

## Reading Stems / Standardized Test Questions

by *Sharron Green, Assistant Principal of Corsicana High School,*  
*Kara Guinn, Former Director of the Corsicana Calico Dance Team*



Have your students READ - READ- READ- READ- READ!

**Objective 1:** Determine the meanings of word in a variety of written texts.

- Use context clues to identify appropriate meanings of multiple meaning words.
  - Teach specialized/technical terms.
- (Suggested topics: dance articles from dance magazines)

Stems/Questions

1. In this passage, the word \_\_\_\_\_ means.
2. The word \_\_\_\_\_ in this (passage/story) means.

**Objective 2:** Identify supporting ideas in a variety of written texts.

- Recognize facts/details. (Suggested topics: dance articles from dance magazines)

Stems/Questions

1. The second paragraph of (specific advertisement) tries to appeal to \_\_\_\_\_.
  2. Who owns (name an object) \_\_\_\_\_?
  3. Which of the following signs \_\_\_\_\_?
  4. The passage states \_\_\_\_\_.
- Arrange events in sequential order. (Suggested topics: stretching and kicking)

Stem/Questions

1. Which of these events happened (first/last)?
  2. According to the article, one way (one stretch) is different from (another stretch) is \_\_\_\_\_.
  3. Which task should be done (first, second, third) \_\_\_\_\_?
- \*Follow complex written directions. (Suggested topics: campus maps, routine notes, stretching plan, learning how to execute a proper axle turn)

Stem/Questions

1. According to the directions on the (map, sign, bottle), what \_\_\_\_\_?
2. Give students written instructions in paragraph form. Then list the instructions, rearranging the order. Have students write the correct number of each step in a space to the left of the direction.

**Objective 3:** Summarize a variety of written texts.

- Identify stated main idea. (Suggested topic: dance publications)

Stem/Questions

1. What is the main ideal of this (passage/story)?
  2. The first paragraph is mainly about \_\_\_\_\_.
- Identify implied main idea.

Stem/Questions

1. A possible title for this (article, paragraph, essay) is \_\_\_\_\_.
  2. A good topic sentence for this paragraph is \_\_\_\_\_.
- Identify the best summary. (Suggested topics: dance publications or dance reviews)

Stems/Questions

1. Which of these is the best summary of the (passage)?

**Objective #4:** Perceive relationships and recognize outcomes in a variety of written texts.

- Identify cause and effect. (Suggested topics: dance publications or ballets)

Stems/Questions

1. A (character) decided to do (something) because \_\_\_\_\_.
  2. Which of the following (events) was an effect (of another event)?
  3. One result of using (a product) is (someone) can probably \_\_\_\_\_.
- Predict probable future outcomes. (Suggested topics: contest results, dance publications, washing instructions for costumes)

Stems/Questions

1. What is the most likely outcome of the (game, exam, story)?
2. If (objects) are used in ways the author suggests, they will \_\_\_\_\_.
3. One can tell from the passage that (name) is most likely to \_\_\_\_\_.

**Objective #5:** The student will analyze information in a variety of written tests in order to make inferences and generalizations.

- Interpret graphs, charts, diagrams, and tables. (Suggested topics: ordering information, formation diagram, timelines)

Stems/Questions

1. According to the (table), how are the (events) similar?
  2. Based on the information on the (chart) \_\_\_\_\_
  3. Which entry in the time line of (Gussie Nell Davis') life best represents his commitment to (event)?
- Make inferences and draw conclusions. (Suggested topic: dance articles)

Stems/Questions

1. Based on the information in the passage(s)/map), one can conclude \_\_\_\_\_.
  2. The author of this passage gives the reader reason to believe \_\_\_\_.
  3. Based on the information in the (article), which two groups agree?
  4. Which word best describes the tone of this passage?
- Make generalizations. (Suggested topics: dance publications)

Stems/Questions

1. The author of this passage gives you reason to believe that \_\_\_\_\_.
  2. According to this passage, which is probably true of these (dancers)?
  3. Based on this passage, one can assume the (group) does not have \_\_\_\_\_.
- \*Evaluate and make judgments. (Suggested topics: stretching and warming up)

Stems/Questions

1. What are some of the (benefits/problems) \_\_\_\_\_.
  2. What do you think about \_\_\_\_? Why?
  3. The author provides evidence that \_\_\_\_\_.
- Describe plot, setting, character, and mood in literary selections. (Suggested topic: Ballets)

Stems/Questions

1. In this passage, Maria experienced conflict with \_\_\_\_\_.
2. The setting of this story is \_\_\_\_\_.
3. The mood of the second paragraph could be described as \_\_\_\_\_.

**Objective #6:** The student will recognize points of view, propaganda, and /or statements of fact and nonfact in a variety of written texts.

- Point of view and purpose. (Suggested topics: editorials, letters, articles)

Stems/Questions

1. One can tell from the passage that the author views (characters) with \_\_\_\_\_.
  2. One reason the author ended the passage the way he did was to \_\_\_\_\_.
  3. John Doe, the writer of the first letter, makes the point \_\_\_\_\_.
- Forms of propaganda. (Suggested topic: dance articles)

Stems/Questions

1. Which of the following (phrases from an advertisement) reveals the writers' attitude toward (something)?
  2. According to the above passage, one reason to use (a product) is \_\_\_\_\_.
- Fact and nonfact. (Suggested topic: editorial, articles)

Stems/Questions

1. Which of the following is an opinion expressed in the passage and shown in the time line?
2. Three facts:
3. An opinion in the first paragraph is \_\_\_\_\_.



**STUDENT TEST**

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Objective 1 and 6** - STARR Reading

"Be Willing to Take Advice" <http://www.danceadts.com/newarticles/takeadvice.pdf>

Directions: Read the article, "Be Willing to Take Advice", and answer the following questions.

- \_\_\_\_\_ 1. In this passage, the word 'advise' means -
  - a. suggestions
  - b. hints
  - c. ideas
  - d. corrections
- \_\_\_\_\_ 2. In this passage, the word 'straightforward' means -
  - a. beat around the bush
  - b. ignore everyone
  - c. accept advice
  - d. work
- \_\_\_\_\_ 3. The author probably wrote this passage in order to -
  - a. enlighten the learning possibilities
  - b. go on with your own plan
  - c. listen to your friends
  - d. do what you think is best

**Objective 2** - STARR Reading

"Attitude Adjustment" <http://www.danceadts.com/newarticles/attitudedjustment.pdf>

Directions: Read the article, "Attitude Adjustment", and answer the following questions.

\_\_\_\_\_ 1. In order to adjust an improper attitude, the director must first -

- a. take time to dwell on the negative situation
- b. find any positive feedback on the negative situation
- c. set goals ahead of time
- d. take a deep breath and relax

\_\_\_\_\_ 2. To "head off" any major attitudes before a new season begins, a director should -

- a. plant "negative seeds" to find possible problem areas within the team
- b. plant "positive seeds" ahead of time to correct any small forms of negativism
- c. worry about hurt feelings that could result in improper behavior
- d. disregard any negative area and focus on dancing only

\_\_\_\_\_ 3. (You write a third question.)

**Objective 3** - STARR Reading

"Dancing Like a Lady/Gentleman" by Joyce Pennington

<http://www.danceadts.com/edsupport/choreography/dancelikeladygent.pdf>

Directions: Read the article and answering the following questions.

\_\_\_\_\_ 1. The main idea of this article is -

- a. that some of the new moves in the dance/drill team industry do not portray the image we should want for young ladies of today
- b. that some of the new moves performed by dance/drill teams are exciting and dynamic
- c. that beautiful smiles and polished dances are exciting for audiences to watch
- d. that dances are not accepted by audience unless it encourages "catcalls"

\_\_\_\_\_ 2. According to Joyce Pennington, -

- a. you should judge all choreography according to what your audience likes
- b. choreography should be judged by the performers' peers
- c. choreography and music should not be edited because the new moves in the dance/drill industry are what audiences and performers want
- d. the director should be the "editor" of all choreography before it goes to the performance area

\_\_\_\_\_ 3. (You write a third question.)

Assignment #2 for directors. Find an article in your director's notebook and write 3 questions. If you need help, refer to the TAAS Reading Stems/Questions handout.