

Reading and Responding to Texts: Formative Check

Time: 25 min. 6 questions.

Instructions

Answer each question in complete sentences unless the question asks for a letter, a number, or a true/false response. You may refer back to a text you have read recently in class to support your answers where asked.

Questions

1. When a reader identifies information that a text states directly and information the text only hints at, which two categories is the reader distinguishing between?

- A) Setting and plot
- B) Explicit and implicit ideas
- C) Theme and mood
- D) Narrator and author

([Outcome](#))

2. Choose a character from a novel or story you have studied this year. Explain how that character's choices and motives gave you insight into your own life or the life of someone you know. ([Outcome](#))
3. True or false: A writer's use of irony, symbolism, or perspective is meant only to decorate a text and has no real effect on its meaning. ([Outcome](#))
4. A student previews a complex text before reading it closely, as recommended when a text connects less to the reader's prior knowledge. The text is 1,800 words long. If the student reads at a steady rate of 150 words per minute, how many minutes will it take to read the whole text? ([Outcome](#))
5. Two novels tell coming-of-age stories, but one is set in the 1960s and the other is set today. A student wants to compare how each author develops the main character and resolves the central conflict. Which task is the student completing?

- A) Previewing a text to set a purpose for reading
- B) Comparing the development of character, plot and theme across two texts
- C) Identifying explicit and implicit information in a single text
- D) Selecting an appropriate reading rate

([Outcome](#))

6. Two classmates read the same short story and come away with different interpretations of its ending. Explain why their prior knowledge and personal experiences might lead them to different interpretations of the same text. ([Outcome](#))

Curriculum coverage

Question	Outcome alias
1	Outcome
2	Outcome
3	Outcome

4	Outcome
5	Outcome
6	Outcome

Answer key

1. B) Explicit and implicit ideas. Identifying explicit and implicit ideas and information in texts is a comprehension strategy named in [Outcome](#).
2. Answers will vary. A strong response names a specific character, describes a choice or motive, and connects it clearly to the student's own experience or someone else's, as outcome [Outcome](#) asks students to analyze how character choices and motives provide insight into self and others.
3. False. Node:n4 states that techniques such as irony, symbolism, perspective and proportion communicate meaning and enhance effect, so they carry real meaning rather than acting as mere decoration.
4. 12 minutes. 1,800 words divided by 150 words per minute equals 12 minutes, an example of selecting and applying an appropriate reading rate as described in [Outcome](#).
5. B) Comparing the development of character, plot and theme across two texts. Node:n6 specifically calls for comparing the development of character, plot and theme in two oral, print or other media texts.
6. Answers will vary. A strong response explains that readers bring different backgrounds, experiences and prior reading to a text, which shapes how they interpret events or endings, matching [Outcome](#)'s focus on how interpretations vary according to readers' prior knowledge and experiences.