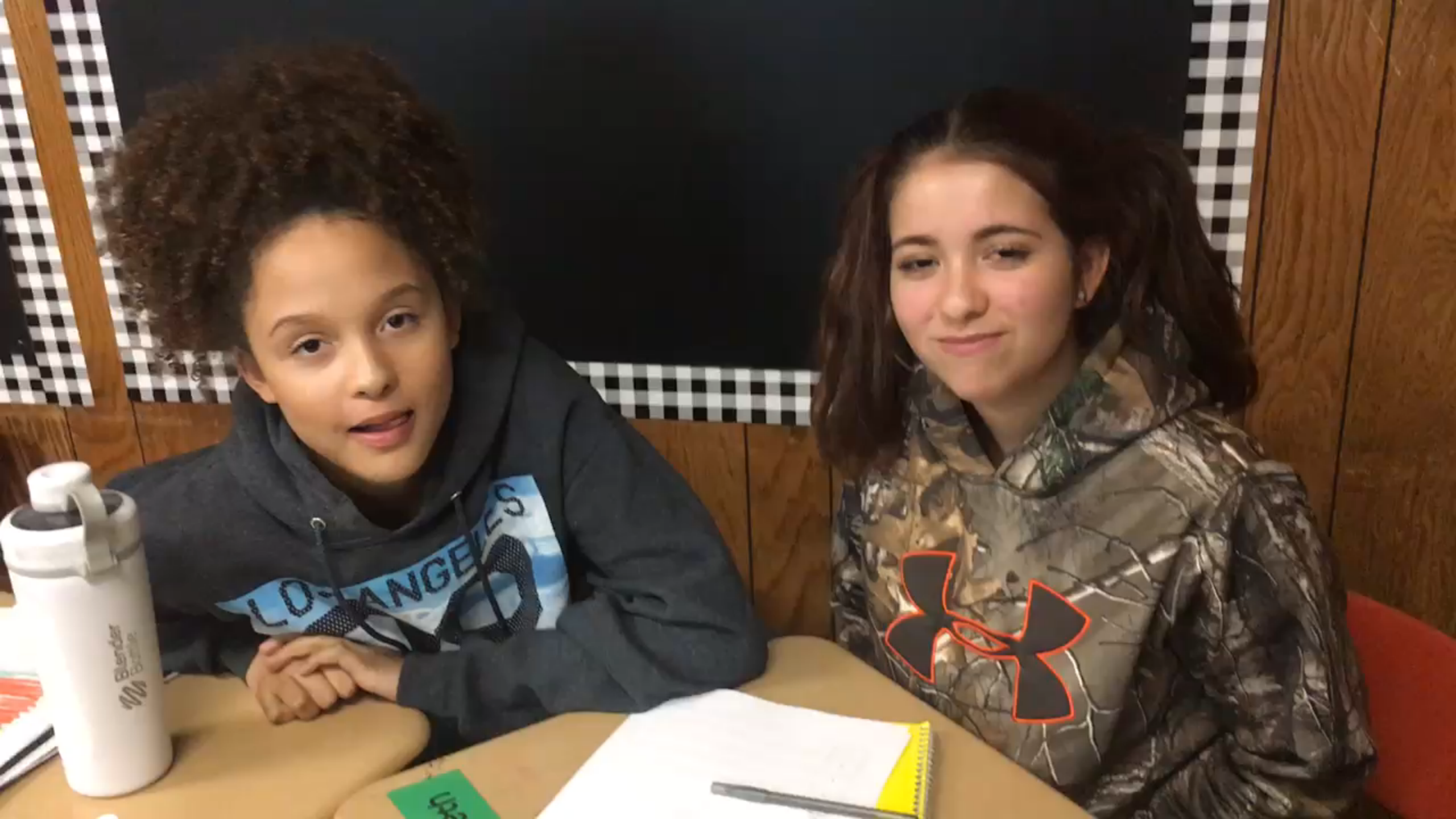
- F intense
- G balanced
- H questioning
- J humorous

19 Why does the author use personification in paragraph 44? (Elena)

- A to show his feelings toward lonely journey home and how hopeful he felt
- B to tell the reader how long the trip would take
- C to illustrate how treacherous traveling on the roads and trains could be
- D to help the reader see how lucky David had been along his trip home

20 From paragraphs 11-25, the dialogue can be best described as... (Jenny and Ignacio)

- F friendly, understanding, emotional
- G comical, sarcastic, relaxed
- H easy-going and disinterested
- J angry, confused, threatening



#1 Responses:



- Reading Stem Questions Work!!!!
- Ba-Da-Bing/Pitchfork Sentences!!!



English I Reflection Survey

1. What have you done in your English class this year that has specifically helped you become more successful with reading and writing?
2. Complete this sentence: In my English class, I feel that my strongest skill is _____.
3. In which English Language Arts & Reading areas do you feel that you need more support?
4. What suggestions do you have to make your English class more engaging and successful?
5. Tell about an English lesson that you found interesting and/or fun.

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