



**Sample Item Teacher Guide**  
**English Language Arts (ELA)**  
**Grades 3–5**



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# About this Guide

This MSAA Sample Item Teacher Guide can help teachers use the newly released sample items as a formative assessment tool, allowing teachers to understand what students may be able to know and do based on the sample items, and how teachers can respond to this information through instruction. The MSAA newly released sample items are intended to be used for several different purposes, as outlined in the TAM, including to allow students to practice and become familiar with the testing platform and to ensure students are familiar with the item types and accessibility tools. These guides provide directions for using the sample items in an additional way: as an instructional tool.

## Guide Terminology

The MSAA Sample Item Teacher Guide for each grade band and content area include the following:

- **Sample Item Blueprint Table.** A high-level overview of the items in each set that shows the standard and learning targets the items align to, item type, and item position.
- **Item Information.** Information about item alignment, including learning targets, instructional strategies, and scaffolds and supports.
- **Student Item Thumbnail Image.** Item thumbnails are intended to help teachers easily identify the specific items in the guide as they administer the sample items through the online platform utilizing the Directions for Test Administration (DTA).

Item types in the sample item sets include the following:

- **Selected Response**
  - Multiple choice—Students select one answer from two or three possible choices
- **Constructed Response**
  - Constructed response—Students respond to a question by developing an answer rather than selecting an answer from answer options
- **Writing Prompt: ELA**
  - Open response writing prompt—Students produce a permanent product in response to a prompt; for 2020–2021 released sample items, these will be found in grade 6 only.

## MSAA Sample Item Platform

To access MSAA's Sample Items, go to [www.msaaassessment.org/tap/sample-items](http://www.msaaassessment.org/tap/sample-items).

## Introduction to Formative Assessment

It is important to remember that formative assessment is not a test. It is a process, a practice that is part of instruction. In effective formative instruction, teachers use a variety of methods to determine what students understand and can do and adjust instruction accordingly.

## Formative Assessment Data

Students and teachers are the primary users of formative assessment data. These data have the greatest effect on learning and instruction because feedback for both student and teacher occurs over a very short or nearly instantaneous time period. This allows for adjustments in instruction, reteaching, and additional practice with learning targets to occur.



## How Best to Use the ELA Item Sets

The content in this section explains each component of the item sets and how they can best be incorporated into the classroom.

### ELA Blueprint Table

The ELA blueprint table/overview should be used to help select the sample item(s) that will provide the best evidence of student learning. The learning targets differentiate between the type of evidence each item will provide. The item type informs the type of interaction that the student will have to perform to respond to the item. Items that address reading standards are grouped by passage set; each passage set primarily addresses standards in genre-specific content categories.

To obtain evidence of understanding for each grade-level standard, teachers can do the following:

- Access the sample items for the students' grade level.
- Use items individually as the learning targets are covered in class.
- Use the items in small groups to address a series of learning targets that focus on one standard.
- Use the entire sample item set to measure students' understanding of learning targets before, during, or after instruction.
- Review sample item sets from lower grades to build understanding of prerequisite skills for a given standard.
- Review sample item sets from higher grades to know how standard and item information build from the target grade.
- Use the sample items as models to create additional items to assess the standards.

**Please note: The passages for items that assess reading standards can be accessed in the DTA and computer-based testing platform.**

### Next Steps for Formative ELA Item Data

After obtaining data that serve as evidence of student understanding, educators should evaluate and interpret the data to identify gaps in student understanding.

Once gaps in understanding are identified, students need appropriate feedback.

After feedback is provided to the students, educators should consider documenting the instructional modifications and supplementations provided to the students. Whether a student is undergoing relearning or learning a new concept, plans can be made, documented, and implemented on how to best scaffold that learning. Teachers can use the learning targets to help guide which specific modifications, supplementations, and scaffolding will best support the student.

# **ELA Grade 3**

## Grade 3 Blueprint Table

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
<b>Reading: Informational Text</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.k5)	Determine the topic of an informational text presented in diverse media.	MC	1–2
		Identify a supporting detail of the topic in a text.		
		Identify a supporting detail in diverse media that supports the topic in the medium.		
	Determine the main idea of text read, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.RI.i2)	Identify the topic of a text of information presented in diverse media.	MC	3
		Identify a supporting detail of the topic in a text.		
		Identify a supporting detail in diverse media that supports the topic in the medium.		
	Identify the purpose of a variety of text features. (3.RI.h1)	Identify specific text features.	MC	4
		Locate information in a variety of text features.		
		Identify specific tools to locate information.		
	Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. (3.RI.h4)	Distinguish between text and illustrations (e.g., map, photograph, graphic).	MC	5
		Identify an illustration (e.g., map, photograph, graphic).		
		Identify sources of information presented visually.		
		Identify which source (visual or text) provides given information.		
		Recall information from a text feature (e.g., map, photograph, graph).		
<b>Reading: Vocabulary</b>	Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. (3.RWL.i2)	Recall the meaning of frequently used nouns.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		

\*MC = multiple-choice

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Writing	Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories. (3.WI.I4)	Identify information from print and digital sources on given topics (e.g., pictures of animals).	MC	7
	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning. (3.WI.p1)	Identify different types of text features found in informational text.	MC	8
	With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience. (3.WL.o1)	Describe the character and setting for a given text.	MC	9–14
		Select descriptive words that help develop the story (i.e., relevant description vs. non-relevant).		
		Sequence events of beginning, middle, and end of a text.		
		Identify temporal words that show order of events.		
		Identify the appropriate ending.		

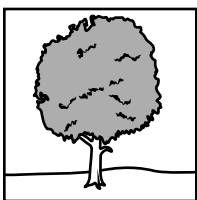
\*MC = multiple-choice

## Sample Items 1 & 2

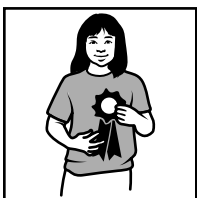
Alignment	Core Content Connector (CCC): 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can determine the topic of an informational text presented in diverse media.</p> <p>I can identify a supporting detail of the topic in a text.</p> <p>I can identify a supporting detail in diverse media that supports the topic in the medium.</p>	<p><b>Graphic organizer</b></p> <ul style="list-style-type: none"> <li>List the topic of a text or multi-media and note events and/or details that support the topic.</li> <li>Use a System of Least Prompts when selecting a supporting detail.</li> </ul> <p><b>Topic board/display</b></p> <ul style="list-style-type: none"> <li>Identify pictures that represent the topic(s) of a given text.</li> <li>Include illustrations or sentences from the text; include events and details that support the topic in a topic board/display or graphic organizer.</li> </ul> <p><b>Interactive story reading</b></p> <ul style="list-style-type: none"> <li>Choose and pre-read a text prior to instruction.</li> <li>Read the text aloud to students, stopping at predetermined points.</li> <li>At each stopping point, ask student to share their thoughts and respond to text.</li> </ul> <p><b>Group think</b></p> <p>Tell the students what the topic is prior to reading a text or watching multimedia. After reading the text, ask the students to identify sentences that tell you the topic and supporting details about the topic.</p> <p><b>Think aloud</b></p> <p>Model the thought processes that occur while reading the text. This may include asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.</p>	<ul style="list-style-type: none"> <li>Pictures, objects, or tactile representations to illustrate the topic, events, or details</li> <li>Sentence strips that reflect supporting details about the topic</li> <li>Videos or story boards/ cards of the story for visual supports.</li> <li>Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> </ul>

**Item 1\***

What is the main idea in this passage?



- A. The Sun helps trees to grow big and tall.



- B. People can guess a riddle and win a prize.



- C. The Lantern Festival is important to families.

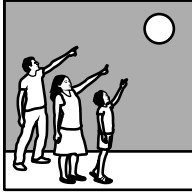
Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

**Item 2\***

The main idea in this passage is the Lantern Festival is important to families.

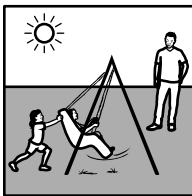
Which sentence helps the reader understand the main idea?



- A. Families go outside to look at the full moon.



- B. Many places have their own holidays.



- C. Families spend time together outside on sunny days.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

### Sample Item 3

Alignment	Core Content Connector (CCC): 3.RI.1.2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the topic of a text of information presented in diverse media.</p> <p>I can identify a supporting detail of the topic in a text.</p> <p>I can identify a supporting detail in diverse media that supports the topic in the medium.</p>	<p><b>Graphic organizer</b></p> <ul style="list-style-type: none"> <li>List the topic of a text or multi-media and note events and/or details that support the topic.</li> <li>Use a System of Least Prompts used when selecting a supporting detail.</li> </ul> <p><b>Topic board/display</b></p> <ul style="list-style-type: none"> <li>Identify pictures that represent the topic(s) of a given text.</li> <li>Include illustrations or sentences from the text; include events and details that support the topic in a topic board/display or graphic organizer.</li> </ul> <p><b>Interactive story reading</b></p> <ul style="list-style-type: none"> <li>Choose and pre-read a text prior to instruction.</li> <li>Read the text aloud to students, stopping at predetermined points.</li> <li>At each stopping point, ask student to share their thoughts and respond to text.</li> </ul> <p><b>Group think</b></p> <p>Tell the students what the topic is prior to reading a text or watching multimedia. After reading the text, ask the students to identify sentences that tell you the topic and supporting details about the topic.</p> <p><b>Think aloud</b></p> <p>Model the thought processes that occur while reading the text. This may include asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.</p>	<ul style="list-style-type: none"> <li>Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>Sentence strips that reflect supporting details about the topic</li> <li>Videos or story boards/ cards of the story for visual supports</li> <li>Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> </ul>



### Item 3\*

We are going to look at and read the chart again.

The main idea is an important idea in the chart.

#### **Lantern Festival Dates**

<b>Year</b>	<b>First Full Moon</b>
2017	February 11
2018	March 2
2019	February 19
2020	February 8

What is the main idea of this chart?



A. who likes to swim in a pool

<b>First Full Moon</b>
February 11

B. when the Lantern Festival takes place



C. where the Lantern Festival was started

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 4

Alignment	Core Content Connector (CCC): 3.RI.h1 Identify the purpose of a variety of text features.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify specific text features.</p> <p>I can locate information in a variety of text features.</p> <p>I can identify specific tools to locate information.</p>	<p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>• Use Time Delay to teach text features.</li> <li>• Provide text features (e.g., maps, charts, illustrations) to be sorted into categories.</li> <li>• Use a System of Least Prompts to provide feedback.</li> </ul> <p><b>Compare Literary Text to Informational Text</b></p> <ul style="list-style-type: none"> <li>• Provide students with a few examples of literary texts and a few examples of informational texts. Identify each text's type for the students.</li> <li>• Invite the students to verbally explain the differences between the two types of texts. (e.g., how are the informational texts different from the literary texts? What do the informational texts have that the literary texts do not?).</li> <li>• Explain what text features are (e.g., the captions tell us what a picture, illustration, chart or graph is about; timelines summarize important information chronologically).</li> <li>• After completing the activity above, have students circle, highlight, or otherwise denote the text features found in the sample informational texts.</li> <li>• Chart each type of text feature, and have students discuss the purpose of each.</li> <li>• Provide students with an additional sample informational text.</li> </ul> <p><b>Text divisions</b></p> <p>Ask students to identify how the text is organized and presented.</p> <ul style="list-style-type: none"> <li>• Lead students through the passage while reading aloud.</li> <li>• Have students look over the passage.</li> <li>• Highlight the special text features: title, headings, photos, etc.</li> <li>• Ask students to discuss the purpose and usefulness of the text features.               <ul style="list-style-type: none"> <li>– Why do you think the author included a (map, diagram, headings, etc.)?</li> <li>– What does the (selected text feature) do to help you as a reader?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interactive whiteboard</li> <li>• Teach using meaningful content from a variety of mediums (e.g., internet).</li> <li>• Highlighted information within the chart, map, or diagram</li> <li>• Pictures, objects, or tactile representations to illustrate the key information on a chart, graph, or map</li> <li>• Sentence strips that reflect the key information on a chart, graph, or map</li> <li>• There are numerous text features. Select a few at a time that are priorities for the students (e.g., bolded text). Practice identifying the specific text feature(s) across multiple documents.</li> </ul>

## Sample Item 4

### Think Aloud

Model how to use text features using the “Think Aloud” strategy (e.g., “The title tells me I’m going to read about a tower that might fall. Certain words are boldfaced—these are important, so I will try to remember them. There is a photograph and a diagram—I can use these to get a clear picture in my mind of what I’m reading”).

### Graphic Organizer

Use a System of Least Prompts to teach students to: locate text features, locate signal words, find words in a glossary, locate title, use an index.

### Task analysis

Teach explicitly using a task analysis. For example, steps to finding a word in a glossary.

- Place the written word that needs to be located in a place where it can be seen after you turn to the glossary (if the word is in the text on another page, write the word on a separate piece of paper).
- Locate the glossary.
- Look at the first letter of the word to be located (e.g., “g”), use the guide word in the glossary to locate words with the same letter (e.g., “g”).
- Look at the second letter in the word to be located (e.g., “gr”) and follow the words down the column until you locate the first word with the same first two letters.
- Continue with additional letters until the desired word is located.

#### Item 4\*

We are going to read part of the passage again. Then you will be asked a question about the subheading.

##### Family Fun

The Lantern Festival has many different events. One is to guess riddles. A riddle is a puzzle or question. People write questions on pieces of paper. Other people try to get the answers. They can win prizes if they guess right.



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The Lion Dance is another event. Dancers dress up as lions. They dance in the streets. The Lion Dance is for happiness and safety.

What does the subheading **Family Fun** help the reader understand?



istock.com/klikk

A. how the paper lanterns fly



istock.com/2ndLookGraphics

B. when the bus takes kids to school



istock.com/af\_istocker

C. what families do at the Lantern Festival

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 5

Alignment	Core Content Connector (CCC): 3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can distinguish between text and illustrations.</p> <p>I can identify an illustration.</p> <p>I can identify sources of information presented visually.</p> <p>I can identify which source (visual or text) provides given information.</p> <p>I can recall information from a text feature.</p>	<p><b>Write to Understand</b> T-Chart Graphic Organizer. On the left, record text information that helps a student learn about a topic or concept. On the right, record the student's answers to the following critical thinking questions.</p> <ul style="list-style-type: none"> <li>• What is the most important information and why?</li> <li>• What are the most important facts?</li> <li>• Why did the author want the reader to learn these?</li> </ul> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>• Use Example/Non-Example to teach illustration from text.</li> <li>• Use Time Delay to teach students to identify types of illustrations.</li> <li>• Provide cards with text and cards with different types of illustrations (e.g., map, diagram, photograph, graphics). Ask students to sort examples of text from examples of illustrations.</li> </ul> <p><b>Teach using the “5 W’s and How” Strategy (Who, What, When, Where, Why, and How).</b></p> <ul style="list-style-type: none"> <li>• Provide students with an informational text that contains illustrations, such as, maps, photographs or other graphics. Have students highlight all illustrations within the informational text. Discuss how the illustrations differ from the actual text. Review each type of illustration in the text making a chart with each type of illustration and draw example of each. Ask students questions about types of illustrations and which they would use to answer specific questions about the text. For example:             <ul style="list-style-type: none"> <li>– Which illustration would you use to answer the question, “In what year did Abraham Lincoln deliver the Gettysburg Address?” Students answer “timeline.”</li> </ul> </li> <li>• Use a System of Least Prompts when teaching students to identify which source or type of source might provide the needed information.</li> </ul> <p><b>Teach using Question-Answer Relationship (QAR) strategy.</b></p> <ul style="list-style-type: none"> <li>• Model the four types of questions:</li> <li>• Right There—Pose a question to the class that may be answered by looking in more than one location of the text.</li> <li>• Think and Search—Ask a question that may be answered by looking in more than one location of the text.</li> <li>• Author and Me—Pose a question that requires “reading” the text and using knowledge that is in your head.</li> <li>• On My Own—Ask a related question that can be answered without having to read the text. These are usually higher level thinking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted information</li> <li>• Add images to information presented visually.</li> <li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li> <li>• Interactive whiteboard</li> <li>• Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper).</li> <li>• Pictures, objects, or tactile representations to illustrate the key information on a chart, graph, or map</li> </ul>

### Item 5\*

We are going to read part of the passage and look at a picture again.



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The Lion Dance is another event. Dancers dress up as lions. They dance in the streets. The Lion Dance is for happiness and safety.

What part of the Lantern Festival does the picture show?



istock.com/kiagiyivik

A. a full moon in the sky



Nick Stephens / Alamy Stock Photo

B. the Lion Dance in the street



istock.com/lorrie

C. two friends on a bike ride

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 6

Alignment	Core Content Connector (CCC): 3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can recall the meaning of frequently used nouns.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Word Games</b></p> <ul style="list-style-type: none"> <li>• Play a word games that allow students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</li> <li>• Create games for students to interact with partners to determine word meanings (e.g., word-matching game).</li> </ul> <p><b>Think Aloud</b></p> <p>After reading a sentence with a difficult word, the teacher stops reading and thinks aloud to demonstrate how she determined the meaning of the word in the context.</p> <p><b>Word Sorts</b></p> <p>Teach words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul> <p><b>Vocabulary Trees</b></p> <p>Teach word parts using vocabulary trees. First, either the teacher or the students determine which root to explore and record it in the root of the tree with the definition. Next, in the trunk of the tree, write a key word that contains the root word and its definition. In the branches of the tree, list other words that include the same root. For each word provide a definition and a sentence using that word. Encourage students to add a twig to identify where they heard or found the sentence.</p>	<ul style="list-style-type: none"> <li>• Use online dictionaries to pronounce words and read definitions.</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Use prewritten sentences with missing words.</li> <li>• Use words paired with drawings, pictures, symbols, or objects.</li> <li>• Interactive computer games</li> <li>• Pre-teach vocabulary.</li> <li>• Highlight vocabulary words within the context of the print.</li> <li>• Create word walls.</li> <li>• Teach context clues parallel to teaching multiple meaning words.</li> <li>• Use motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary.</li> <li>• Model word-solving strategies.</li> <li>• Connect to real-world contexts when possible.</li> </ul>

## Sample Item 6

**Cloze Strategy**

Delete every nth word in a passage or the major vocabulary words in the passage. Students read the passage, and then they try to determine the missing word. Model for students how to rely on the surrounding context to help them identify the missing words.

**Graphic Organizers**

Use graphic organizers to build connections between words, (e.g., the Frayer Model, the Semantic Feature Analysis).

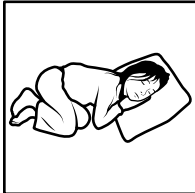


### Item 6\*

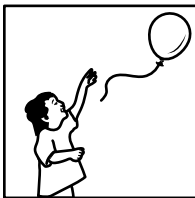
We are going to read some sentences from the passage again. Listen for clues that tell you what the word **drift** means.

"People send paper lanterns with candles into the sky. They wish for happiness. They wish for luck. They watch the lanterns **drift** in the sky."

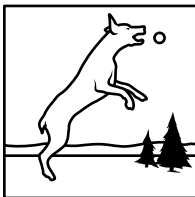
What does the word **drift** mean in this sentence?



A. fall asleep



B. float around



C. play outside

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 7

Alignment	Core Content Connector (CCC): 3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories	
Learning Targets	Instructional Strategies	Scaffolds and Supports
I can identify information from print and digital sources on given topics.	<p><b>Read aloud</b> Model the skill of collecting evidence by asking and answering questions aloud.</p> <ul style="list-style-type: none"> <li>• Provide student with appropriate text and question to research in the text. Ask the student to locate the evidence in the text to answer the question.</li> <li>• Demonstrate different ways to identify evidence: underlining, color-coding, taking notes, highlighting, using symbols/marks.</li> <li>• Provide multiple opportunities for students to practice finding evidence through listening read alouds, reading a book, and researching topics on the internet</li> <li>• Define categories of information and model identifying information for each category. Group information together and allow student to define their own category.</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphic organizers (e.g., T-chart).</li> <li>• Use sentence strips and sentence starters.</li> <li>• Provide words paired with drawings, pictures, symbols, or objects.</li> <li>• Use familiar/real-world contexts.</li> <li>• Use whiteboard.</li> </ul>

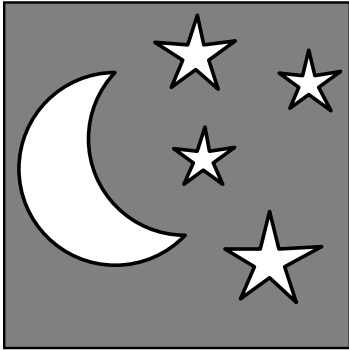
## Item 7

Writers put information about the same topic together.

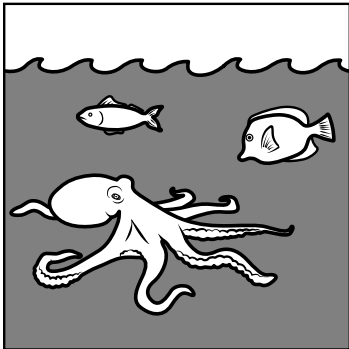
Here are three sentences about the same topic.

- Fish can be beautiful colors.
- Whales are very large.
- Starfish are shaped like a star.

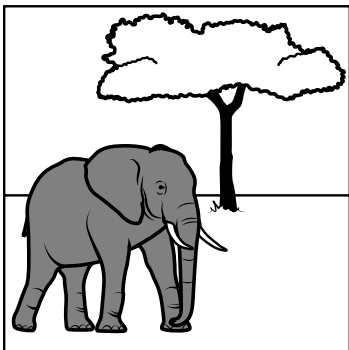
What is the topic of these sentences?



A. things in the night sky



B. animals that live in the ocean



C. the biggest living things on Earth

Would you like to read this question again, yes or no?

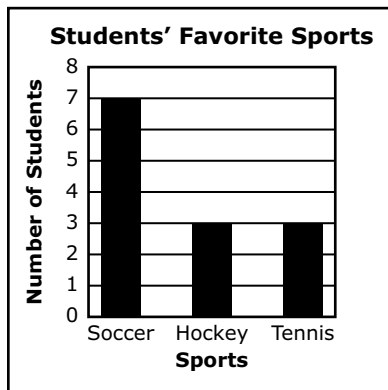
## Sample Item 8

Alignment	Core Content Connector (CCC): 3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify different types of text features found in informational text.</p>	<p><b>Text feature walk</b></p> <ul style="list-style-type: none"> <li>• Have students work in a small group, reading each text feature in the order that it appears in the text and have students discuss what they think they will be learning. As each feature is read, ask students to think about and discuss how the information relates to the main idea of the text.</li> <li>• Provide text features (e.g., maps, charts, illustrations) to be sorted into categories.</li> <li>• Take a text feature scavenger hunt by asking students to find text features in books. Ask students to make connections between the text features they find and their writing.</li> </ul> <p><b>Sort to Understand</b> Use Time Delay to teach text features.</p>	<ul style="list-style-type: none"> <li>• Rather than having students search for text features, provide them with images that contain a range of text features.</li> <li>• Use colored sticky notes to preselected various text features in the text.</li> <li>• Rather than having students record about the text features they find in an open-ended way in the reading notebook, provide students with a template including sentence starters to structure the note-taking process further.</li> <li>• Students can match picture cards containing the type of text feature and an example.</li> <li>• Have students create their own picture card to represent their understanding of the text feature with a definition or an example.</li> <li>• Student can work in pairs during independent practice.</li> <li>• Student can use technology (e.g., iPad) to search for a range of text features and to practice drawing, writing, and talking about the text features (e.g., VoiceThread.com allows students to upload an image and record their own voices to describe the image).</li> </ul>

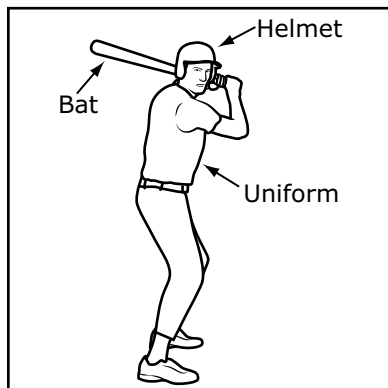
## Item 8

Text features help writers tell about their topic. Text features can include pictures, graphs, charts, or diagrams.

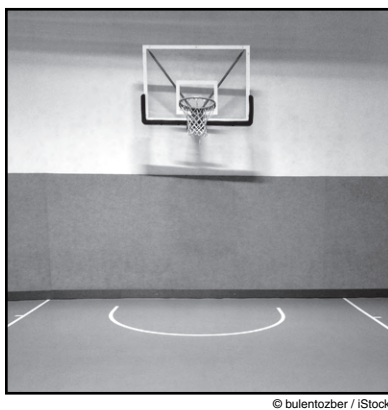
Which text feature would show the sports students like best?



- A. a bar graph of students' favorite sports



- B. a diagram of a sports player



- C. a photograph of a place where sports are played

Would you like to read this question again, yes or no?

## Sample Items 9–14

Alignment	Core Content Connector (CCC): 3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can describe the character and setting for a given text.</p> <p>I can select descriptive words that help develop the story (i.e., relevant description vs. non-relevant).</p> <p>I can sequence events of beginning, middle, and end of a text.</p> <p>I can identify temporal words that show order of events.</p> <p>I can identify an appropriate ending.</p>	<p><b>Graphic Organizers</b>            Story Map—Introduce simple story concepts (e.g., character, setting, plot and/or problem, solution, theme). Use blank graphic organizer to help map the story. Students look for story concepts/elements for each blank space on the map.</p> <p><b>Probable Passages</b>            This is a strategy that encourages students to predict the content of selections to be read. They create a predictive passage and then revise it based on their understanding of key elements of story structure.</p> <ul style="list-style-type: none"> <li>• Step 1 – Activate prior knowledge               <ul style="list-style-type: none"> <li>– Ask students to identify story elements from previous books they have read.</li> <li>– Where and when did the story take place?</li> <li>– What happened as a result of the character’s actions?</li> <li>– Have students discuss how the characteristics of the story helped them to understand the story.</li> <li>– How did you learn about the characters?</li> <li>– How did you gather information about the setting?</li> </ul> </li> <li>• Step 2 – Before reading word categorization               <ul style="list-style-type: none"> <li>– Predetermine terms that are significant to students’ comprehension of the story.</li> <li>– Relate to elements of the story.</li> <li>– Identify unknown words.</li> <li>– Discuss what the words mean and how they are related.</li> <li>– Students collaborate and place the words under the correct place in a graphic organizer.</li> </ul> </li> <li>• Step 3 – Before reading completion of graphic organizer (story frame)               <ul style="list-style-type: none"> <li>– Students now apply their understanding of story grammar by filling in the story passage graphic organizer using the categorized terms.</li> <li>– Be sure to model and think aloud to scaffold the process for students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a talking/voice output device.</li> <li>• Use objects and images to represent vocabulary words and text structure components.</li> <li>• Use online tools to create story boards.</li> <li>• Graphic organizers</li> <li>• Use scribe so student can use verbal responses.</li> <li>• Student can scan an array of possible options and use a switch to select the correct answer when asked a question pertaining to a given text.</li> <li>• Use computer representation of text structures that can be manipulated with switch.</li> <li>• Place key aspects of text structure on a slant board or eye gaze board.</li> <li>• Incorporate movement as appropriate to retell events or key details from text.</li> <li>• Allow for multiple means for expression. A student may use a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer.</li> <li>• Phrase questions so that they require a “yes/no” response; these can easily be answered using an eye gaze, head turn, two switches, etc.</li> </ul>

## Sample Items 9–14

- Step 4 – Read the selected text
  - Students read the selected text and make continuous comparisons between their predictions and what actually happens in the story & then revise.

### Story Impressions

- Provide introduction: “Today we’re going to make up what we think this story could be about.”
- Direct students to the list of key concepts by saying, “Here are some clues about the story we’re going to read. We’re going to use these clues to write our own version of the story. After that, we’ll read the story together to see if the author had ideas similar to ours.”
- After students read through the list of clues, brainstorm and record how the ideas might connect.
- Using the brainstormed ideas, a class story is developed that ties together the clues.
- The students read the author’s actual story and discuss how their story compares.

- Use bright colors to call attention to key words.
- Rewrite text to simplify plot and details.
- Include additional images and illustrations to help convey the meaning of the text.
- Graphic organizers
- Highlight key text structure words within the context of the print.
- Pre-made cards with story elements or information versus writing them
- Use motivating objects to tell/retell stories.
- Provide students with real experiences before reading (e.g., go to the zoo before reading about animals).
- Allow students to self-select text for study.
- Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc.
- Create games in which students interact with partners to retell story, determine story structure and information learned from text (e.g., sequence cards with images of story events and characters).
- Create stories and text that involve the students and their interests and experiences.

## Item 9

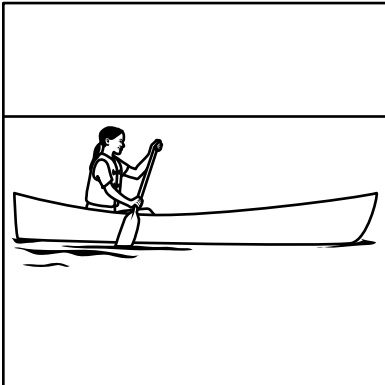
You are going to write a story. Your story is about a girl named Emmy. She is going to school.

First, you will write about the character. Remember, a character is who the story is about. In this story, the character is Emmy.

Which sentence tells about the character Emmy?



- A. Emmy is a girl who loves to go to the library at school.



- B. Sally is a girl who likes to paddle a boat.

Would you like to read this question again, yes or no?



## Item 10

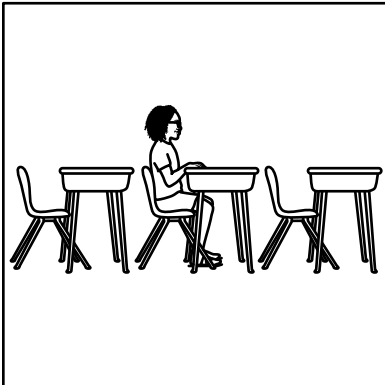
The sentence “Emmy is a girl who loves to go to the library at school” tells about the character Emmy.

Now, you will write about the first event in your story about Emmy. Remember, events are things that happen in stories.

Which event happens first in your story?



A. First, Emmy walked to school wearing a backpack.



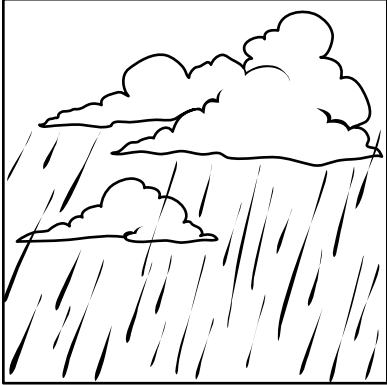
B. Next, Emmy sat down in the classroom.

Would you like to read this question again, yes or no?

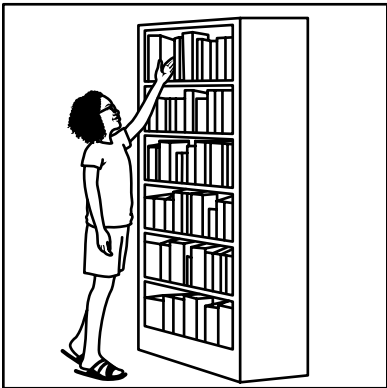
## Item 11

Your story begins with “First, Emmy walked to school wearing a backpack.” The next sentence is “Next, Emmy sat down in the classroom.”

Which sentence comes after “Next, Emmy sat down in the classroom” in your story?



- A. Then rain started to fall from the dark gray clouds.



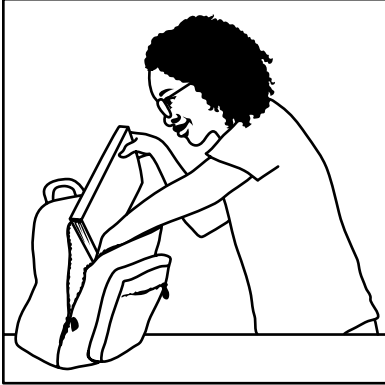
- B. Then Emmy went with her class to the library to get a book.

Would you like to read this question again, yes or no?

## Item 12

"Then Emmy went with her class to the library to get a book" comes after "Next, Emmy sat down in the classroom" in your story.

Which sentence tells what Emmy did with the book?



- A. Emmy put the book in her backpack to take home later.



- B. The buses came into the parking lot.

Would you like to read this question again, yes or no?

### Item 13

“Emmy put the book in her backpack to take home later” tells what Emmy did with the book.

Which sentence is the best ending for your story?



A. Emmy made her lunch for school.



B. Emmy had a good day at school.

Would you like to read this question again, yes or no?

## Item 14

The last sentence of your story is “Emmy had a good day at school.”

Now you will select a word or phrase to let the reader know that this is the end of your story.

Which words show that this is the end of your story?

- A. At first
- B. In the end

Would you like to read this question again, yes or no?

“In the end” tells the reader this is the end of your story.

So now the last sentence of your story is “In the end, Emmy had a good day at school.” Your story is finished. Listen while your completed story is read to you.

“Emmy is a girl who loves to go to the library at school. First, Emmy walked to school wearing a backpack. Next, Emmy sat down in the classroom. Then Emmy went with her class to the library to get a book. Emmy put the book in her backpack to take home later. In the end, Emmy had a good day at school.”

# **ELA Grade 4**

## Grade 4 Blueprint Table

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
<b>Reading: Literary Text</b>	Determine the theme of a story, drama, or poem; refer to text to support answer. (4.RL.k2)	Determine the topic of the story, drama, or poem.	MC	1–2
		Identify details from text that support a topic.		
		Answer simple questions about the theme of a story, drama, or poem.		
	Refer to details and examples in a text when explaining what the text says explicitly. (4.RL.i1)	Recall a detail in text.	MC	3
	Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. (4.RL.l1)	Identify a character in text.	MC	4–5
		Identify a character's trait(s) from an excerpt of a story.		
		Identify the thoughts, words, and actions that match to a character.		
<b>Reading: Vocabulary</b>	Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning. (4.RWL.i2)	Understand that words can have more than one meaning.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		
<b>Writing</b>	Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic. (4.WI.p1)	Identify the purpose of using different formats, illustrations, or multimedia (e.g., bullets are used for listing items).	MC	7–8
	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. (4.WL.o1)	Describe the character and setting for a given text.	MC	9–12
		Select descriptive words that help develop the story (i.e., relevant description vs. non-relevant).		
		Select descriptive words that convey an experience or event.		
		Identify the appropriate ending.		

\*MC = multiple-choice

## Sample Items 1 & 2

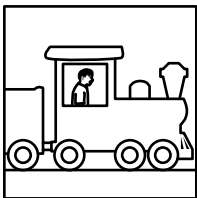
Alignment	Core Content Connector (CCC): 4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can determine the topic of story, drama, or poem.</p> <p>I can identify details from text that support a topic.</p> <p>I can answer simple questions about theme of a story, drama, or poem.</p>	<p><b>Sketch-to-Stretch</b> Sketch-to-stretch is a way for students to capture the central message through drawing. After the students have completed reading a story, they can draw or create (e.g., by pasting illustrations) a visual representation about the central message the author is trying to convey. They can use examples and details from the text to inform their drawings.</p> <p><b>Determining the Central Message</b> As students are reading particular sections of text—or, after reading a text—ask a series of questions to help students determine the central message. The teacher can help facilitate this by asking questions such as:</p> <ul style="list-style-type: none"> <li>• What is this story really about?</li> <li>• What do you think the author wants you to learn from this story?</li> <li>• What lessons do you think the characters learned?</li> </ul> <p><b>Think Aloud</b> To model determining a central message, a teacher should read aloud a book in front of the class. Then, at the end of the story, the teacher should demonstrate what he/she believes the central message to be. This could be demonstrated through the use of a graphic organizer.</p> <p><b>Graphic Organizer</b> Story/Character Web—Organize each character's risks and consequences (Thematic Study of Risks and Consequences).</p> <ul style="list-style-type: none"> <li>• Have student pick out details from the story to support the themes (Risks and Consequences).</li> <li>• Using pictures, icons, or objects (that represent characters, settings, plot), create a Story Map/ Flowchart to identify details of a story.</li> </ul> <p><b>Sort to Understand/Concept Sort</b> Add details from the story to a Concept Board to investigate risks and consequences.</p> <ul style="list-style-type: none"> <li>• Using icons, pictures, or objects—representing characters, setting and plot—identify and group items according to characters, setting, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text (e.g., words that support the topic)</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Icons/pictures of characters, plot and settings</li> <li>• Academic vocabulary on flashcards</li> <li>• Modified story (with main details and pictures)</li> <li>• Modified story with “picture it” icons to assist in reading</li> </ul>



**Item 1\***

The theme is the message of the story.

What is the theme of this story?



A. Train rides are fun.



B. Parks often have benches to sit on.



C. People can feel excited and anxious about trying new things.

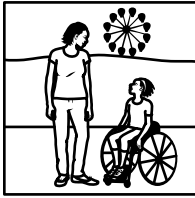
Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Item 2\*

The theme of this story is that people can feel excited and anxious about trying new things.

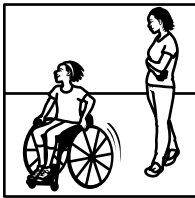
Which sentence shows that people can feel excited and anxious about trying new things?



A. Janelle and her mom went to an amusement park.



B. Janelle and her mom packed lunch in a cooler.



C. Janelle could not wait to go, but her mom was worried.

Would you like to read this question again, yes or no?

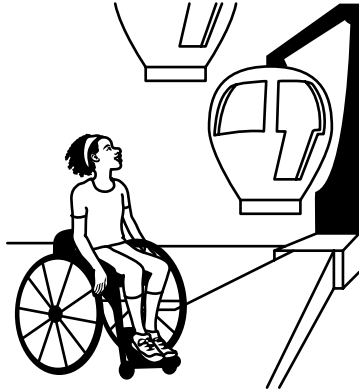
\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 3

Alignment	Core Content Connector (CCC): 4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can recall a detail in a text.</p>	<p><b>Asking Questions</b>            Comprehension of texts occurs as the students are reading texts. Readers should be asking themselves questions as they read texts to monitor their understanding of the story. Teachers can help facilitate this by asking a series of literal questions during a read aloud that the students will answer. In a small group, or whole classroom setting, ask students a series of literal questions about a story.</p> <ul style="list-style-type: none"> <li>• Use a System of Least Prompts when there is no response or an error on the student's part.</li> <li>• Begin by asking literal recall questions immediately after the answer is read in the text. Move towards asking questions at the end of text or chapter.</li> </ul> <p><b>Think Aloud</b>            To model asking literal questions (something that readers will need to learn how to do on their own), read aloud a text. Ask a series of questions before and during the read aloud. Then, as you ask the questions aloud, answer them. This will model for children how to self-question.</p>	<ul style="list-style-type: none"> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or storyboards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• The use of as many senses as possible to teach concepts (e.g., strawberries represented by strawberries or scent pods from candles or essential oils on cotton balls)</li> </ul>

**Item 3\***

We are going to read part of the story again.

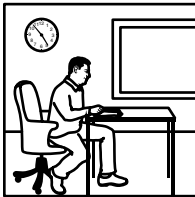


“Okay,” Janelle’s mom said with a nervous look on her face. They entered the park with the crowds. Janelle and her mom found the Ferris wheel. They waited for their turn. When it was time, Janelle and Mom got on the ride. The person in charge of the Ferris wheel helped Janelle and her mom onto the ride.

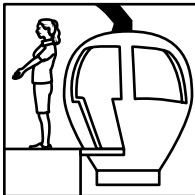
Who helped Janelle onto the Ferris wheel?



A. Janelle’s mom



B. a teacher in a classroom



C. the person in charge of the ride

Would you like to read this question again, yes or no?

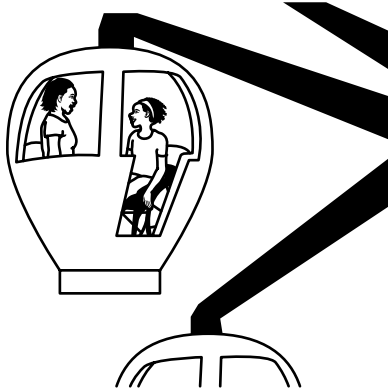
\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 4 & 5

Alignment	Core Content Connector (CCC): 4.RL.i1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a character in text.</p> <p>I can identify a character's trait(s) from an excerpt of a story.</p> <p>I can identify the thoughts, words, and actions that match to a character.</p>	<p><b>Character Maps</b>            Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks.</p> <p><b>Grand Conversations</b>            To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about the character that the students would answer. Questions may include:</p> <ul style="list-style-type: none"> <li>• Who was the main character in the story?</li> <li>• What did the main character look like?</li> <li>• What did the characters do throughout the story?</li> <li>• What kinds of things did the character say to other characters in the story?</li> </ul> <p><b>Character Sorts</b>            Make a sort that lists character names and character traits. After students have cut out the sort, match the character trait for each character in the story.</p>	<ul style="list-style-type: none"> <li>• Character maps</li> <li>• Interactive whiteboard</li> <li>• Character sorts</li> <li>• Read-aloud texts</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> </ul>

**Item 4\***

We are going to read part of the story again.



Everyone on the ride looked very excited. The Ferris wheel rocked as it started to move. Everyone squealed with excitement as it went around. They were going very high! Janelle felt a little scared, but she felt excited too. Janelle grabbed her mom's hand. Her mom smiled back at her. Her mom finally looked happy.

How did Janelle's mom feel when they were riding on the Ferris wheel?



A. tired



B. surprised



C. happy

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

**Item 5\***

In the story, Janelle's mom felt happy when she was riding on the Ferris wheel.

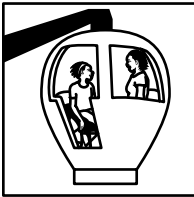
Which sentence about the story shows that Janelle's mom felt happy?



A. Janelle and her mom listened to birds.



B. Janelle held her mom's hand.



C. Janelle's mom smiled at Janelle.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 6

Alignment	Core Content Connector (CCC): 4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can understand that words can have more than one meaning.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</li> <li>• Use drawings, interactive computer games, or images to have students express word meaning.</li> <li>• Create games for students to interact with partners to determine word meanings (i.e., word-matching game).</li> </ul> <p><b>Think Aloud</b></p> <p>After reading a sentence with a difficult word, the teacher stops reading and thinks aloud to demonstrate how she determined the meaning of the word in the context.</p> <p><b>Word Sorts</b></p> <p>Teach words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul> <p><b>Vocabulary Trees</b></p> <p>Teach word parts using vocabulary trees. First, either the teacher or the students determine which root to explore and record it in the root of the tree and write the definition. Next, in the trunk of the tree, write a key word that contains the root word and its definition. In the branches of the tree, list other words that include the same root. For each word provide a definition and a sentence using that word. Encourage students to add a twig to identify where they heard or found the sentence.</p>	<ul style="list-style-type: none"> <li>• Use online dictionaries to pronounce words and read definitions.</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Use prewritten sentences with missing words.</li> <li>• Use words paired with pictures, symbols, or objects.</li> <li>• Pre-teach vocabulary.</li> <li>• Highlight vocabulary words within the context of the print.</li> <li>• Create word walls.</li> <li>• Teach context clues parallel to teaching multiple meaning words.</li> <li>• Use motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary.</li> </ul>



## Sample Item 6

**Graphic Organizers**

Build connections between words. (e.g., the Frayer Model, the Semantic Feature Analysis)

**Cloze Strategy**

Delete every nth word in a passage or the major vocabulary words in the passage. Students read the passage, and then they try to determine the missing word. Model for students how to rely on the surrounding context to help them identify the missing words.

**Item 6\***

We are going to read a sentence from the story again. Listen for clues to the meaning of the word **nervous**.

"Mom was **nervous** that Janelle would be unsafe on the rides."

What does the word **nervous** mean in this sentence?



A. sick



B. worried



C. bored

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 7 & 8

Alignment	Core Content Connector (CCC): 4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the purpose of using different formats, illustrations, or multimedia.</p>	<p><b>Discussion</b> Remind students that writing can be completed using multi-media. Discuss the variety of formats that can be used to write in real-world contexts. All of the formats listed below can be done as a class, in groups, and/or individually.</p> <p><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Create signs and flyers for events.</li> <li>• Post a review about a restaurant or a product online.</li> <li>• Compose a newsletter.</li> <li>• Post comments online in reaction to news articles.</li> <li>• Use the ReadWriteThink Printing Press tool to create newspapers, brochures, flyers and booklets.</li> <li>• Write “how-to” pieces (e.g., how to brush your teeth, how to care for the family pet, how to write a blog).</li> <li>• Illustrations: Discuss how illustrations impact writing (e.g., they can be persuasive, they can help clarify meaning, they can engage the reader/add visual interest). Have students sort a variety of illustrations into categories based on their purpose(s).</li> <li>• Based on what they learned about the purpose of illustrations, create a PowerPoint based on an informational topic that is locally relevant. For example, the topic might be the impact of carbon footprints and the PowerPoint might be on what the author plans to do to reduce their own carbon footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted information</li> <li>• Use a speech to text app.</li> <li>• Interactive whiteboard</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Sentence starters or sentences with missing words that the student can complete.</li> <li>• Support text (e.g., sentences, phrases, words) by symbols (e.g., Board maker), illustrations, photographs, objects, or tactile representations as needed.</li> <li>• Speech to text programs</li> <li>• Use a scribe.</li> </ul>

## Sample Items 7 & 8

### **Daily Living**

Teach about format by having students examine and complete everyday writing tasks.

- Create lists (for grocery shopping, packing, etc.).
- Script a voicemail message.
- Compose thank you cards.
- Create a daily schedule.
  - Teach sequencing in a meaningful context.
  - Be sure to use signal words such as first, second...when creating the schedule.
- Create a workout routine.
- Make a sign for a lemonade stand, bake sale, yard sale....

### **Leisure**

- Publish a blog or social media site.
- Create a script for an online video.
  - Great place to practice using transition phases such as “First, I will...”, or “In conclusion...”
- Write a poem for online or print publication.
- Write a song.
- Use social media to reach out to a friend.
- Write an itinerary.
- Plan a vacation.
- Journal about experiences.
- Write to a favorite author or celebrity.
- Write letters to friends or family.

### **Self-Advocacy**

- Write letters to editorial newspaper columns, government officials, or website.
- Communicate wants and needs via text message.
- Send invitations via email or handwritten notes inviting family and friends to an important event (e.g., chorus concert, sports event).

## Item 7

Writers often use pictures to show information in a different way.

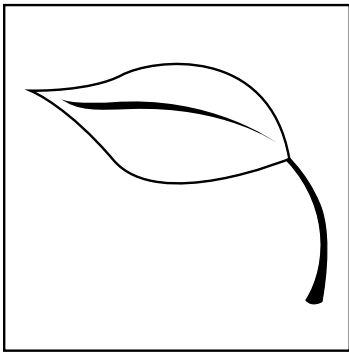
Here is some information. Listen for what this information is about.

A bicycle has wheels and a seat. It has handlebars that are used to steer. It also has pedals to push that make the bicycle go.

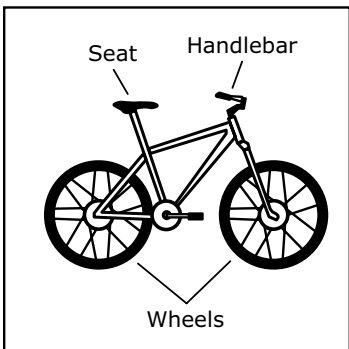
What is the best way to show this information?



- A. a photograph of a hot-air balloon



- B. a drawing of a leaf



- C. a labeled diagram of a bicycle

Would you like to read this question again, yes or no?

## Item 8

Here is some information.

Elephants are big animals that have four legs. They have a long trunk. There are two types of elephants. They live in different places. One type has big ears, and the other type has smaller ears.

What is the best heading for this information?

- A. Elephant Facts
- B. Dog Facts
- C. Ear Facts

Would you like to read this question again, yes or no?

## Sample Items 9–12

Alignment	Core Content Connector (CCC): 4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can describe the character and setting for a given text.</p> <p>I can select descriptive words that help develop the story.</p> <p>I can select descriptive words that convey an experience or event.</p> <p>I can identify the appropriate ending.</p>	<p><b>Graphic Organizers</b>            Story Map—Introduce simple story concepts (e.g., character, setting, plot and/or problem, solution, theme). Use blank graphic organizer to help map the story. Students look for story concepts/elements for each blank space on the map.</p> <p><b>Probable Passages</b>            This is a strategy that encourages students to predict the content of selections to be read. They create a predictive passage and then revise it based on their understanding of key elements of story structure.</p> <p>Step 1 – Activate prior knowledge</p> <ul style="list-style-type: none"> <li>• Ask students to identify story elements from previous books they have read.               <ul style="list-style-type: none"> <li>– Where and when did the story take place?</li> <li>– What happened as a result of the character's actions?</li> </ul> </li> <li>• Have students discuss how the characteristics of the story helped them to understand the story.               <ul style="list-style-type: none"> <li>– How did you learn about the characters?</li> <li>– How did you gather information about the setting?</li> </ul> </li> </ul> <p>Step 2 – Before reading word categorization</p> <ul style="list-style-type: none"> <li>• Predetermine terms that are significant to students' comprehension of the story.               <ul style="list-style-type: none"> <li>– Relate to elements of the story.</li> <li>– Identify unknown words.</li> </ul> </li> <li>• Discuss what the words mean and how they are related.</li> <li>• Students collaborate and place the words under the correct place in a graphic organizer.</li> </ul> <p>Step 3 – Before reading completion of graphic organizer (story frame)</p> <ul style="list-style-type: none"> <li>• Students now apply their understanding of story grammar by filling in the story passage graphic organizer using the categorized terms.</li> <li>• Be sure to model and think aloud to scaffold the process for students.</li> </ul> <p>Step 4 – Read the selected text.</p> <ul style="list-style-type: none"> <li>• Students read the selected text and make continuous comparisons between their predictions and what actually happens in the story &amp; then revise.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a talking/voice output device.</li> <li>• Use objects and images to represent vocabulary words and text structure components.</li> <li>• Use online tools to create story boards.</li> <li>• Graphic organizers</li> <li>• Use scribe so student can use verbal responses.</li> <li>• Student can scan an array of possible options and use a switch to select the correct answer when asked a question pertaining to a given text.</li> <li>• Use computer representation of text structures that can be manipulated with switch.</li> <li>• Place key aspects of text structure on a slant board or eye gaze board.</li> <li>• Incorporate movement as appropriate to retell events or key details from text.</li> <li>• Allow for multiple means for expression. A student may use a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer.</li> <li>• Phrase questions so that they require a "yes/no" response; these can easily be answered using an eye gaze, head turn, two switches, etc.</li> <li>• Use bright colors to call attention to key words.</li> <li>• Rewrite text to simplify plot and details.</li> </ul>

## Sample Items 9–12

### Story Impressions

- Provide introduction: “Today we’re going to make up what we think this story could be about.”
  - Direct students to the list of key concepts by saying, “Here are some clues about the story we’re going to read. We’re going to use these clues to write our own version of the story. After that, we’ll read the story together to see if the author had ideas similar to ours.”
  - After student read through the list of clues, brainstorm and record how the ideas might connect.
  - Using the brainstormed ideas, a class story is developed that ties together the clues.
  - The students read the author’s actual story and discuss how their story compares.
- Include additional images and illustrations to help convey the meaning of the text.
  - Graphic organizers
  - Highlight key text structure words within the context of the print.
  - Pre-made cards with story elements or information versus writing them
  - Use motivating objects to tell/ retell stories.
  - Provide students with real experiences before reading (e.g., go to the zoo before reading about animals).
  - Allow students to self-select text for study.
  - Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc.
  - Create games in which students interact with partners to retell story, determine story structure and information learned from text (e.g., sequence cards with images of story events and characters).
  - Create stories and text that involve the students and their interests and experiences.

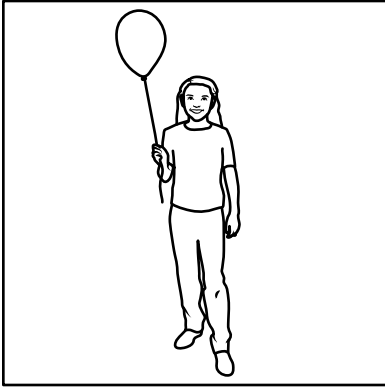


## Item 9

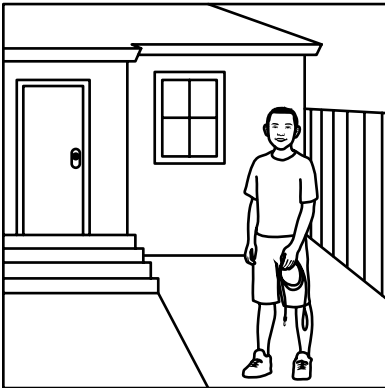
You are going to write a story. Your story is about a boy named Jim who has a problem with his dog.

First, you will write about the character. Remember, characters are the people in stories. In this story, the character is Jim.

Which sentence tells about the character Jim?



A. Some children like to play with balloons.



B. Jim lives in a small house with his dog.

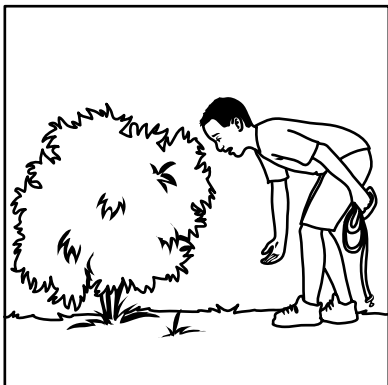
Would you like to read this question again, yes or no?

## Item 10

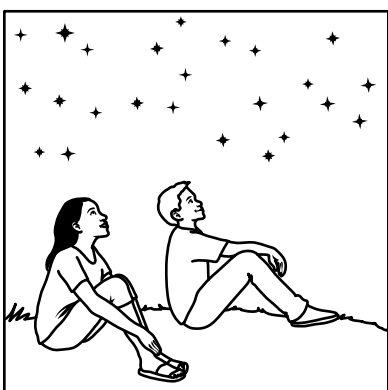
Jim lives in a small house with his dog.

Next, you will describe the character, Jim, and his dog.

Which sentence describes Jim and his dog?



A. The dog needs to go for a walk, but Jim cannot find the dog!



B. People like to sit and look at the stars at night.

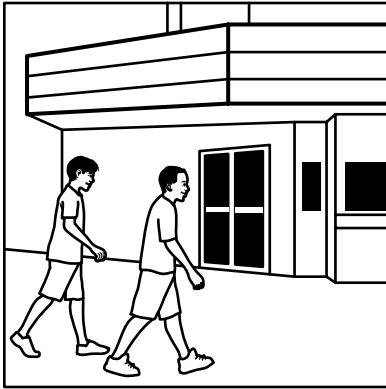
Would you like to read this question again, yes or no?

## Item 11

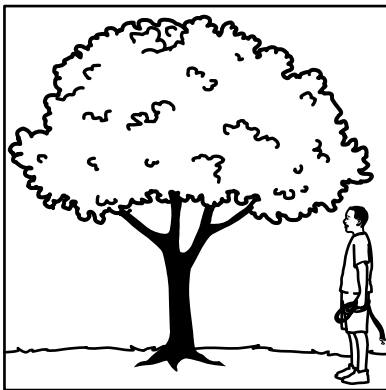
The dog needs to go for a walk, but Jim cannot find the dog!

Next, you will write about an event. Remember, events are what characters do in stories. In this story, Jim does something to find his dog.

Which sentence tells what Jim does?



A. Some people like to go to the movies.



B. Jim looks outside under a large tree.

Would you like to read this question again, yes or no?

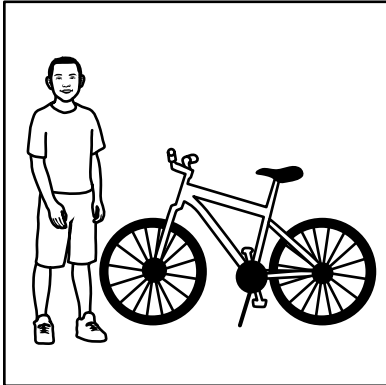
## Item 12

Jim looks outside under a large tree.

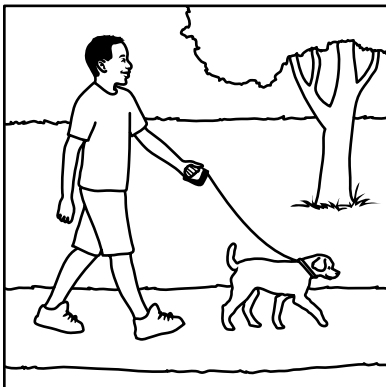
Let's read what you have written so far.

Jim lives in a small house with his dog. The dog needs to go for a walk, but Jim cannot find the dog! Jim looks outside under a large tree.

Which sentence ends the story?



A. Some students ride a bicycle to school.



B. Finally, Jim finds his dog and they go for a walk.

Would you like to read this question again, yes or no?

# **ELA Grade 5**

## Grade 5 Blueprint Table

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
<b>Reading: Literary Text</b>	Summarize a text from beginning to end in a few sentences. (5.RL.c2)	Identify what happens in the beginning of a story.	MC	1
		Identify what happens at the end of a story.		
		Sequence what happens, first, next, last.		
		Sequence the beginning, middle, and end of a story.		
		Identify a simple summary of a story, poem, or drama.		
	Refer to details and examples in a text when explaining what the text says explicitly. (5.RL.b1)	Recall details in a text.	MC	2
	Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. (5.RL.d1)	Identify the basic elements of a story (character, setting, events, or conflicts).	MC	3–4
		Describe characters, settings, and events within a story.		
		Use descriptions to identify two similar characters, settings, or events within a story.		
		With prompting and support, answer simple questions about how two of the elements are related.		
		Answer questions related to the relationship(s) between characters, setting, events, or conflicts.		
<b>Reading: Vocabulary</b>	Use context as a clue to determine the meaning of unknown or multiple-meaning words. (5.RWL.a2)	Identify multiple-meaning words.	MC	5
		Determine the meaning of an unknown words in a sentence by using context clues.		
<b>Writing</b>	Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (5.WI.d1)	Identify facts and details related to a specific topic.	MC	6
	Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect). (5.WI.b3)	Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect).	MC	7
	Produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g., to entertain), or audience (5.WL.h1)	Describe character and setting for a given context.	MC	8–11
		Select dialogue that helps develop the story.		
		Select descriptive words that convey an experience or event.		
		Identify the appropriate ending.		

\*MC = multiple-choice

## Sample Item 1

Alignment	Core Content Connector (CCC): 5.RL.c2 Summarize a text from beginning to end in a few sentences.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify what happens in the beginning of a story.</p> <p>I can identify what happens at the end of a story.</p> <p>I can sequence what happens, first, next, last.</p> <p>I can sequence the beginning, middle, and end of a story.</p> <p>I can identify a simple summary of a story, poem, or drama.</p>	<p><b>Story Map</b> During and after reading a text aloud, create a story map on an interactive whiteboard. The story map should contain the essential elements of the story (characters, setting, major plot points, resolution). The elements can be written or drawn. After the completion of the story and the story map, work collaboratively with the students to create a summary of the story.</p> <ul style="list-style-type: none"> <li>• Create graphic organizer to determine the sequence of a story.</li> <li>• Students use pictures to sequence a story.</li> <li>• Create a timeline with pictures from the text.</li> </ul> <p><b>GIST</b> GIST (Generating Interactions between Schemata and Text) is a strategy that asks readers to condense or summarize a text by generating a summary in their own words. For simple texts read aloud by the teacher, students can provide the GIST by identifying the some of the main events from the story. In longer Read-aloud texts, the teacher may stop every few pages and ask students to tell the GIST of what was read so far.</p> <p><b>Think, Pair, Share</b> Ask students to individually summarize the story. Then, the student meets with a peer to share their summaries. After the pairs share, a couple teams can share with the rest of the class.</p> <ul style="list-style-type: none"> <li>• Students in a small group tell one sentence to the student next to them, and subsequent students continue the sequence.</li> <li>• Students use sequence cards shown to the student to tell about a particular part of a story.</li> <li>• After creating a story map, students tell about the story.</li> <li>• After creating a story map, students point to the picture indicating the part of the story the teacher is discussing.</li> </ul>	<ul style="list-style-type: none"> <li>• Blank storyboards</li> <li>• Pre-drawn storyboard to use for sorting</li> <li>• Picture representations describing the possible details of the specific story</li> <li>• Cloze notes with picture supports for text and students input</li> <li>• Highlighted text</li> <li>• Simplified text options</li> <li>• Errorless learning techniques</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

## Sample Item 1

Learning Targets	Instructional Strategies	Scaffolds and Supports
	<p><b>Story Sorting</b> Visually represent the events of the story by making picture cards of each event. Then, individually, in small groups, or with the whole class sort the events in order. As the students sort, verbally summarize the various events.</p> <p><b>Think Aloud</b> To model summarization a teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop and summarize what was just read. At the end of the story, the teacher can provide another summary of the entire text to students.</p> <ul style="list-style-type: none"> <li>• Teacher creates a timeline while reading text, pausing to identify the sequence as it progresses.</li> <li>• Teacher reads text while engaging in think aloud at the end of each paragraph using one sentence.</li> </ul>	



**Item 1\***

What is the **best** summary of this story?

- A. Jack liked to go down the tall slide with his sister, Samantha. He wanted to try to go by himself, but he was scared. Jack finally went down the slide by himself.
- B. Jack was scared to go down the tall slide by himself. Jack sat at the top of the slide because he was scared. Jack's dad said Jack should keep trying.
- C. Jack went to the playground with his sister and his dad. Jack slid down the tall slide with his sister. Jack was too afraid to go down the slide by himself.

Would you like to read this question again, yes or no?

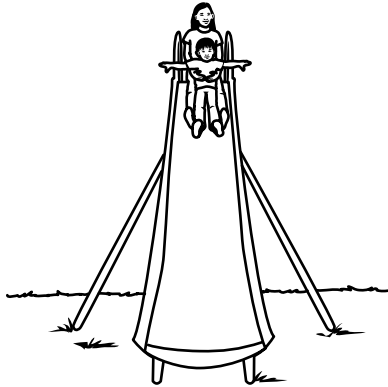
\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 2

Alignment	Core Content Connector (CCC): 5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
I can recall details in text.	<p><b>Think Aloud</b> To model asking literal questions (something that readers will need to learn how to do on their own), read aloud a text. Ask a series of questions before and during the read aloud. Then, as you ask the questions aloud, answer them. This will model for children how to self-question.</p> <p><b>Asking Questions</b> Comprehension of texts occurs as the students are reading texts. Readers should be asking themselves questions as they read texts to monitor their understanding of the story. Teachers can help facilitate this by asking a series of literal questions during a read aloud that the students will answer. In a small group, or whole classroom setting, ask students a series of literal questions about a story.</p> <ul style="list-style-type: none"> <li>• Use a System of Least Prompts when there is no response or an error on the student's part.</li> <li>• Begin by asking literal recall questions immediately after the answer is read in the text. Move towards asking questions at the end of text or chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive whiteboard</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or storyboards/ cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• The use of as many senses as possible to teach concepts (e.g., strawberries represented by strawberries or scent pods from candles or essential oils on cotton balls)</li> </ul>

## Item 2\*

We are going to read part of the story again.



After a while, Jack stopped holding onto Samantha. Samantha did all the holding. Jack liked to go down the slide with his arms out, like an airplane. He liked the feeling of the air on his cheeks and butterflies tickling in his stomach. Jack's heart always leapt a little when he went down the slide. He felt both safe and free.

"You can do it, Jack!" Dad exclaimed. Jack shook his head. Going down the slide alone was just too scary.

How did Jack like to go down the slide at this part of the story?

- A. on his stomach
- B. pretending to be an airplane
- C. with his legs crossed

Would you like to read this question again, yes or no?

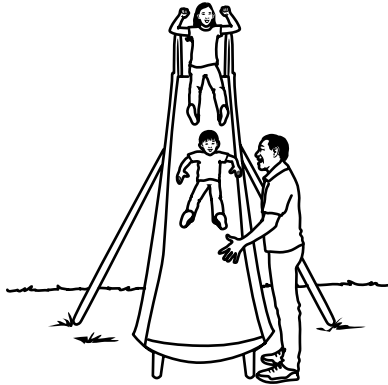
\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 3 & 4

Alignment	Core Content Connector (CCC): 5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the basic elements of a story.</p> <p>I can describe characters, settings, and events within a story.</p> <p>I can use descriptions to identify two similar characters, settings, or events within a story.</p> <p>I can answer simple questions about how two of the story elements are related.</p> <p>I can answer questions related to the relationship(s) between characters, setting, events, or conflicts.</p>	<p><b>Story Elements Chart</b> During and after reading a text, create a story elements chart with the class to answer questions about and make relationships between key details in the text.</p> <p><b>5W Questions</b> Before, during, and after reading the text, ask students 5 W Questions (examples are listed below):</p> <ul style="list-style-type: none"> <li>• Who are the characters in the story?</li> <li>• Where does the story take place?</li> <li>• When does this story take place?</li> <li>• What happened in the story?</li> <li>• Why do you think this happened?</li> </ul> <p><b>Think, Pair, Share</b> Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer, they can share their thoughts with the rest of the class.</p> <p><b>Discussion Webs</b> Write a question about the story in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write “Who are the characters?” in the middle of the web. Then, on extended lines students can offer responses to the question. During the discussion, ask students to draw relationships between the various elements.</p> <p><b>Think aloud</b> Model the thought processes that occur while reading the text. This may include asking questions while reading the text about the relationship between characters, the setting, the events, or the conflicts.</p>	<ul style="list-style-type: none"> <li>• Interactive whiteboard</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> </ul>

**Item 3\***

We are going to read part of the story again.



Jack sailed down the slide. He couldn't quite get his eyes to open, but he felt his heart leaping. He did it!

He felt the hug of his dad as he came to a stop.

"You did it!" Dad yelled, jumping up and down.

"You're so brave!" said Samantha, grinning from the top of the slide. "You want to go again?"

Jack beamed back. He sure did. Good things do happen to those who keep trying!

What did Dad and Samantha **both** do after Jack went down the slide by himself?

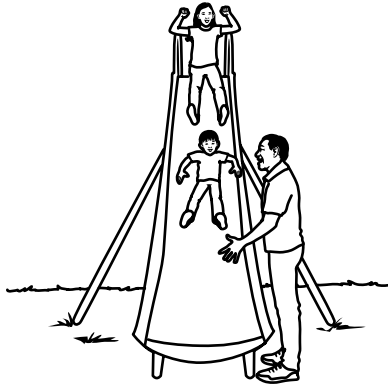
- A. Dad and Samantha nodded their heads.
- B. Dad and Samantha cheered for Jack.
- C. Dad nodded his head and Samantha cheered for Jack.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

**Item 4\***

We are going to read part of the story again.



Jack sailed down the slide. He couldn't quite get his eyes to open, but he felt his heart leaping. He did it!

He felt the hug of his dad as he came to a stop.

"You did it!" Dad yelled, jumping up and down.

"You're so brave!" said Samantha, grinning from the top of the slide. "You want to go again?"

Jack beamed back. He sure did. Good things do happen to those who keep trying!

Which sentence compares how **both** Jack and Dad felt after Jack went down the slide by himself?

- A. Jack felt scared, and Dad felt excited.
- B. Jack felt proud, and Dad felt excited.
- C. Jack felt brave, and Dad felt nervous.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 5

Alignment	Core Content Connector (CCC): 5.RWL.a2 Use context as a clue to determine the meaning of unknown or multiple-meaning words.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify multiple-meaning words.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Think Aloud</b> Talk through an example with students using the following process:</p> <ul style="list-style-type: none"> <li>• Stop and reread the sentence with the unfamiliar word.</li> <li>• Identify the context clues.</li> <li>• Make an educated guess about the word's meaning.</li> <li>• Read the sentence again, substituting your definition for the unknown word.</li> </ul> <p><b>Word Games</b> Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</p> <p><b>Word Sorts</b> Teach words parts using Word Sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Use online dictionaries to pronounce words and read definitions.</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Use prewritten sentences with missing words.</li> <li>• Use words paired with pictures, symbols, or objects.</li> <li>• Pre-teach vocabulary.</li> <li>• Highlight vocabulary words within the context of the print.</li> <li>• Create word walls.</li> <li>• Use motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary.</li> <li>• Use drawings, interactive computer games, or images to have students express word meaning.</li> </ul>

**Item 5\***

We are going to read part of the story again. Listen for clues that tell what the word **attempt** means.

“As Jack thought, he realized he had gotten braver with each **attempt** at the slide over the year. Maybe he could be a little more brave today.”

What does the word **attempt** mean in this sentence?

- A. try
- B. stop
- C. doubt

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.



## Sample Item 6

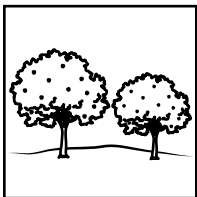
Alignment	Core Content Connector (CCC): 5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
I can identify facts and details related to a specific topic.	<p><b>Graphic Organizer</b> Use an evidence tracker to record claims an author makes.</p> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>• Use Example/Non-Example to teach fact vs. opinion.</li> <li>• Provide facts and opinions on a topic to be sorted into categories.</li> </ul> <p><b>Think-Pair-Share</b></p> <ul style="list-style-type: none"> <li>• What words in this sentence, line or paragraph are the most important and why?</li> <li>• If you could choose one idea from this page as the most important one, which would it be and why?</li> <li>• How can you tell the author thinks a certain idea is the most important and why?</li> <li>• What is the most important idea you've gotten from the text and why?</li> <li>• Use a System of Least Prompts as needed to provide feedback.</li> </ul> <p><b>Model to Understand</b> Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (multiple colors—one for claims and one for evidence supporting the claims) such as facts, opinions, or claims.</p>	<ul style="list-style-type: none"> <li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Add images that represent important information.</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>

## Item 6

Which fact is about painting?



A. Some artists use paints.



B. Apples grow on trees.

Would you like to read this question again, yes or no?

## Sample Item 7

Alignment	Core Content Connector (CCC): <b>5.WI.b3</b> Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the relationship of a set of items in various categories.</p>	<p><b>Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several different types of informational texts or multi-media (i.e., magazine, online, or newspaper article) for students to use to make comparisons.</li> <li>Provide sentences or sets of sentences with signal words that indicate a specific text structure.</li> <li>Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer.</li> </ul> <p><b>Sort to Understand</b></p> <p>Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.</p> <p>Provide signal words that describe each type of structure as follows:</p> <ul style="list-style-type: none"> <li><i>Cause and Effect</i>: since, because, made, for this reason.</li> <li><i>Chronology</i>: first, second, third, before, after, when.</li> <li><i>Compare and Contrast</i>: similar, different, on the other hand, but, however.</li> <li><i>Problem and solution</i>: problem, solution, dilemma, if and then, puzzling.</li> </ul> <p><b>Think-Pair-Share</b></p> <ul style="list-style-type: none"> <li>Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.</li> <li>Ask students, "What structure does the author use in this text?" Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used. Students may answer these questions to help determine the text structure: <ul style="list-style-type: none"> <li><i>Cause and Effect</i>: What happened? What was the cause?</li> <li><i>Chronology</i>: What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next?</li> <li><i>Compare and Contrast</i>: What is being compared? Does the author point to similarities and differences?</li> <li><i>Problem and solution</i>: What was the problem? What was the solution? Was the problem solved?</li> </ul> </li> <li>Pair students and have them discuss their thoughts about the structure.</li> <li>Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure.</li> </ul>	<ul style="list-style-type: none"> <li>Highlighted information within the text (e.g., signal words)</li> <li>Interactive whiteboard</li> <li>Content delivered using multi-media (e.g., book, storyboard, video, computer)</li> <li>Provide a signal word chart.</li> <li>Copies of informational texts for each student</li> <li>Various informational texts</li> <li>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>Repeated exposure to content and strategies</li> <li>Pair each type of text structure with a symbol.</li> </ul>

## Item 7

Clarissa is preparing to put things away at her house. Here is Clarissa's list.

fork

soap

pan

towel

plate

toothbrush

What is the best way for Clarissa to organize her list of things to put away at her house?

- A. in order from what happens first to what happens last
- B. into groups to show which room each item belongs in
- C. into groups of what to throw out and what to keep

Would you like to read this question again, yes or no?

## Sample Items 8–11

Alignment	<b>Core Content Connector (CCC): 5.WL.h1</b> Produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g., to entertain), or audience	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can describe character and setting for a given context.</p> <p>I can select dialogue that helps develop the story.</p> <p>I can select descriptive words that convey an experience or event.</p> <p>I can identify the appropriate ending.</p>	<p><b>Graphic Organizers</b>            Story Map-Introduce simple story concepts (i.e., character, setting, plot and/or problem, solution, theme). Use blank graphic organizer to help map the story. Students look for story concepts/elements for each blank space on the map.</p> <p><b>Probable Passages</b>            This is a strategy that encourages students to predict the content of selections to be read. They create a predictive passage and then revise it based on their understanding of key elements of story structure.</p> <p>Step 1 – Activate prior knowledge.</p> <ul style="list-style-type: none"> <li>Ask students to identify story elements from previous books they have read.               <ul style="list-style-type: none"> <li>Where and when did the story take place?</li> <li>What happened as a result of the character's actions?</li> </ul> </li> <li>Have students discuss how the characteristics of the story helped them to understand the story.               <ul style="list-style-type: none"> <li>How did you learn about the characters?</li> <li>How did you gather information about the setting?</li> </ul> </li> </ul> <p>Step 2 – Before reading word categorization</p> <ul style="list-style-type: none"> <li>Predetermine terms that are significant to students' comprehension of the story.               <ul style="list-style-type: none"> <li>Relate to elements of the story.</li> <li>Identify unknown words.</li> </ul> </li> <li>Discuss what the words mean and how they are related.</li> <li>Students collaborate and place the words under the correct place in a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Use a talking/voice output device.</li> <li>Use objects and images to represent vocabulary words and text structure components.</li> <li>Use online tools to create story boards.</li> <li>Graphic organizers</li> <li>Use scribe so student can use verbal responses.</li> <li>Student can scan an array of possible options and use a switch to select the correct answer when asked a question pertaining to a given text.</li> <li>Use computer representation of text structures that can be manipulated with switch.</li> <li>Place key aspects of text structure on a slant board or eye gaze board.</li> <li>Incorporate movement as appropriate to retell events or key details from text.</li> <li>Allow for multiple means for expression. A student may use a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer.</li> <li>Phrase questions so that they require a "yes/no" response; these can easily be answered using an eye gaze, head turn, two switches, etc.</li> </ul>

## Sample Items 8–11

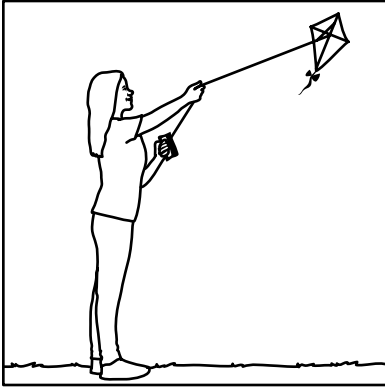
	<p>Step 3 – Before reading completion of graphic organizer (story frame)</p> <ul style="list-style-type: none"> <li>• Students now apply their understanding of story grammar by filling in the story passage graphic organizer using the categorized terms.</li> <li>• Be sure to model and think aloud to scaffold the process for students.</li> </ul> <p>Step 4 – Read the selected text.</p> <ul style="list-style-type: none"> <li>• Students read the selected text and make continuous comparisons between their predictions and what actually happens in the story &amp; then revise.</li> </ul> <p><b>Story Impressions</b></p> <ul style="list-style-type: none"> <li>• Provide introduction: “Today we’re going to make up what we think this story could be about.”</li> <li>• Direct students to the list of key concepts by saying, “Here are some clues about the story we’re going to read. We’re going to use these clues to write our own version of the story. After that, we’ll read the story together to see if the author had ideas similar to ours.”</li> <li>• After student read through the list of clues, brainstorm and record how the ideas might connect.</li> <li>• Using the brainstormed ideas, a class story is developed that ties together the clues.</li> <li>• The students read the author’s actual story and discuss how their story compares.</li> </ul>	<ul style="list-style-type: none"> <li>• Use bright colors to call attention to key words.</li> <li>• Rewrite text to simplify plot and details.</li> <li>• Include additional images and illustrations to help convey the meaning of the text.</li> <li>• Graphic organizers</li> <li>• Highlight key text structure words within the context of the print.</li> <li>• Pre-made cards with story elements or information versus writing them</li> <li>• Use motivating objects to tell/retell stories.</li> <li>• Provide students with real experiences before reading (e.g., go to the zoo before reading about animals).</li> <li>• Allow students to self-select text for study.</li> <li>• Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc.</li> <li>• Create games in which students interact with partners to retell story, determine story structure and information learned from text (e.g., sequence cards with images of story events and characters).</li> <li>• Create stories and text that involve the students and their interests and experiences.</li> </ul>
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## Item 8

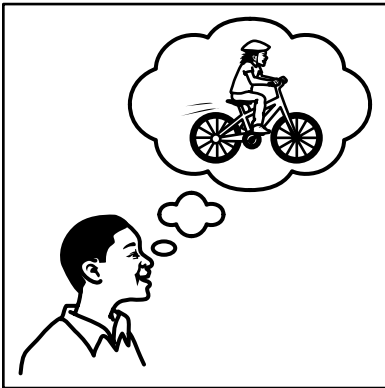
You are going to write a story. Your story is about a boy named Carlos and his sister.

First, you will write about the character. Remember, characters are the people in stories. In this story, one of the characters is Carlos.

Which sentence tells about the character, Carlos, and about the story?



A. Kites are fun to fly when it is windy.



B. Carlos wants to help his sister learn how to ride her bike.

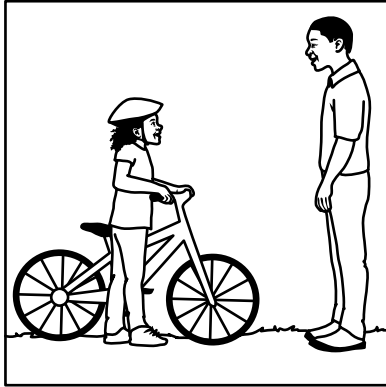
Would you like to read this question again, yes or no?

## Item 9

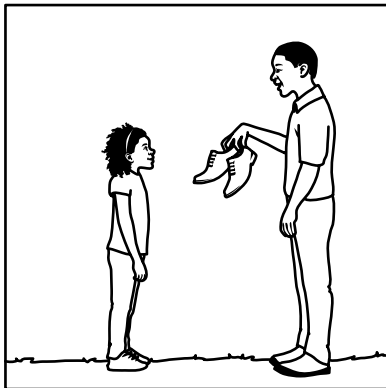
Carlos wants to help his sister learn how to ride her bike.

In the story, Carlos talks to his sister.

What would Carlos say to his sister, and what would his sister say to Carlos?



- A. Carlos asked his sister, "Would you like me to teach you to ride your bike?"  
His sister said, "Yes! I would love your help!"



- B. Carlos said to his sister, "I need to buy a new pair of shoes."  
His sister said, "Okay."

Would you like to read this question again, yes or no?



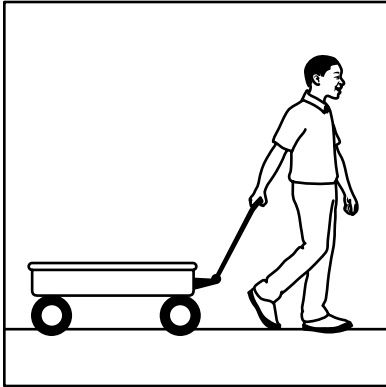
## Item 10

Carlos asked his sister, "Would you like me to teach you to ride your bike?"

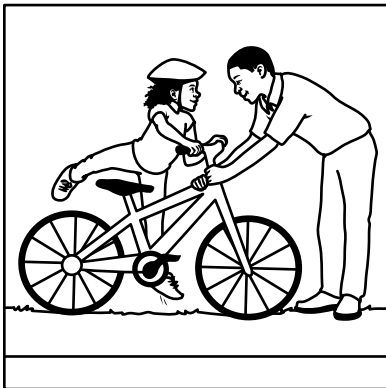
His sister said, "Yes! I would love your help!"

In the story, Carlos helps his sister get on her bike.

Which sentence best helps you imagine or picture what Carlos did?



A. He pulled a shiny new wagon.



B. Carlos carefully held the bike while his sister hopped on the seat.

Would you like to read this question again, yes or no?

## Item 11

Let's read the story so far.

Carlos wants to help his sister learn how to ride her bike.

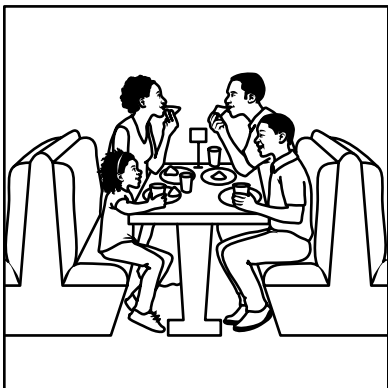
Carlos asked his sister, "Would you like me to teach you to ride your bike?"

His sister said, "Yes! I would love your help!"

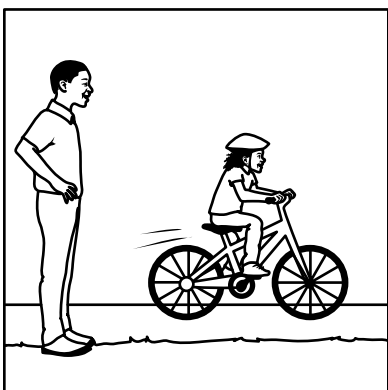
Carlos carefully held the bike while his sister hopped on the seat.

Now, you will choose the end to the story.

Which ending fits this story?



A. Carlos and his sister ate dinner at a restaurant with their parents.



B. With Carlos's help, his sister was able to ride her bike.

Would you like to read this question again, yes or no?

With Carlos's help, his sister was able to ride her bike.

Now your story is finished. I will read your completed story to you.

Carlos wants to help his sister learn how to ride her bike. Carlos asked his sister, "Would you like me to teach you to ride your bike?"

His sister said, "Yes! I would love your help!"

Carlos carefully held the bike while his sister hopped on the seat. With Carlos's help, his sister was able to ride her bike.







**Sample Item Teacher Guide**  
**English Language Arts (ELA)**  
**Grades 6–7**



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# About this Guide

This MSAA Sample Item Teacher Guide can help teachers use the newly released sample items as a formative assessment tool, allowing teachers to understand what students may be able to know and do based on the sample items, and how teachers can respond to this information through instruction. The MSAA newly released sample items are intended to be used for several different purposes as outlined in the TAM, including to allow students to practice and become familiar with the testing platform and to ensure students are familiar with the item types and accessibility tools. These guides provide directions for using the sample items in an additional way: as an instructional tool.

## Guide Terminology

The MSAA Sample Item Teacher Guide for each grade band and content area include the following:

- **Sample Item Blueprint Table.** A high-level overview of the items in each set that shows: the standard and learning targets the items align to, item type, and item position.
- **Item Information.** Information about item alignment, including learning targets, instructional strategies, and scaffolds and supports.
- **Student Item Thumbnail Image.** Item thumbnails are intended to help teachers easily identify the specific items in the guide as they administer the sample items through the online platform utilizing the Directions for Test Administration (DTA).

Item types in the sample item sets include the following:

- **Selected Response**
  - Multiple choice—Students select one answer from two or three possible choices
- **Constructed Response**
  - Constructed response—Students respond to a question by developing an answer rather than selecting an answer from answer options
- **Writing Prompt: ELA**
  - Open-response writing prompt—Students produce a permanent product in response to a prompt; for 2020–2021 released sample items, these will be found in grade 6 only.

## MSAA Sample Item Platform

To access MSAA's Sample Items, go to [www.msaaassessment.org/tap/sample-items](http://www.msaaassessment.org/tap/sample-items).

## Introduction to Formative Assessment

It is important to remember that formative assessment is not a test. It is a process, a practice that is part of instruction. In effective formative instruction, teachers use a variety of methods to determine what students understand and can do and adjust instruction accordingly.

## Formative Assessment Data

Students and teachers are the primary users of formative assessment data. These data have the greatest effect on learning and instruction because feedback for both student and teacher occurs over a very short or nearly instantaneous time period. This allows for adjustments in instruction, reteaching, and additional practice with learning targets to occur.



## How Best to Use the ELA Item Sets

The content in this section explains each component of the item sets and how they can best be incorporated into the classroom.

### ELA Blueprint Table

The ELA blueprint table/overview should be used to help select the sample item(s) that will provide the best evidence of student learning. The learning targets differentiate between the type of evidence each item will provide. The item type informs the type of interaction that the student will have to perform to respond to the item. Items that address reading standards are grouped by passage set; each passage set primarily addresses standards in genre-specific content categories.

To obtain evidence of understanding for each grade-level standard, teachers can do the following:

- Access the sample items for the students' grade level.
- Use items individually as the learning targets are covered in class.
- Use the items in small groups to address a series of learning targets that focus on one standard.
- Use the entire sample item set to measure students' understanding of learning targets before, during, or after instruction.
- Review sample item sets from lower grades to build understanding of prerequisite skills for a given standard.
- Review sample item sets from higher grades to know how standard and item information build from the target grade.
- Use the sample items as models to create additional items to assess the standards.

**Please note: The passages for items that assess reading standards can be accessed in the DTA and computer-based testing platform.**

### Next Steps for Formative ELA Item Data

After obtaining data that serve as evidence of student understanding, educators should evaluate and interpret the data to identify gaps in student understanding.

Once gaps in understanding are identified, students need appropriate feedback.

After feedback is provided to the students, educators should consider documenting the instructional modifications and supplementations provided to the students. Whether a student is undergoing relearning or learning a new concept, plans can be made, documented, and implemented on how to best scaffold that learning. Teachers can use the learning targets to help guide which specific modifications, supplementations, and scaffolding will best support the student.

# **ELA Grade 6**

## Grade 6 Sample Item Blueprint

Domain	Standard	Learning Target(s)	Item Type*	Item Position
<b>Reading: Informational</b>	Summarize information gained from a variety of sources including media or texts. (6.RI.b4)	Identify a topic from a single source.	MC	1
		Identify the details, ideas, or opinions linked to the topic from a single source.		
		Identify a common topic from two or more diverse sources (e.g., presented visually, qualitatively, orally).		
		Identify common information (e.g., details, ideas, opinions) from multiple diverse sources (e.g., presented visually qualitatively, orally).		
	Provide a summary of the text distinct from personal opinions or judgments. (6.RI.c2)	Identify the main idea of a text.	MC	2–3
		Identify key details related to the main idea of a text.		
		Identify a factual/summary statement about the text.		
	Determine how key individuals, events, or ideas are elaborated or expanded on in a text. (6.RI.g4)	Identify important people, events, or ideas in the text.	MC	4
		Identify a description of an event or individual in a text.		
		Create a timeline of how one individual or idea is developed in text section.		
	Evaluate the claim or argument; determine if it is supported by evidence. (6.RI.g6)	Identify a fact from the text.	MC	5
		Identify a claim from the text.		
		Differentiate a fact versus a claim.		
<b>Reading: Vocabulary</b>	Use context to determine the meaning of unknown or multiple meaning words. (6.RWL.a1)	Identify multiple-meaning words.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		

\*MC = multiple-choice  
OR = open response

Domain	Standard	Learning Target(s)	Item Type*	Item Position
Writing	Organize ideas and events so that they unfold naturally. (6.WL.c1)	Identify the order of events given a short passage/text.	MC	7
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (6.WL.c3)	Match transition words, phrases, and clauses within a text.	MC	8
	Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). (6.WI.h2)	Identify the text structure of a provided text.	MC	9–13
		Identify an appropriate introduction that matches a given informational text.		
		Identify a relevant fact, quote, example, detail, or definition that addresses the topic.		
		Identify precise language within a provided informational text.		
		Identify the appropriate concluding section for a provided informational text.		
	Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). (6.WI.h2)	Ability to provide an introduction that includes context/background information to establish a central idea or focus about a topic.	OR	14–15
		Ability to organize ideas, concepts, and information (e.g., using descriptions, classification, comparison/contrast, cause/effect).		
		Ability to use precise language and domain-specific vocabulary to inform about or explain the topic.		
		Ability to develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.		
		Ability to use standard English conventions (capitalization, end punctuation, subject/verb agreement).		

\*MC = multiple-choice  
OR = open response

## Sample Item 1

Alignment	Core Content Connector (CCC): 6.RI.b4 Summarize information gained from a variety of sources including media or texts.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a topic from a single source.</p> <p>I can identify the details, ideas, or opinions linked to the topic from a single source.</p> <p>I can identify a common topic from two or more diverse sources.</p> <p>I can identify common information from multiple diverse sources.</p>	<p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• Keep a record of important information from various sources using a graphic organizer.</li> <li>• Keep record of recurring topic as the text is read—noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text).</li> <li>• Use a graphic organizer (e.g., t-chart) to record information from diverse sources.</li> <li>• Use a <u>System of Least Prompts</u> as needed to provide feedback.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>• Teacher think aloud of topic and evidence from sources.</li> <li>• Tell the students what the question(s) is prior to reading text. Have students identify sentences in the text that provide important information or answer the question.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Keep record of recurring topic as the text is read—noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text).</li> <li>• Place text on overhead or interactive whiteboard. Model identifying the topic.</li> <li>• Model using a graphic organizer to summarize information gained from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, objects, or tactile representations to illustrate the topic, events, or details</li> <li>• Sentence strips that reflect supporting details about the topic</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> </ul>

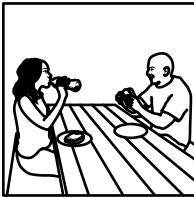
**Item 1\***

A summary tells what happens in the text.

Which sentence provides a summary of the text and the time line?



A. Pearls are used to make earrings.



B. People enjoy having picnics at Crater of Diamonds State Park.



C. People have found diamonds at Crater of Diamonds State Park since 1906.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 2 & 3

Alignment	Core Content Connector (CCC): 6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the main idea of a text.</p> <p>I can identify key details related to the main idea of a text.</p> <p>I can identify a factual or summary statement about the text.</p>	<p><b>Write to Understand</b></p> <p>Use a sequence chart to record events as they happen in a story, poem, or drama. Use <u>System of Least Prompts</u> as needed to provide feedback.</p> <p><b>Discuss to Understand</b></p> <p><b>Teach Using Word Splash</b></p> <ol style="list-style-type: none"> <li>1. Read through the text and decide on key words, phrases, and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.</li> <li>2. Type or write, then copy, for individual students or small groups.</li> <li>3. Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. Allow students to make predictions about the central idea of the text in their groups.</li> <li>4. Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups.</li> </ol> <p><b>One-Sentence Paraphrase (1SP).</b></p> <ol style="list-style-type: none"> <li>1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.</li> <li>2. Read the first paragraph with the class. Cover the paragraph. Ask students to write <b>one</b> sentence that reflects their understanding of the paragraph.</li> <li>3. Share several sentences, looking for similarities and differences.</li> <li>4. Read the next paragraph and continue the process.</li> </ol> <p><b>Model to Understand</b></p> <p>Model the following summarizing steps:</p> <ol style="list-style-type: none"> <li>1. Go through the passage and delete trivial or unnecessary material.</li> <li>2. Delete redundant or repeated material.</li> <li>3. Model how to substitute terms for lists (e.g., substitute flowers for daisies, tulips, and roses).</li> <li>4. Model how to create a one-sentence summary based on steps 1–3.</li> <li>5. Teach students to make notes in the margins (e.g., questions for discussion or future thinking, notes to identify important information, comments about content); notes can be on sticky notes, if writing in the book is not appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>• Highlighted important information; crossed-out unimportant information in a version (e.g., read clean version, use marked-up version to write summary)</li> <li>• Picture/object/tactile representations to illustrate and sequence important events in the text</li> <li>• Sentence strips that summarize the beginning, middle, and end of the text for sequence</li> <li>• Sample text and three proposed summaries</li> </ul>

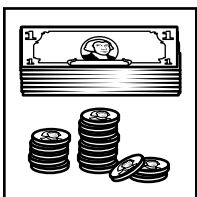
**Item 2\***

A summary includes information from the text. It does not include the reader's opinion.

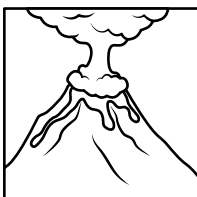
Which sentence belongs in a summary of this text?



A. People like to give gifts.



B. Diamonds cost a lot of money.



C. Diamonds can be found near where volcanoes once were.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.



### Item 3\*

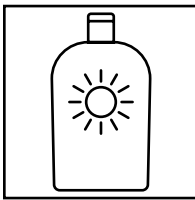
A summary includes information from the text. It does not include the reader's opinion.

One sentence that belongs in a summary of this passage is "Diamonds can be found near where volcanoes once were."

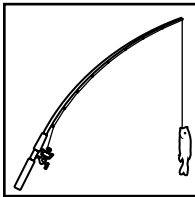
Which sentence also belongs in a summary of this text?



- A. People can visit Crater of Diamonds State Park in Arkansas to dig for diamonds.



- B. You should be sure to wear sunscreen when you dig for diamonds.



- C. Many state parks have lakes where people can swim and fish.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 4

Alignment	Core Content Connector (CCC): <b>6.RI.g4</b> Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify important people, events, or ideas in the text.</p> <p>I can identify a description of an event or individual in a text.</p> <p>I can create a timeline of how one individual or idea is developed in text section.</p>	<p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Biography Posters:</b> Students can present information they learned about a key individual by creating a biography poster. Within the poster, students can draw a picture of the figure, and then create symbols around the picture to show various aspects of the person's life. Specifically, students should describe how key individuals are introduced in a text, how they are illustrated in a text, and how they are elaborated upon in a text. Students can also analyze how individuals interact with other individuals or events, or how individuals influence ideas or events.</li> <li>• <b>Time Lines:</b> Individually, in pairs, or with the whole class, students can draw a time line to record important events in history or important milestones in a well-known person's life. Students can create multiple time lines of the same historical period to compare the influence of one thing on something else (e.g., time line of important events of the Civil Rights movement and a time line of historical Civil Rights legislature that was passed as a result).</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Socratic Seminar:</b> To encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about a specific individual, event, or idea from the text. These questions should go beyond literal (who, what, when, where) questions and should begin to ask children to delve deeper about the topic (how and why). Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.</li> <li>• <b>Oral Reports:</b> After learning about key individuals, events, or ideas, students can prepare an oral report about the topic. Students should consider how key individuals are introduced in a text, how they are illustrated in a text, and how they are elaborated upon in a text. Students can also analyze how individuals interact with other individuals or events, or how individuals influence ideas or events. Students should consider the audience (e.g., classmates) when making the report. Then, based on the information learned, students can deliver their informational report to classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials (paper, writing utensils, pictures, symbols, posterboard) for biography posters</li> <li>• Blank time lines</li> <li>• Various informational texts</li> <li>• Interactive whiteboard</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Repeated exposure to content and strategies</li> <li>• Read-aloud texts</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Color-coded text</li> <li>• Simpler or shorter text of the same content with the same key events or details</li> </ul>

## Sample Item 4

### Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself. During this Think Aloud, teachers should specifically address how individuals interact with other individuals or events, or how individuals influence ideas or events.

**Item 4\***

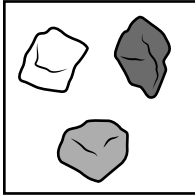
We are going to read part of the text again.

The diamonds used to make jewelry are mostly clear, precious stones called gems. Diamonds are worth a lot of money. The diamonds that are used in jewelry have sharp edges and flat sides. They sparkle. In nature, diamonds are rounded and do not sparkle. The diamonds found at the Crater of Diamonds are white, brown, or yellow.

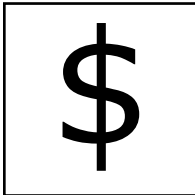
What fact does the author use to show that diamonds found in nature are not worth as much money as the sharp, sparkly diamonds used in jewelry?



A. Diamonds used to make jewelry are precious.



B. Diamonds found in nature are rounded and do not sparkle.



C. Sports cars are expensive to buy.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 5

Alignment	Core Content Connector (CCC): 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a fact from a text.</p> <p>I can identify a claim from the text.</p> <p>I can differentiate a fact versus a claim.</p>	<p><b>Write to Understand</b></p> <p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Use an evidence tracker to record claims an author makes.</li> <li>• Teach the skill of evaluating claims using a task analysis.</li> </ul> <p><b>Annotating the Text</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to “mark up” the text by highlighting important information, such as claims an author makes and supporting evidence, definitions, key vocabulary.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Place text on overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions:               <ul style="list-style-type: none"> <li>– What does the title suggest?</li> <li>– Who is the author? Is the author a reliable source?</li> <li>– What is the author’s claim?</li> <li>– How does the author support the claim with evidence?</li> <li>– What is the publication date?</li> <li>– What is my background knowledge on the issue?</li> </ul> </li> <li>• Model the process of reading an argument.               <ul style="list-style-type: none"> <li>– Read through once for an initial impression.</li> <li>– Read/review the argument several times.</li> <li>– Annotate as you read.</li> <li>– Highlight key terms and important information.</li> <li>– Evaluate the evidence.</li> </ul> </li> <li>• Use example/non-example to teach fact vs. claim.</li> <li>• Model using a graphic organizer to record arguments, facts, and claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> <li>• Pictures, objects, or tactile representations to illustrate the topic, events, or details</li> <li>• Sentence strips that reflect supporting details about the topic</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>

**Item 5\***

We are going to read part of the text again. Then you will be asked a question about the author's claim that the park is an exciting place to visit.



Today people can go to the park for a picnic. Visitors can also search for any diamonds that may remain. To search for diamonds, visitors need some tools. For example, it is useful for visitors to have a shovel and pail because they will probably need to dig to find a diamond.

It is also important for visitors to think about the weather. The ground will be wet after a rainstorm. Visitors should wear suitable clothes for getting muddy, such as boots and old clothes. Bringing a hat and sunscreen are a good idea if it is sunny.

Imagine going to a park and finding a diamond! Now, that's an exciting day at the park.

A claim is what the author thinks about the topic.

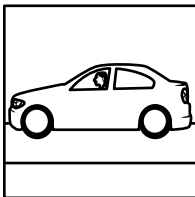
Which fact supports the author's claim that Crater of Diamonds State Park is an exciting place to visit?



A. You can find a diamond.



B. You can wear a hat.



C. You can see a road.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 6

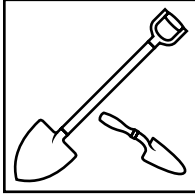
Alignment	Core Content Connector (CCC): 6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify multiple-meaning words.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Think Aloud</b> Talk through an example with students using the following process:</p> <ol style="list-style-type: none"> <li>1. Stop and reread the sentence with the unfamiliar word.</li> <li>2. Identify the context clues.</li> <li>3. Make an educated guess about the word's meaning.</li> <li>4. Read the sentence again, substituting your definition for the unknown word.</li> </ol> <p><b>Word Games</b> Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</p> <p><b>Word Sorts</b> Teach vocabulary words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed, where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Online dictionaries that pronounce words and read aloud definitions</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Prewritten sentences with missing words</li> <li>• Words paired with pictures, symbols, or objects</li> <li>• Pre-taught vocabulary</li> <li>• Highlighted vocabulary words within the context of the print</li> <li>• Word walls</li> <li>• Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary</li> <li>• Drawings, interactive computer games, or images that allow students to express word meaning</li> </ul>

### Item 6\*

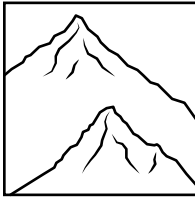
We are going to read part of the text again. Listen for clues that tell you what the word **gems** means.

The diamonds used to make jewelry are mostly clear, precious stones called **gems**. Diamonds are worth a lot of money. The diamonds that are used in jewelry have sharp edges and flat sides. They sparkle. In nature, diamonds are rounded and do not sparkle. The diamonds found at the Crater of Diamonds are white, brown, or yellow.

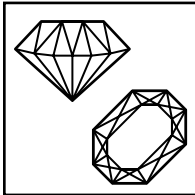
What does the word **gems** mean in this sentence?



A. shovels



B. mountains



C. stones

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.





## Sample Item 7

Alignment	Core Content Connector (CCC): 6.WL.c1 Organize ideas and events so that they unfold naturally.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the order of events given a short passage or text.</p>	<p><b>Story Maps</b></p> <ol style="list-style-type: none"> <li>1. Discuss the main components of a story (e.g., characters, setting, plot, and theme OR beginning, middle, end).</li> <li>2. Provide each student with a blank story map organizer and model how to complete it.</li> <li>3. As students read, have them complete the story map. After reading, they should fill in any missing parts.</li> </ol> <p><b>Story Chain</b></p> <p>Come up with a topic and, as a class, complete a story chain.</p> <p><b>Draw</b></p> <p>Have students draw a series of pictures that tell a story. They may want to illustrate a few scenes from a book or a movie. Then have them cut the pictures out and have a partner put the pictures in order. What clues let them know how to order the pictures? Challenge students to write a caption for each picture, using transitions or signal words where appropriate.</p> <p><b>Do-It-Yourself</b></p> <p>Have students write a do-it-yourself guide to completing an activity. This may be a guide that teaches how to cook something, build something, or even do a dance. Encourage children to be creative. Remind them to use transitions or time-order words as they write their guides. Then have students swap their work and read how to do the activity. Have them circle the transition words their partner used and follow the guide to learn something new. Afterward, have students talk about how the transition words helped them determine the order of events.</p> <p><b>Sequence Cards</b></p> <p>Use any blank sheet of paper. Fold the paper into squares. Ask kids to think of something that requires “steps.” Have them draw the steps they know in the order in which the steps occur. For example, have them draw each step it takes to brush their teeth or make a sandwich. You can pull in ideas from the other content areas such as science, math, social studies, gym, etc. (e.g., write out the steps of the life cycle of a butterfly; write out the steps for solving an addition or subtraction problem.)</p> <p><b>Time Lines</b></p> <p>Have students make a timeline of their own life. Once students understand the process of charting important milestones on a timeline, topics from the social studies curricula can be used.</p>	<ul style="list-style-type: none"> <li>• Visual/concrete objects paired with ordering activities</li> <li>• “How to” steps for curriculum expectations</li> <li>• Graphic organizers for the student to record ordered information (e.g., Story Retelling Rope; Somebody, Wanted, But, So, Then)</li> <li>• Provide prompts/sentence starters for each section on a story map</li> <li>• Prediction questions involving ordering of events</li> <li>• Computers and/or assistive technology (inspirations for graphic organizers to assist text development)</li> <li>• Numbers and letters to represent order</li> <li>• Color coding for ordering story parts (beginning=green, middle=yellow, end=red)</li> <li>• Cloze activities, where one part is missing for the student to complete, and gradually increase the number of missing parts</li> <li>• A series of picture cards that illustrate the main events and have students sort them in order</li> <li>• Wordless books (<i>Pancakes for Breakfast</i> by Tomie dePaola details a woman making pancakes or the wordless adventures of Mark Newgarden’s a small dog named Bow-Wow (e.g., <i>Bow-Wow Bugs a Bug</i>)</li> <li>• Sequence sticks</li> </ul>

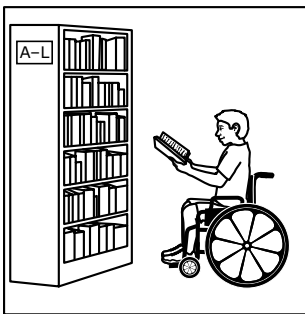
## Item 7

Story writers include events in the order they happen.

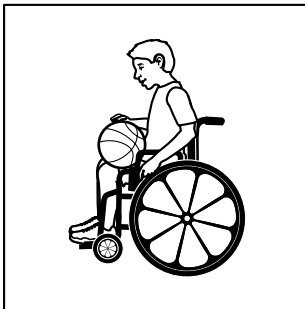
We are going to read two events from a story. Choose the event that happens in the middle.

 <p>Paul went to the library.</p>		 <p>Paul read his book at the library.</p>
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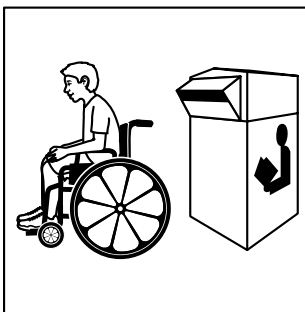
Which event happened in the middle of the story?



A. Paul found a book that he wanted to read.



B. Paul went to basketball practice.



C. Paul left the library.

Would you like to read this question again, yes or no?

## Sample Item 8

<b>Alignment</b>	<b>Core Content Connector (CCC): 6.WL.c3</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
<b>Learning Targets</b>	<b>Instructional Strategies</b>	<b>Scaffolds and Supports</b>
I can match transition words, phrases, and clauses within a text.	<p><b>Write to Understand</b></p> <p><b>Story Coding</b> Provide the students with a copy of a text that they can mark. Give students a list of transition words and phrases. Ask students to find the various transition words/phrases in a text and highlight them with a highlighter. Ask students to analyze how the transition words/phrases help to understand the structure of the text (e.g., storytelling frequently uses chronological transitional words/phrases such as <i>finally</i>, <i>in the end</i>, <i>next</i>, and <i>first</i> because they have the function of limiting, restricting, and defining <b>time</b>, whereas, persuasive writing will use transitional phrases like <i>although this may be true</i>, <i>on the other hand</i>, and <i>in spite of</i> to express that there is evidence to the <b>contrary</b> or point out <b>alternatives</b>, and thus introduce a change to the line of reasoning).</p> <p><b>Sorting/Matching Activity</b> Give students sentence strips with different writing topics and determine which transition words would work best for the writing type.</p> <p><b>Flow Chart/Diagram</b> Students can use flowcharts to show how things have changed in the text, using the transition words/phrases. Teacher can provide or show students in the text what the <i>current</i> situation is. Then, highlighting the “transition words/phrases” (<i>meanwhile</i>, <i>unlike</i>, etc.), students can write down/copy how things have changed.</p>	<ul style="list-style-type: none"> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or storyboards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

## Item 8

This is part of a story.

One day, Mark heard a chirping noise in a bush. He bent down and looked into the bush. Then Mark saw a bird's nest.

Which sentence tells what happened next in this story?

- A. Instead, a bird flew out of the nest right by his head!
- B. Suddenly, a bird flew out of the nest right by his head!
- C. First, a bird flew out of the nest right by his head!

Would you like to read this question again, yes or no?

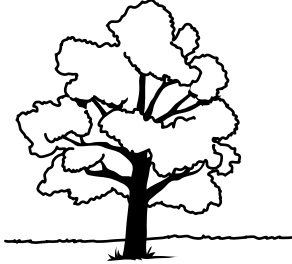
## Sample Items 9–13

Alignment	Core Content Connector (CCC): <b>6.WI.h2</b> Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the text structure of a provided text.</p> <p>I can identify an appropriate introduction that matches a given informational text.</p> <p>I can identify a relevant fact, quote, example, detail, or definition that addresses the topic</p> <p>I can identify precise language within a provided informational text.</p> <p>I can identify the appropriate concluding section for a provided informational text.</p>	<p><b>Graphic Organizers</b> Complete a concept map as a class. Each heading should have a text structure (e.g., persuasive, informative, etc.). Under each heading should be the essential elements of each. For example, Informative text structures have facts/examples/quotations, formal style and tone, etc.).</p> <p><b>Teacher Think Aloud</b> Model for students how you gather first impressions of a text as well as how you activate prior knowledge by examining a text before reading it.</p> <ul style="list-style-type: none"> <li>• Read the title and guess the topic.</li> <li>• Read the introduction and headings. What clues are we given?</li> <li>• Read any bold-faced words and determine their meaning.</li> <li>• Are there any signal words or transitional words/phrases that stick out in the text?</li> <li>• Are there any quotations that are highlighted in the text?</li> <li>• Are there any photographs or diagrams? Discuss your first impressions of them aloud.</li> <li>• Based on all the details you have discovered, what is most likely the text structure?</li> </ul>	<ul style="list-style-type: none"> <li>• Objects and images that represent vocabulary words and text structure components (e.g., character, setting)</li> <li>• Picture cards and graphic organizers to sort key aspects and key words</li> <li>• Additional images and illustrations to help convey meaning</li> <li>• Highlighted key words within the context of the print</li> <li>• Motivating objects to tell stories (e.g., puppets or student's favorite character, object)</li> <li>• Technology, including computer representations, videos, animations, and talking avatar</li> <li>• Pre-made cards with story elements or information for students to select versus writing them</li> <li>• Checklists for students to self-monitor writing</li> <li>• Sentence strips</li> </ul>

## Item 9

You are going to write an essay that compares and contrasts two things. Remember, when we compare, we describe how two things are alike.

For example, a tree

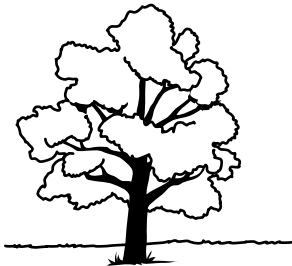


is like a flower



because they are both plants that grow in the ground.

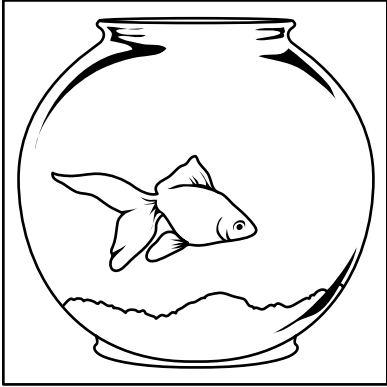
When we contrast, we describe how two things are different. For example, a tree is different from a flower because a tree



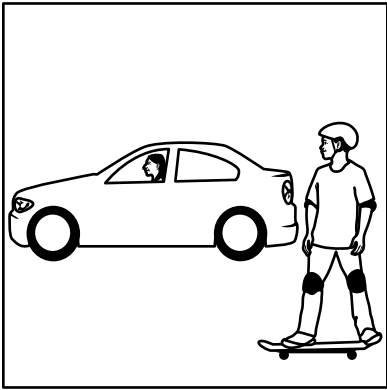
is larger than a flower.



Which of these compares and contrasts two things?



A. My favorite animal is a fish



B. Cars are like skateboards because people can ride in cars and on skateboards. Cars are different from skateboards because cars are large and skateboards are small.

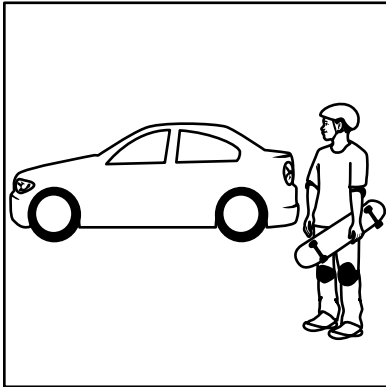
Would you like to read this question again, yes or no?

## Item 10

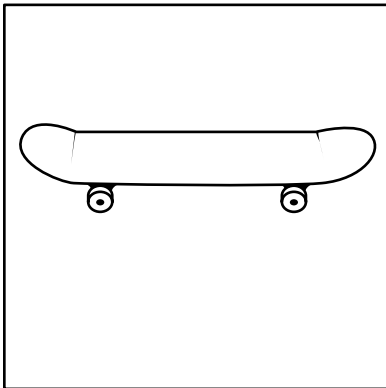
Two sentences that compare and contrast two things are “Cars are like skateboards because people can ride in cars and on skateboards. Cars are different from skateboards because cars are large and skateboards are small.”

Choose the best sentence for the beginning of your essay. This will be your introduction. Remember, your introduction should describe what you will compare and contrast.

Which sentence describes what you will compare and contrast?



- A. In this essay, I will describe how cars and skateboards are alike and how they are different.



- B. In this essay, I will describe details about skateboards.

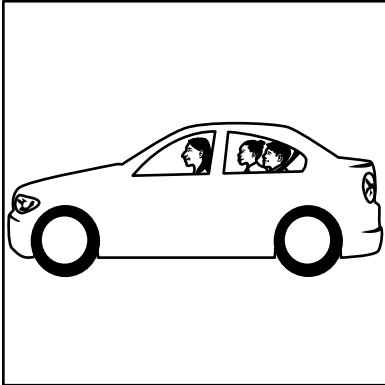
Would you like to read this question again, yes or no?



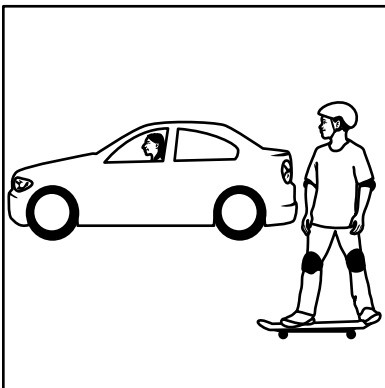
## Item 11

Your introduction is "In this essay, I will describe how cars and skateboards are alike and how they are different." Now you will write a sentence for the body of your essay.

Which sentence should be used in the body of your essay to describe how cars and skateboards are ALIKE?



A. Several people can fit in a car.



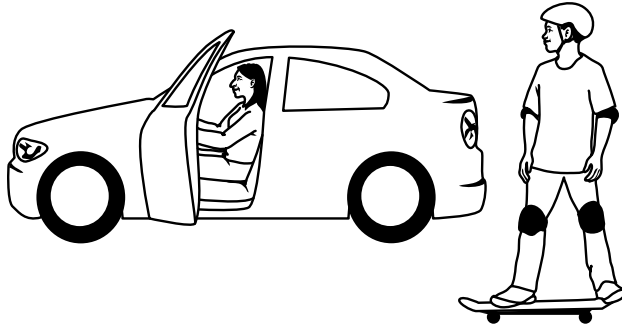
B. Both cars and skateboards have wheels.

Would you like to read this question again, yes or no?

## Item 12

The sentence that describes how cars and skateboards are alike is “Both cars and skateboards have wheels.”

This is a sentence for the body of your essay that describes how cars and skateboards are DIFFERENT.

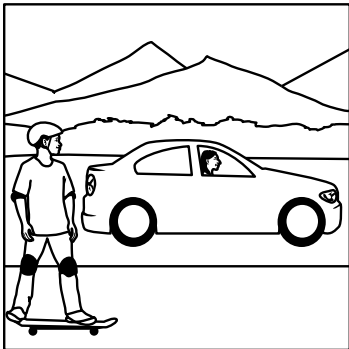


People sit in cars, but people stand on skateboards.

The sentence that describes how cars and skateboards are different is “People sit in cars, but people stand on skateboards.”

Precise words and details help readers imagine the words in their minds. For example, “the tall green grass” has more precise words and details than “the grass.”

Which sentence uses precise words and details to help readers imagine the words in their minds?



A. Cars and skateboards are both ways to get around.



B. Cars and skateboards are both forms of transportation that can be used in cities or neighborhoods.

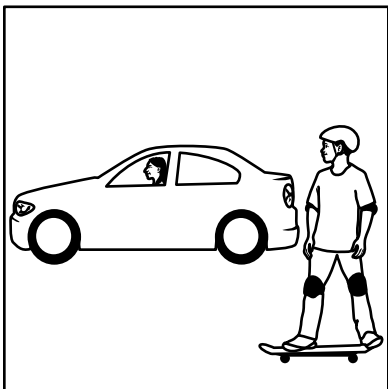
Would you like to read this question again, yes or no?

### Item 13

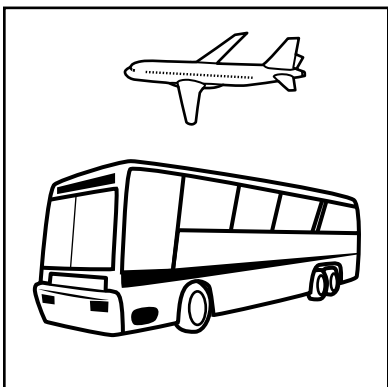
The sentence that uses precise words and details to help readers imagine how cars and skateboards are used and where they can be used is "Cars and skateboards are both forms of transportation that can be used in cities or neighborhoods."

You will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about.

Which sentence is the best conclusion for your essay?



- A. In conclusion, cars and skateboards are alike in some ways but are different in other ways.



- B. In conclusion, some people love to travel.

Would you like to read this question again, yes or no?

Now I will read your essay to you.

In this essay, I will describe how cars and skateboards are alike and how they are different. Both cars and skateboards have wheels. People sit in cars, but people stand on skateboards. Cars and skateboards are both forms of transportation that can be used in cities or neighborhoods. In conclusion, cars and skateboards are alike in some ways but are different in other ways.

## Sample Items 14 & 15

Alignment	Core Content Connector (CCC): 6.WI.h2 Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can provide an introduction that includes context/background information to establish a central idea or focus about a topic.</p> <p>I can organize ideas, concepts, and information.</p> <p>I can use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>I can use standard English conventions.</p>	<p><b>Graphic Organizers</b>  <b>Concept Map:</b> Complete a concept map as a class. Each heading should have a text structure (e.g., persuasive, informative). Under each heading should be the essential elements of each (e.g., informative text structures have facts/examples/quotations, formal style and tone).</p> <p><b>Teacher Think Aloud</b>  Model for students how you gather first impressions of a text as well as how you activate prior knowledge by examining a text before reading it.</p> <ul style="list-style-type: none"> <li>• Read the title and guess the topic.</li> <li>• Read the introduction and headings. What clues are we given?</li> <li>• Read any bold-faced words and determine their meaning.</li> <li>• Are there any signal words or transitional words/phrases that stick out in the text?</li> <li>• Are there any quotations that are highlighted in the text?</li> <li>• Are there any photographs or diagrams? Discuss your first impressions of them aloud.</li> <li>• Based on all the details you have discovered, what is most likely the text structure?</li> </ul> <p><b>Modeling the Highlighting Strategy</b>  Write a sample sentence or paragraph that contains common convention errors. Have your students watch you mark-up your writing using a variety of different colored highlighters. For example, use one color to mark your writing for punctuation, another color for word usage, another for capitalization, and so on. Explain to your students what you are doing and read the sentences aloud as you mark them. Discuss with your students what you see. For example, you may find that you need to capitalize a proper noun, add an ending mark at the end of a sentence, or use a dictionary to spell a word correctly. Discuss with your students that by marking your paper you can see how you may like to revise or reorganize it.</p> <p>Ask each student to select a recent school writing assignment to revise. Your students should follow the same process that you modeled by using one highlighter to identify the edits and a different-colored highlighter to mark each.</p> <p><b>Think, Pair, Share</b>  Have your students partner with a peer for editing and go over each other's edits. Then ask them to revise the paper based on what they have discovered from using the different colored highlighters. When your students are asked to revise the sentence or paragraph, ask them to show you where conventions were added and how sentences were rearranged.</p>	<ul style="list-style-type: none"> <li>• Objects and images that represent vocabulary words and text structure components (e.g., character, setting)</li> <li>• Picture cards and graphic organizers to sort key aspects and key words</li> <li>• Additional images and illustrations to help convey meaning</li> <li>• Highlighted key words within the context of the print</li> <li>• Motivating objects to tell stories (e.g., puppets or student's favorite character, object)</li> <li>• Technology, including computer representations, videos, animations, and talking avatar</li> <li>• Pre-made cards with story elements or information for students to select versus writing them</li> <li>• Word banks</li> <li>• Conventions reminder/checklists (e.g., capitalization, punctuation, subject/verb agreement)</li> </ul>

## Writing Prompts

There are two types of sample writing prompts. The first prompt includes support materials including sentence starters and guidance from the TA, and the second requires the student to provide a response with less support. Review all writing prompt materials and select the **one** that is most appropriate for your student(s).

To administer the Writing Prompt, please ensure the Writing Stimulus Materials and DTA are in front of you. Complete all preparation of the Stimulus Materials before starting the writing prompt administration. You will be reading all directions associated with the writing prompt to your student. All prewriting activities will be completed using the Stimulus Materials. Refer to the MSAA System User Guide for Test Administrators if you have questions about how to submit the writing prompt into the MSAA Online System.

## Item 14

Writing Prompt 1

Grade 6 Stimulus Materials List for Topic: Activities Students Can Do When They Are at School with Activities They Can Do When They Are at Home

Card 1a: Graphic Organizer Compare/Contrast

Card 2a: talk to a teacher

Card 3a: go to class

Card 4a: clean their bedroom

Card 5a: enjoy a show

Card 6a: talk with friends

Card 7a: draw a picture

Card 8a: I like to play in my big backyard.

Card 9a: capital letters, end punctuation, complete sentences

Cards 10a and 11a: Response Template

## Item 15

Writing Prompt 2

Topic: Activities students can do when they are at school or at home.

Grade 6 Stimulus Materials List for Topic: Activities Students Can Do When They Are at School with Activities They Can Do When They Are at Home

Card 1b: Graphic Organizer Compare/Contrast

Card 2b: talk with friends

Card 3b: draw a picture

Card 4b: read a book

Card 5b: talk to a teacher

Card 6b: go to class

Card 7b: play ball in the gym

Card 8b: clean their bedroom

Card 9b: enjoy a show

Card 10b: sleep in bed

Card 11b: I like to play in my big backyard on sunny days.

Card 12b: Capital letters, end punctuation, complete sentences

Card 13b: Response Template

# **ELA Grade 7**



## Grade 7 Sample Item Blueprint

Domain	Standard	Learning Target(s)	Item Type*	Item Position
<b>Reading: Literature</b>	Analyze the development of the theme or central idea over the course of the text. (7.RL.j1)	Identify the theme or central idea of the text.	MC	1
		Identify supporting details of the theme or central idea at the beginning of the story.		
		Identify supporting details of the theme or central idea at the middle of the story.		
		Identify supporting details of the theme or central idea at the end of the story.		
	Use two or more pieces of textual evidence to support conclusions, or summaries of text. (7.RL.i2)	Make an inference from a literary text.	MC	2–5
		Identify a conclusion from a literary text.		
		Identify a summary of a literary text.		
		Identify a detail to support the inference, conclusion, or summary.		
<b>Reading: Vocabulary</b>	Use context as a clue to determine the meaning of a grade appropriate word or phrases. (7.RWL.g1)	Identify multiple-meaning words.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		
<b>Writing</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (7.WL.l1)	Identify a visual image to match provided text.	MC	7
		Identify precise words and phrases, relevant details, and/or sensory language that convey action, experiences, and/or events in a provided text.		
		Add precise words and phrases and relevant details to a familiar story that does not include these elements.		
	Select or provide a concluding statement or paragraph that follows from the narrated experiences or events. (7.WL.o1)	Ability to select a conclusion that follows from the narrated experiences or events.	MC	8
		Provide a conclusion (concluding sentence, concluding paragraph, or extended ending) that follows from the narrated experiences or events.		
	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). (7.WI.o1)	Identify the text structure of a provided text.	MC	9–14
		Identify an appropriate introduction that matches a given informational text.		
		Identify transitional words within a provided text.		
		Identify precise language within a provided informational.		
		Identify a relevant fact, quote, example, detail, or definition that addresses the topic.		
		Identify the appropriate concluding section for a provided informational text.		

\*MC = multiple-choice

## Sample Item 1

Alignment	Core Content Connector (CCC): 7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the theme or central idea of the text.</p> <p>I can identify supporting details of the theme or central idea at the beginning of the story.</p> <p>I can identify supporting details of the theme or central idea at the middle of the story.</p> <p>I can identify supporting details of the theme or central idea at the end of the story.</p>	<p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Sketch-to-Stretch:</b> Sketch-to-stretch is a way for students to capture the theme or central idea through drawing. After the students have completed reading a story, they can draw a visual representation about the central idea or theme the author is trying to convey. They can use examples and details from the text to inform their drawings.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>• <b>Determining the Theme or Central Idea:</b> As students are reading sections of text—or, after reading a text—ask a series of questions to help students determine the theme or central idea. The teacher can help facilitate this by asking questions: <ul style="list-style-type: none"> <li>– What is this story really about?</li> <li>– What do you think the author wants you to learn from this story?</li> <li>– What lessons do you think the characters learned?</li> </ul> </li> <li>• <b>Book Clubs:</b> Gather students in a small group to have a conversation about a common text. The group should determine what chapters will be read and when. Then, they gather periodically to share their thoughts about the book. Students may discuss themes and relate them to their own lives or to movies they are familiar with.</li> <li>• Summarize using a theme board showing main points in the plot (written language and photos) and then comparing the main points to the predictions.</li> </ul> <p><b>Model to Understand</b></p> <p><b>Think Aloud</b></p> <p>To model determining a central message, a teacher should read aloud a book in front of the class. Then, at the end of the story, the teacher should demonstrate what he/she believes the theme or central idea to be.</p>	<ul style="list-style-type: none"> <li>• Paper/Crayons</li> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the theme or other important information</li> <li>• Sentence strips that reflect text from the story</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Visual supports to represent the different themes; modified language on worksheets to simplify the “theme” and “details” being discussed</li> </ul>

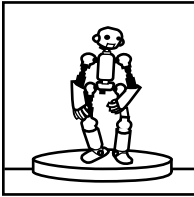
**Item 1\***

The theme is the message of the story. The theme of this story is to give new opportunities a chance.

Which sentence supports the message to give new opportunities a chance?



- A. The school counselor helped Rudy when he felt lonely.



- B. Lexi was not interested in the robot exhibit at the museum.



- C. Bryan did not replace Lexi, but he was a great new friend.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 2–5

Alignment	Core Content Connector (CCC): 7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can make an inference from a literary text.</p> <p>I can identify a conclusion from a literary text.</p> <p>I can identify a summary of a literary text.</p> <p>I can identify a detail to support the inference, conclusion, or summary.</p>	<p><b>Write to Understand</b></p> <p><b>Story Coding</b> Provide the students with a copy of the text for students to mark. Give students an example of a conclusion or summary. Next, provide students with a highlighter. Ask students to find evidence in the text to support the conclusion or summary by highlighting supporting words, phrases, or sentences.</p> <p><b>Discuss to Understand</b></p> <p><b>Think, Pair, Share</b> Provide students with a conclusion or summary of the text. Ask students to individually find evidence from the text to support the conclusion or summary. Then, the student meets with a peer to share their findings. After the pairs share, a couple teams can share with the rest of the class.</p> <p><b>Sort to Understand</b></p> <p><b>Evidence Sorting</b> Make a set of sorting cards with various sentences/paragraphs from the story. Provide students with the conclusion. Then, individually, in small groups, or with the whole class, sort the evidence into two categories: evidence that supports the conclusion and evidence that does not support the conclusion.</p> <p><b>Model to Understand</b></p> <p><b>Think Aloud</b> To model how to support conclusions using evidence from a text, the teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop to explain how pieces of evidence support the conclusion.</p>	<ul style="list-style-type: none"> <li>• Highlighters</li> <li>• Text</li> <li>• Sorts</li> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

## Item 2\*

We are going to read part of the story again. Listen for how Lexi and Jason spent a lot of time together.

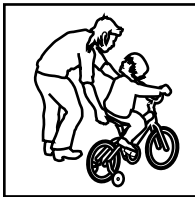
### Mentoring Program



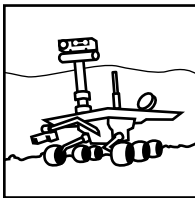
Jason and his big sister Lexi did everything together. When Jason was little, Lexi taught him how to ride a bike. When he was in elementary school, she taught him how to shoot a basketball. Lexi brought him to the zoo and the museum. She even helped him with his math homework.

Evidence is information that gives proof of something.

Which sentence shows evidence that Lexi and Jason spent a lot of time together?



A. Lexi taught Jason how to ride a bike.



B. Robots help scientists explore planets.



C. Jason played basketball in elementary school.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

### Item 3\*

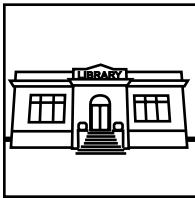
We are going to read part of the story again. Listen for how Lexi and Jason spent a lot of time together.

#### Mentoring Program

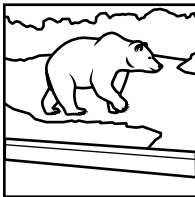


Jason and his big sister Lexi did everything together. When Jason was little, Lexi taught him how to ride a bike. When he was in elementary school, she taught him how to shoot a basketball. Lexi brought him to the zoo and the museum. She even helped him with his math homework.

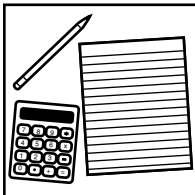
Which of these is another sentence that shows Jason and Lexi spent a lot of time together?



A. Lexi reads at the library.



B. Lexi took Jason to the zoo.



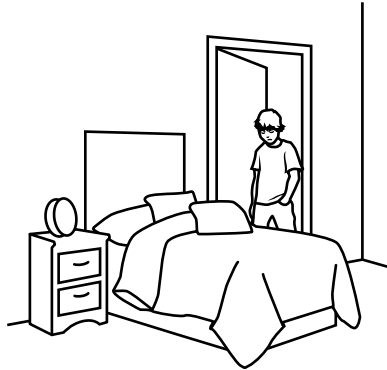
C. Use a calculator to do math problems.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

#### Item 4\*

We are going to read part of the story again. Listen for how Jason misses his sister Lexi.



This year, Lexi left for college. Every day Jason walked by her empty bedroom and sighed. Jason called Lexi every week, but it wasn't the same as having her at home.

Evidence is information that gives proof of something.

Which sentence shows that Jason misses his sister Lexi?



A. Jason visited with his math teacher.



B. Jason felt sad when he looked into Lexi's empty bedroom.



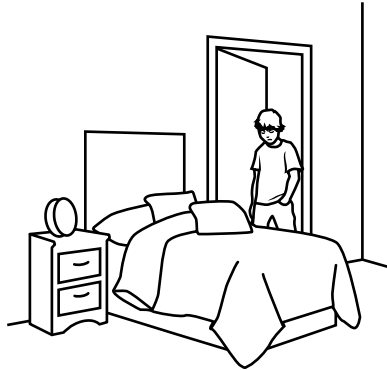
C. Nina sang along with her favorite song on the radio.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

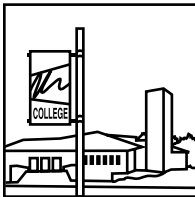
**Item 5\***

We are going to read part of the story again. Listen for how Jason misses his sister Lexi.



This year, Lexi left for college. Every day Jason walked by her empty bedroom and sighed. Jason called Lexi every week, but it wasn't the same as having her at home.

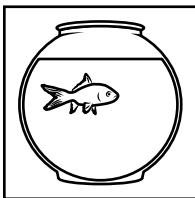
Which of these sentences shows that Jason misses his sister Lexi?



A. Jason went to visit Lexi in college.



B. Jason talked to Lexi on her cell phone each week.



C. Jason got a pet to keep him company.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.



## Sample Item 6

Alignment	Core Content Connector (CCC): 7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify multiple-meaning words.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Think Aloud</b> Talk through an example with students using the following process:</p> <ol style="list-style-type: none"> <li>1. Stop and reread the sentence with the unfamiliar word.</li> <li>2. Identify the context clues.</li> <li>3. Make an educated guess about the word's meaning.</li> <li>4. Read the sentence again, substituting your definition for the unknown word.</li> </ol> <p><b>Word Games</b> Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</p> <p><b>Word Sorts</b> Teach words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed, where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Online dictionaries that pronounce words and read aloud definitions</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Prewritten sentences with missing words</li> <li>• Words paired with pictures, symbols, or objects</li> <li>• Pre-taught vocabulary</li> <li>• Highlighted vocabulary words within the context of the print</li> <li>• Word walls</li> <li>• Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary</li> <li>• Drawings, interactive computer games, or images that allow students to express word meaning</li> </ul>

**Item 6\***

We are going to read part of the story again. Listen for clues that tell what the word **peered** means.

"After school, Jason dragged his feet slowly to the school gym where Bryan was waiting for him. Jason nervously **peered** inside and saw Bryan bouncing a basketball."

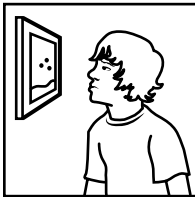
What does the word **peered** mean in this sentence?



A. excited



B. talked



C. looked

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 7

Alignment	Core Content Connector (CCC): 7.WL.11 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a visual image to match provided text.</p> <p>I can identify precise words and phrases, relevant details, and/or sensory language that convey action, experiences, and/or events in a provided text.</p> <p>I can add precise words and phrases and relevant details to a familiar story that does not include these elements.</p>	<p><b>Visual Match</b> Use visual representations (e.g., images, videos, graphics) of vocabulary to demonstrate the meaning of descriptive sensory words/phrases. For example, images of snow may be shared to pre-teach the word “frigid.” Next, have students independently try to match given graphics with words.</p> <p><b>Graphic Organizer</b> Read students a story about an action, experience, or event and complete a web. The center of the web should be the cause. The branching circles should contain relevant words/phrases associated with the effect(s).</p> <p><b>Paragraph Frame</b> Write a paragraph with missing words about an action, experience, or event. Ask students to fill in the blanks using relevant vocabulary.</p>	<ul style="list-style-type: none"> <li>• Word lists</li> <li>• Dictionaries/thesaurus</li> <li>• Interactive whiteboard</li> <li>• Read-aloud texts</li> <li>• Extra examples</li> </ul>

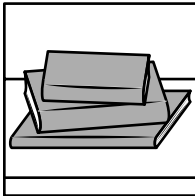
## Item 7

Writers use details to help readers imagine what they are reading.

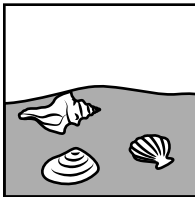
We are going to read a paragraph about Penny's day at a beach. After we read, you will choose the sentence that has a detail about the beach.

It was a hot day at the beach. Penny felt a warm breeze. She put her feet in the soft sand. The sand was cool on her feet.

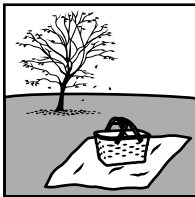
Which sentence has a detail that **best** fits in this paragraph?



A. Penny liked to read books.



B. Seashells sparkled in the sand.



C. Fall is a fun time to have a picnic.

Would you like to read this question again, yes or no?

## Sample Item 8

Alignment	Core Content Connector (CCC): 7.WL.o1 Select or provide a concluding statement or paragraph that follows from the narrated experiences or events.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can select a conclusion that follows from the narrated experiences or events.</p> <p>I can provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Think Aloud</b> To model how to support conclusions using evidence from a text, the teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop to explain how pieces of evidence support the conclusion.</p> <p>To model how to add conclusions to a sequence of events, the teacher should talk through adding a conclusion to a personal story. The teacher should explain how the conclusion supports the story.</p> <p><b>Story Coding</b> Provide the students with a copy of a popular story that almost everyone knows (e.g., a fairy tale or nursery rhyme) that they can mark. Discuss the conclusion of the story. Next, provide students with a highlighter. Ask students to find evidence in the text to support the conclusion by highlighting supporting words, phrases, or sentences.</p> <p><b>Think, Pair, Share</b> Provide students with a conclusion of a story or of a narration of a sequence of events (e.g., a trip to the dentist). Ask students to individually find evidence from the text to support the conclusion or summary. Then, the student meets with a peer to share their findings. After the pairs share, a couple teams can share with the rest of the class.</p> <p><b>Evidence Sorting</b> Make a set of sorting cards with various sentences/paragraphs from the story. Provide students with the conclusion. Then, individually, in small groups, or with the whole class, sort the evidence into two categories: evidence that supports the conclusion and evidence that does not support the conclusion.</p>	<ul style="list-style-type: none"> <li>• Wordless picture books</li> <li>• Highlighters</li> <li>• Text</li> <li>• Sorts</li> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or storyboards/ cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

## Item 8

We are going to read a story about a boy named Sam. After we read, you will choose the best conclusion for the story.

One day, Sam went to the zoo with his grandmother. First, they saw the lions and the bears. Next, Sam and his grandmother watched the zookeepers feed the seals. Then Sam and his grandmother had lunch at the picnic area. After lunch, they visited the elephants and giraffes.

Which sentence is the best conclusion for this story?

- A. Finally, Sam walked to the zoo.
- B. Finally, Sam ate a sandwich for lunch.
- C. Finally, Sam went home after a fun day at the zoo.

Would you like to read this question again, yes or no?

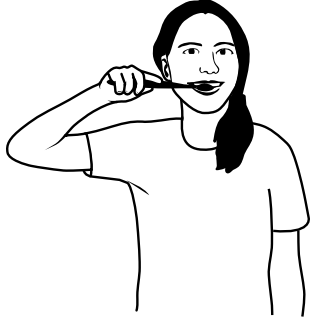
## Sample Items 9–14

Alignment	Core Content Connector (CCC): 7.WI.o1 Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the text structure of a provided text.</p> <p>I can identify an appropriate introduction that matches a given informational text.</p> <p>I can identify transitional words within a provided text.</p> <p>I can identify precise language within a provided informational text.</p> <p>I can identify a relevant fact, quote, example, detail, or definition that addresses the topic.</p> <p>I can identify the appropriate concluding section for a provided informational text.</p>	<p><b>Graphic Organizers</b></p> <p><b>Concept Map:</b> Complete a concept map as a class. Each heading should have a text structure (e.g., persuasive, informative). Under each heading should be the essential elements of each (e.g., informative text structures have facts/examples/quotations, formal style and tone).</p> <p><b>Teacher Think Aloud</b></p> <p>Model for students how you gather first impressions of a text as well as how you activate prior knowledge by examining a text before reading it.</p> <ul style="list-style-type: none"> <li>• Read the title and guess the topic.</li> <li>• Read the introduction and headings. What clues are we given?</li> <li>• Read any bold-faced words and determine their meaning.</li> <li>• Are there any signal words or transitional words/phrases that stick out in the text?</li> <li>• Are there any quotations that are highlighted in the text?</li> <li>• Are there any photographs or diagrams? Discuss your first impressions of them aloud.</li> <li>• Based on all the details you have discovered, what is most likely the text structure?</li> </ul> <p><b>Sorting</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach by reading a short informational text that has a clear introduction, body, and conclusion. Label the three parts as you read the text and describe what each section should contain.</li> <li>2. Cut up a new short informational text into its introduction, body, and conclusion and give the slips of paper to the student. Have the student sort and label the text I. Introduction, II. Body, III. Conclusion. It should look like how you labeled it as a class. You can practice this over and over with many different informational texts. Students can do this in groups and/or individually.</li> </ol>	<ul style="list-style-type: none"> <li>• Objects and images to represent vocabulary words and text structure components (e.g., character, setting)</li> <li>• Picture cards and graphic organizers to sort key aspects and key words</li> <li>• Additional images and illustrations to help convey meaning</li> <li>• Highlighted key words within the context of the print</li> <li>• Motivating objects to tell stories e.g., puppets or student's favorite character, object)</li> <li>• Technology, including computer representations, videos, animations, and talking avatar</li> <li>• Pre-made cards with story elements or information from which the student selects versus writing them</li> <li>• Checklists for students to self-monitor writing</li> <li>• Sentence starters</li> <li>• Groups</li> </ul>

## Item 9

You are going to write an essay about a cause and its effect. One example of a cause and its effect is when you brush your teeth, they become clean.

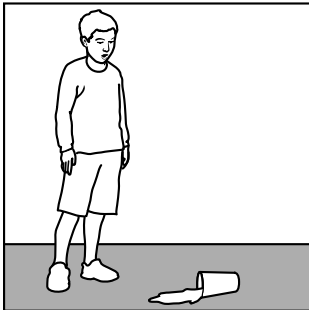
Brushing your teeth is the cause.



The effect is they become clean.



Which sentence is about cause and effect?



A. Spilling something causes a mess.



B. Dogs make good pets.

Would you like to read this question again, yes or no?

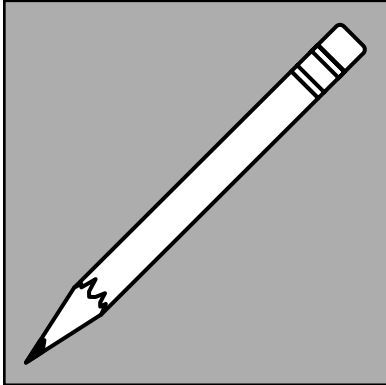


## Item 10

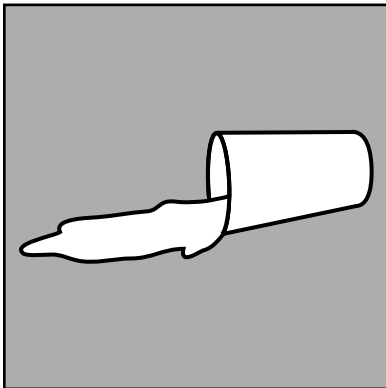
The sentence “Spilling something causes a mess” is about a cause and an effect. An action, spilling something, causes a mess. Now you will write an essay about how spilling something causes a mess.

Choose a sentence to begin your essay. This will be your introduction. Remember, your introduction should explain to readers what cause and effect they will be reading about.

Which sentence explains to readers what cause and effect they are going to read about?



A. I will describe a pencil.



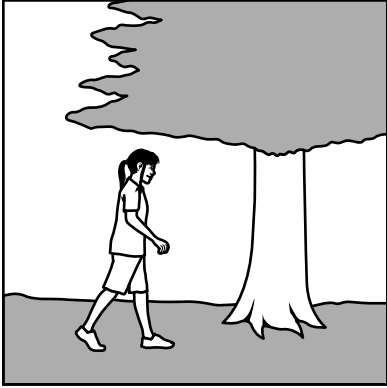
B. I will describe how spilling something causes a mess.

Would you like to read this question again, yes or no?

## Item 11

Your introduction is "I will describe how spilling something causes a mess."

Which sentence describes how spilling something causes a mess?



A. Some students enjoy being outside.



B. Spilling milk on the floor makes the floor dirty.

Would you like to read this question again, yes or no?

## Item 12

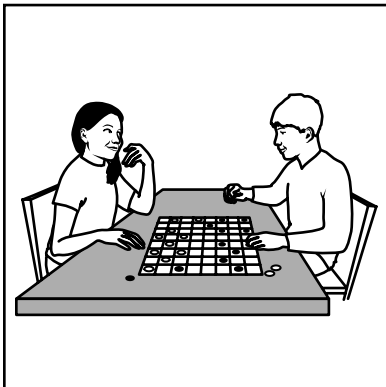
"Spilling milk on the floor makes the floor dirty" tells more about how spilling something causes a mess.

Precise words and details help readers imagine the words in their minds. For example, "the shiny, red car" has more precise words and details than "the car."

Which sentence uses precise words and details to help readers imagine the words in their minds?



A. Spilled milk can make the floor wet and slippery.



B. Games are fun.

Would you like to read this question again, yes or no?

### Item 13

The sentence “Spilled milk can make the floor wet and slippery” uses precise words and details to help readers imagine how spilling something causes a mess.

There are certain words that help readers understand the connection between a cause and its effect. For example, “if” and “then” are two words that can help connect a cause and its effect.

Listen to these two sentences.

Which sentence uses the transition words “if” and “then”?

- A. If you spill something on the floor, then you need to clean it up.
- B. You spill something on the floor, however, you need to clean it up.

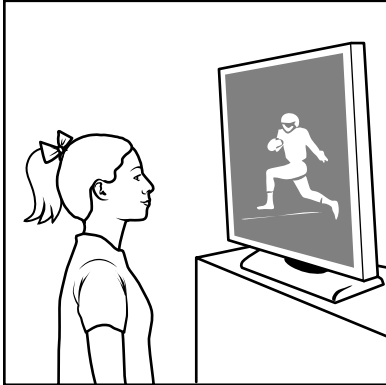
Would you like to read this question again, yes or no?

## Item 14

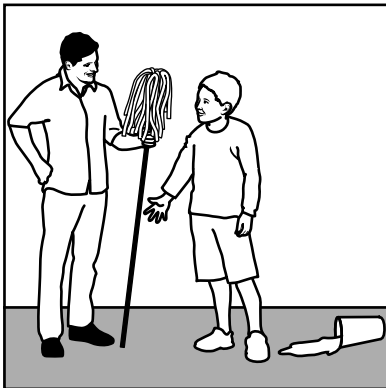
The sentence “If you spill something on the floor, then you need to clean it up” uses the words “if” and “then” to help readers understand the connection between a cause and its effect.

Now you will choose a sentence for the conclusion of your essay. Remember, a conclusion tells what the essay was about.

Which conclusion best ends your essay that tells about the effects of spilling something?



A. In conclusion, I like to watch television.



B. In conclusion, spilling something on the floor can make the floor dirty and messy.

Would you like to read this question again, yes or no?

Now I will read your essay to you.

I will describe how spilling something causes a mess. Spilling milk on the floor makes the floor dirty. Spilled milk can make the floor wet and slippery. If you spill something on the floor, then you need to clean it up. In conclusion, spilling something on the floor can make the floor dirty and messy.





**Sample Item Teacher Guide**  
**English Language Arts (ELA)**  
**Grades 8 and 11**





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# About this Guide

This MSAA Sample Item Teacher Guide can help teachers use the newly released sample items as a formative assessment tool, allowing teachers to understand what students may be able to know and do based on the sample items, and how teachers can respond to this information through instruction. The MSAA newly released sample items are intended to be used for several different purposes as outlined in the TAM, including to allow students to practice and become familiar with the testing platform and to ensure students are familiar with the item types and accessibility tools. These guides provide directions for using the sample items in an additional way: as an instructional tool.

## Guide Terminology

The MSAA Sample Item Teacher Guide for each grade band and content area include the following:

- **Sample Item Blueprint Table.** A high-level overview of the items in each set that shows: the standard and learning targets the items align to, item type, and item position.
- **Item Information.** Information about item alignment, including learning targets, instructional strategies, and scaffolds and supports.
- **Student Item Thumbnail Image.** Item thumbnails are intended to help teachers easily identify the specific items in the guide as they administer the sample items through the online platform utilizing the Directions for Test Administration (DTA).

Item types in the sample item sets include the following:

- **Selected Response**
  - Multiple choice—Students select one answer from two or three possible choices
- **Constructed Response**
  - Constructed response—Students respond to a question by developing an answer rather than selecting an answer from answer options
- **Writing Prompt: ELA**
  - Open-response writing prompt—Students produce a permanent product in response to a prompt; for 2020–2021 released sample items, these will be found in grade 6 only.

## MSAA Sample Item Platform

To access MSAA's Sample Items, go to [www.msaaassessment.org/tap/sample-items](http://www.msaaassessment.org/tap/sample-items).

## Introduction to Formative Assessment

It is important to remember that formative assessment is not a test. It is a process, a practice that is part of instruction. In effective formative instruction, teachers use a variety of methods to determine what students understand and can do and adjust instruction accordingly.

## Formative Assessment Data

Students and teachers are the primary users of formative assessment data. These data have the greatest effect on learning and instruction because feedback for both student and teacher occurs over a very short or nearly instantaneous time period. This allows for adjustments in instruction, reteaching, and additional practice with learning targets to occur.

## How Best to Use the ELA Item Sets

The content in this section explains each component of the item sets and how they can best be incorporated into the classroom.

### ELA Blueprint Table

The ELA blueprint table/overview should be used to help select the sample item(s) that will provide the best evidence of student learning. The learning targets differentiate between the type of evidence each item will provide. The item type informs the type of interaction that the student will have to perform to respond to the item. Items that address reading standards are grouped by passage set; each passage set primarily addresses standards in genre-specific content categories.

To obtain evidence of understanding for each grade-level standard, teachers can do the following:

- Access the sample items for the students' grade level.
- Use items individually as the learning targets are covered in class.
- Use the items in small groups to address a series of learning targets that focus on one standard.
- Use the entire sample item set to measure students' understanding of learning targets before, during, or after instruction.
- Review sample item sets from lower grades to build understanding of prerequisite skills for a given standard.
- Review sample item sets from higher grades to know how standard and item information build from the target grade.
- Use the sample items as models to create additional items to assess the standards.

**Please note: The passages for items that assess reading standards can be accessed in the DTA and computer-based testing platform.**

### Next Steps for Formative ELA Item Data

After obtaining data that serve as evidence of student understanding, educators should evaluate and interpret the data to identify gaps in student understanding.

Once gaps in understanding are identified, students need appropriate feedback.

After feedback is provided to the students, educators should consider documenting the instructional modifications and supplementations provided to the students. Whether a student is undergoing relearning or learning a new concept, plans can be made, documented, and implemented on how to best scaffold that learning. Teachers can use the learning targets to help guide which specific modifications, supplementations, and scaffolding will best support the student.

# **ELA Grade 8**

## Grade 8 Sample Item Blueprint

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Reading: Informational	<b>8.RI.I1</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify two texts on the same topic by different authors.	MC	1
		Locate important information within a text related to a provided topic.		
		Identify a similar topic in two texts.		
		Identify statements from the texts that disagree on the same topic.		
		Distinguish identified statements as fact or interpretation.		
	<b>8.RI.j1</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from an informational text.	MC	2, 4
		Identify a conclusion from an informational text.		
		Identify a summary of an informational text.		
		Identify a detail to support the inference, conclusion, or summary.		
	<b>8.RI.k2</b> Determine how the information in each section contribute to the whole or to the development of ideas.	Identify key ideas in a text.	MC	3
		Identify the related portion of a text (e.g., beginning, end) for a provided sentence.		
		Identify main idea within a paragraph.		
		Identify supporting details within a paragraph.		
	<b>8.RI.k4</b> Identify an argument or claim that the author makes.	Identify a fact from the text.	MC	5
		Identify a claim from the text.		
		Differentiate a fact vs. a claim.		
		Match evidence to a claim.		
Reading: Vocabulary	<b>8.RWL.g1</b> Use context as a clue to the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		

\*MC = multiple-choice

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Writing	<b>8.WP.k2</b> Create an organizational structure in which ideas are logically grouped to support the writer's claims.	Ability to create an organizational structure in which ideas are logically grouped to support the writer's claims.	MC	7
		Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).		
	<b>8.WP.j1</b> Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print sources.	MC	8
		Identify sources of information relevant to the topic (e.g., print and/or digital).		
	<b>8.WI.o1</b> Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Identify the text structure of a provided text.	MC	9–14
		Identify an appropriate introduction that matches a given informational text.		
		Identify transitional words within a provided text.		
		Identify precise language within a provided informational text.		
		Identify a relevant fact, quote, example, detail, or definition that addresses the topic.		
		Identify the appropriate concluding section for a provided informational text.		

\*MC = multiple-choice

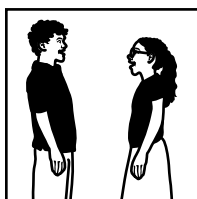
## Sample Item 1

Alignment	Core Content Connector (CCC): 8.RI.1.1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify two texts on the same topic by different authors.</p> <p>I can locate important information within a text related to a provided topic.</p> <p>I can identify a similar topic in two texts.</p> <p>I can identify statements from the texts that disagree on the same topic.</p> <p>I can distinguish statements as fact or interpretation.</p>	<p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>Venn Diagram Study: Use a Venn diagram to compare texts that address the same topic (e.g., Venn diagram to compare two articles about Lincoln). Use a system of least prompts as needed to provide feedback.</li> </ul> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>Provide information on a topic from two texts. Have students sort one author's information from another's.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>Reading for a Purpose: Prime students by providing specific information to listen for as a text is read.</li> <li>Provide guiding questions after paragraphs or sections of the text are read aloud.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>Model determining the author's point of view by placing text on the overhead or whiteboard and highlighting information as it is read that tells students the author's point of view.</li> </ul> <p><b>Evaluate an Editorial</b></p> <ul style="list-style-type: none"> <li>Teach signal words that act as clues to whether an author's evidence is a fact or the author's interpretation/opinion. For example,               <div style="margin-left: 20px;"> <p>Fact</p> <ul style="list-style-type: none"> <li>The annual report <b>confirms</b>...</li> <li>Scientists have recently <b>discovered</b>...</li> <li><b>According to</b> the results of the tests...</li> <li>The investigation <b>demonstrated</b>...</li> </ul> <p>Interpretation/Opinion</p> <ul style="list-style-type: none"> <li>He <b>claimed</b> that...</li> <li>It is the officer's <b>view</b> that...</li> <li>The report <b>argues</b> that...</li> <li>Many scientists <b>suspect</b> that...</li> </ul> </div> </li> <li>Next, give students copies of a newspaper editorial. Then, working in pairs, have students go through the editorial identifying the facts by underlining them and the interpretation by highlighting. Remind them to look for the signal words you covered earlier to help identify facts and opinions.</li> <li>When they have finished, students can then compare their answers and discuss the reasons for the decisions they made.</li> </ul>	<ul style="list-style-type: none"> <li>Highlighted information within the text</li> <li>Graphic organizers</li> <li>Venn diagram</li> <li>Read-aloud texts</li> <li>Interactive whiteboard</li> <li>Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>Picture icons on graphic organizers to support non-readers and visual learners</li> <li>Peer support, collaborative grouping</li> <li>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

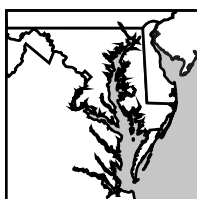
**Item 1\***

The topic is what the text is about.

What is the topic of the text and the poster?



A. friends



B. the Chesapeake Bay

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.



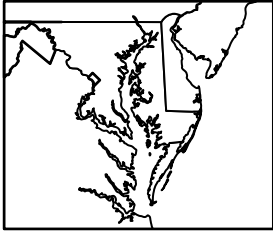
## Sample Items 2, 4

Alignment	Core Content Connector (CCC): 8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can make an inference from an informational text.</p> <p>I can identify a conclusion from an informational text.</p> <p>I can identify a summary of an informational text.</p> <p>I can identify a detail to support the inference, conclusion, or summary.</p>	<p><b>Write to Understand</b></p> <ol style="list-style-type: none"> <li>1. Teach students to make inferences using an “It Says, I Say, And So” graphic organizer.</li> <li>2. First the students must find out what the reading says.</li> <li>3. Next, they find information from the text that will help answer the question.</li> <li>4. Then they add, in their own words, their thoughts about what the reading says.</li> <li>5. Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.</li> <li>6. Use a graphic organizer to record evidence or make connections among pieces of information.</li> <li>7. Use system of least prompts as needed to provide feedback.</li> </ol> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>• Break students into small groups to discuss connections between texts, summaries, or conclusions.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Model making inferences, summaries, and conclusions as you read an informational text aloud.</li> <li>• Teach using the think-aloud strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, objects, or tactile representations that illustrate important events or details of events in the text</li> <li>• Sentence strips that reflect evidence about the topic</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by software that highlights text)</li> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Task folders that include short paragraphs from the text that students can physically match to the inferences</li> <li>• Read-aloud texts</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>


**Item 2\***

We are going to read the poster again.

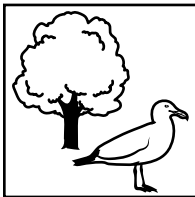
**Save the Bay Day**



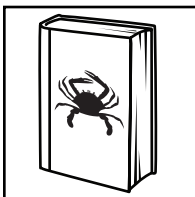
**Who:** People who care about the Chesapeake Bay  
**What:** A cleanup of the Chesapeake Bay  
**When:** June 5th, 8 A.M.—noon  
**Where:** Rivers, streams, and beaches of the Chesapeake Bay  
**Why:** To help clean the bay for the animals and plants that live there



Why do people want to clean up the bay?



A. to keep it safe for plants and animals



B. to read a book about it

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

#### Item 4\*

We are going to read part of the text again.

##### The Chesapeake Bay Bridge-Tunnel



Courtesy of the Chesapeake Bay Bridge-Tunnel

A special road was built at the bay in Virginia. It is called the Chesapeake Bay Bridge-Tunnel. The road is a bridge. It is also a tunnel. Cars go on the bridge over the water. Cars also go through the tunnel under the water. Ships can still move in the water. The bridge-tunnel connects two states and is 17.6 miles long.

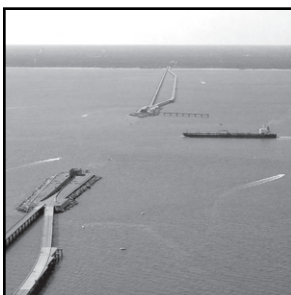
Lots of people visit the bay region to play in it and see its amazing sites! It is an important place in the United States.

Why is the Chesapeake Bay Bridge-Tunnel a special road?



© iStock.com / AnnaBreit

A. The sunlight melts the snow on trees.



Courtesy of the Chesapeake Bay Bridge-Tunnel

B. It goes above and below the water.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 3

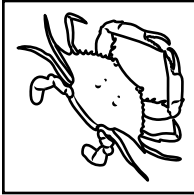
Alignment	Core Content Connector (CCC): 8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify key ideas in a text.</p> <p>I can identify the related portion of a text for a provided sentence.</p> <p>I can identify the main idea within a paragraph.</p> <p>I can identify supporting details within a paragraph.</p>	<p><b>Sketch-to-Stretch</b></p> <ul style="list-style-type: none"> <li>• Sketch-to-stretch is a way for students to capture the main idea through drawing. After the students have completed reading a text, they can draw a visual representation about the main idea the author is trying to convey. They can use examples and details from the text to inform their drawings.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>• As students are reading sections of text—or, after reading a paragraph—ask a series of questions to help students determine the main idea. The teacher can help facilitate this by asking questions such as:               <ul style="list-style-type: none"> <li>– What is this paragraph about?</li> <li>– What do you think the author wants you to learn?</li> <li>– What specific details from the paragraph led you to that answer?</li> </ul> </li> <li>• Summarize using a main idea board showing main points in the text (written language and photos).</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Model determining a main idea, a teacher should read aloud a text in front of the class. Then, at the end of the text, the teacher should demonstrate what he/she believes the main idea to be.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers (data chart)</li> <li>• Sorting cards for signal word sort</li> <li>• Various informational texts</li> <li>• Interactive whiteboard</li> <li>• Highlighted information</li> <li>• A list of signal words for reference (e.g., first, next, after, before, last)</li> <li>• Peer support, collaborative grouping</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the content</li> </ul>

**Item 3\***

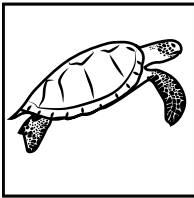
We are going to read part of the text again. Listen for a key detail of the paragraph.

People get together to help keep the bay clean and safe for everyone. Fishermen work there. Catching crabs is their specialty. A lot of goods from all over the world are shipped in and out of the bay.

Which sentence supports this paragraph?



- A. Fishermen catch crabs in the Chesapeake Bay.



- B. Sea turtles bury their eggs in the sand.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 5

Alignment	Core Content Connector (CCC): 8.RI.k4 Identify an argument or claim that the author makes.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a fact from the text.</p> <p>I can identify a claim from the text.</p> <p>I can differentiate a fact vs. a claim.</p> <p>I can match evidence to a claim.</p>	<p><b>Write to Understand</b></p> <p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Use an evidence tracker to record claims an author makes.</li> <li>• Teach the skill of evaluating claims using a task analysis.</li> </ul> <p><b>Annotating the Text</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to mark up the text by highlighting important information, such as claims an author makes and supporting evidence, definitions, and key vocabulary.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Place text on the overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions: <ul style="list-style-type: none"> <li>– What does the title suggest?</li> <li>– Who is the author?</li> <li>– Is the author a reliable source?</li> <li>– What is the author’s claim?</li> <li>– How does the author support the claim with evidence?</li> <li>– What is the publication date?</li> <li>– What is my background knowledge on the issue?</li> </ul> </li> <li>• Model the process of reading an argument. <ul style="list-style-type: none"> <li>– Read through once for an initial impression.</li> <li>– Read/review the argument several times.</li> <li>– Annotate as you read.</li> <li>– Highlight key terms and important information.</li> <li>– Evaluate the evidence.</li> </ul> </li> <li>• Use example/non-example to teach fact vs. claim.</li> <li>• Model using a graphic organizer to record arguments, facts, and claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> <li>• Pictures, objects, or tactile representations that illustrate the topic, events, or details</li> <li>• Sentence strips that reflect supporting details about the topic</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by software that highlights text)</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>

### Item 5\*

We are going to read part of the text again.

#### The Chesapeake Bay Bridge-Tunnel



Courtesy of the Chesapeake Bay Bridge-Tunnel

A special road was built at the bay in Virginia. It is called the Chesapeake Bay Bridge-Tunnel. The road is a bridge. It is also a tunnel. Cars go on the bridge over the water. Cars also go through the tunnel under the water. Ships can still move in the water. The bridge-tunnel connects two states and is 17.6 miles long.

Lots of people visit the bay region to play in it and see its amazing sites! It is an important place in the United States.

A fact is something that is true. What is a fact about the Chesapeake Bay Bridge-Tunnel?



Christopher Kreymborg / Alamy Stock Photo

A. The Chesapeake Bay Bridge-Tunnel is fun to see.



Westend61 / Getty Images

B. The Chesapeake Bay Bridge-Tunnel is 17.6 miles long.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 6

Alignment	Core Content Connector (CCC): 8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can use context as a clue to determine the meaning of a word.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Think Aloud</b> Talk through an example with students using the following process:</p> <ol style="list-style-type: none"> <li>1. Stop and reread the sentence with the unfamiliar word.</li> <li>2. Identify the context clues.</li> <li>3. Make an educated guess about the words meaning.</li> <li>4. Read the sentence again, substituting your definition for the unknown word.</li> </ol> <p><b>Word Games</b> Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</p> <p><b>Word Sorts</b> Teach words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed, where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Online dictionaries that pronounce words and read definitions</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Prewritten sentences with missing words</li> <li>• Words paired with pictures, symbols, or objects</li> <li>• Pre-taught vocabulary</li> <li>• Highlighted vocabulary words within the context of the print</li> <li>• Word walls</li> <li>• Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary</li> <li>• Drawings, interactive computer games, or images to have students express word meaning</li> </ul>



### Item 6\*

We are going to read part of the text again. Listen for clues that tell what the word **destination** means.

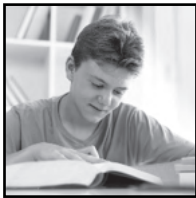
The Chesapeake Bay region is also a fun tourist **destination**. Many people come to visit it.

What does the word **destination** mean in this sentence?



© Vilant / Dreamstime.com

A. a place to go to



© iStock.com / Topalov

B. a way to learn more

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 7

Alignment	Core Content Connector (CCC): 8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claims.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the writer's perspective on the topic when given the writer's claim.</p> <p>I can create an organizational structure in which ideas are logically grouped to support the writer's claims.</p>	<p><b>Model</b></p> <ul style="list-style-type: none"> <li>Model the writing process for persuasive texts. Provide an opening statement that explains the topic and what is being argued. Provide reasons to support the stance, and support it with facts and opinions.</li> </ul> <p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>Provide students with a graphic organizer that has a persuasive claim written at the top (e.g., people should not be allowed to keep exotic animals as pets because it is dangerous).</li> <li>Beneath the claim is a table that has columns labeled with different categories of evidence (e.g., expert quotations, statistics, anecdotes).</li> <li>Given the essential resources (e.g., a list of websites, printed articles), have students locate and categorize relevant evidence based on its type. In the end, they should have at least one piece of evidence for each category.</li> </ul> <p><b>Sorting/Ranking</b></p> <ol style="list-style-type: none"> <li>Pre-teach about factors that contribute to strong supporting evidence and what contributes to weak evidence. Provide examples.</li> <li>Write a claim on the board and give students a piece of paper with a 1–5 scale labeled on it. Be sure to show that 1 is the strongest and 5 is the weakest.</li> <li>Provide students with five sentence strips, each containing one type of evidence for the claim (some should be stronger than others). Have the students read and rank the evidence from strongest to weakest using the 5-point scale you provided.</li> <li>As a class, discuss the results. The focus should be on the group discussion of why students ranked the evidence the way they did, rather than on who got it correct.</li> </ol>	<ul style="list-style-type: none"> <li>Sentence starters</li> <li>Images and illustrations for ideas</li> <li>Interactive computer programs</li> <li>Cutout sentence strips with the evidence already printed on it</li> <li>Group work</li> </ul>

## Item 7

Writers include reasons to support their claims.

Justin wants his principal to require school uniforms. He is writing a letter to persuade his principal to agree with him. This is the claim that Justin writes in his letter.

Students should wear school uniforms.

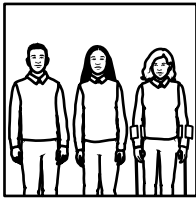
Which reason should Justin use to persuade his principal that students should wear school uniforms?



A. Shirts come in many different patterns.



B. School uniforms will make it easier for students to select their clothes each morning.



C. Students will not like school uniforms because they will all wear the same thing.

Would you like to read this question again, yes or no?

## Sample Item 8

Alignment	Core Content Connector (CCC): 8.WP.1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can gather relevant information from print sources.</p> <p>I can identify sources of information relevant to the topic (e.g., print and/or digital).</p>	<p><b>Read Aloud</b> Model the skill of gathering information by asking and answering questions aloud.</p> <ul style="list-style-type: none"> <li>• Provide student with appropriate text and question to research in the text. Ask the student to locate the information in the text to answer the question.</li> <li>• Demonstrate different ways to identify relevant information: underlining, color-coding, taking notes, highlighting, and using symbols/marks.</li> <li>• Provide multiple opportunities for students to practice gathering information through listening to read alouds, reading a book, and researching topics on the Internet.</li> <li>• Define categories of information and model identifying information for each category. Group information together and allow student to define their own category.</li> </ul> <p><b>Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• While viewing a teacher presentation that integrates multimedia and visual displays, students will reflect on how the medium of each presentation clarified information or added interest by taking notes on a graphic organizer titled <i>Evaluating the Advantages and Disadvantages of Using Different Mediums in Presentations</i>. The student will list the advantages and disadvantages of each medium used while engaging in a class discussion about what mediums created the most effective presentations.</li> <li>• The student will read an informational text and view a video on the same topic. The student will evaluate the pros and cons of using the different media to present the topic via a graphic organizer.</li> </ul> <p><b>Highlight</b></p> <ul style="list-style-type: none"> <li>• Give students an article on a specific topic and have students highlight the information that provides relevant support for the topic.</li> </ul> <p><b>Searching and Sorting:</b></p> <ul style="list-style-type: none"> <li>• Give students a topic and have them do an Internet search to locate print and digital support. They can print the information or take screenshots that can be compiled into a Word document, which can be submitted online.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture/object/tactile representations that illustrate important details in the text</li> <li>• Sentence strips that reflect evidence about the topic</li> <li>• Multimedia as a means for presenting information</li> <li>• Interactive whiteboard or informational texts read by software that highlights text</li> <li>• Read-aloud texts</li> <li>• Pre-highlighted information within the text to reduce student response load</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>

## Item 8

Bo is writing an article for his school newspaper. He plans to use information from a local garden store newsletter.

Which fact from the newsletter should he use to convince the science club to grow a vegetable garden?

- A. Many families grow flowers in their own gardens.
- B. Students can learn about growing their own food.
- C. People buy fruits and vegetables at the grocery store.

Would you like to read this question again, yes or no?

## Sample Items 9–14

Alignment	Core Content Connector (CCC): 8.WI.o1 Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the text structure of a provided text.</p> <p>I can identify an appropriate introduction that matches a given informational text.</p> <p>I can identify transitional words within a provided text.</p> <p>I can identify precise language within a provided informational text.</p> <p>I can identify a relevant fact, quote, example, detail, or definition that addresses the topic.</p> <p>I can identify the appropriate concluding section for a provided informational text.</p>	<p><b>Graphic Organizers</b></p> <p><b>Concept Map:</b> Complete a concept map as a class. Each heading should have a text structure (e.g., persuasive, informative). Under each heading should be the essential elements of each (e.g., informative text structures have facts/examples/quotations, formal style and tone).</p> <p><b>Teacher Think Aloud</b></p> <p>Model for students how you gather first impressions of a text as well as how you activate prior knowledge by examining a text before reading it.</p> <ul style="list-style-type: none"> <li>• Read the title and guess the topic.</li> <li>• Read the introduction and headings. What clues are we given?</li> <li>• Read any bold-faced words and determine their meaning.</li> <li>• Are there any signal words or transitional words/phrases that stick out in the text?</li> <li>• Are there any quotations that are highlighted in the text?</li> <li>• Are there any photographs or diagrams? Discuss your first impressions of them aloud.</li> <li>• Based on all the details you have discovered, what is most likely the text structure?</li> </ul> <p><b>Sorting</b></p> <ol style="list-style-type: none"> <li>1. Read a short informational text that has a clear introduction, body, and conclusion. Label the three parts as you read the text, and describe what each section should contain.</li> <li>2. Cut up a short informational text into its introduction, body, and conclusion and give the slips of paper to the student. Have the student sort and label the text: I. Introduction, II. Body, III. Conclusion. It should look like how you labeled it as a class. You can practice this over and over with many different informational texts. Students can do this in groups, and/or individually.</li> </ol>	<ul style="list-style-type: none"> <li>• Objects and images that represent vocabulary words and text structure components (e.g., character, setting)</li> <li>• Picture cards and graphic organizers to sort key aspects and key words</li> <li>• Additional images and illustrations to help convey meaning.</li> <li>• Highlighted key words within the context of the print</li> <li>• Motivating objects to tell stories (e.g., puppets or student's favorite character, object)</li> <li>• Computer representations, videos, animations, and talking avatars</li> <li>• Pre-made cards with story elements or information versus writing them</li> <li>• Checklists for students to self-monitor writing</li> <li>• Sentence starters</li> <li>• Groups</li> </ul>

## Item 9

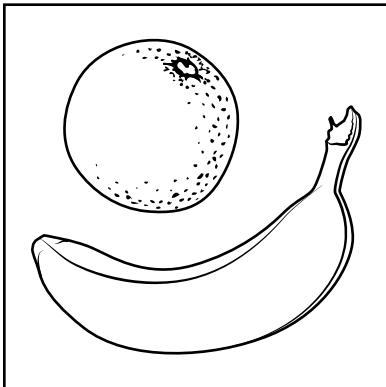
You are going to write an essay about a problem and a way to solve it. One example of a problem is that there are weeds in the garden, and the vegetables cannot grow.



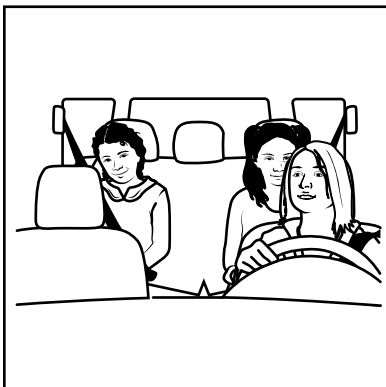
A way to solve the problem is to pull the weeds out of the garden.



Which sentence is about a problem and a way to solve it?



A. Oranges and bananas are both alike and different.



B. When you miss the school bus, a way to solve the problem is to get a ride with someone else.

Would you like to read this question again, yes or no?

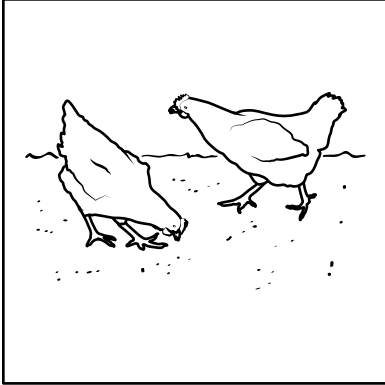
## Item 10

The sentence “When you miss the school bus, a way to solve the problem is to get a ride with someone else” is about a problem and a way to solve the problem.

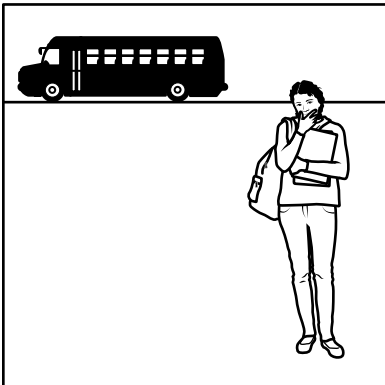
Now you will write an essay about how getting a ride with someone else solves the problem of missing the school bus.

Choose the sentence for the introduction of your essay. Remember, the introduction should describe what the problem is.

Which sentence tells what the problem is?



A. I will tell about chickens and how to raise them.



B. I will tell about a way to solve the problem of missing the school bus.

Would you like to read this question again, yes or no?



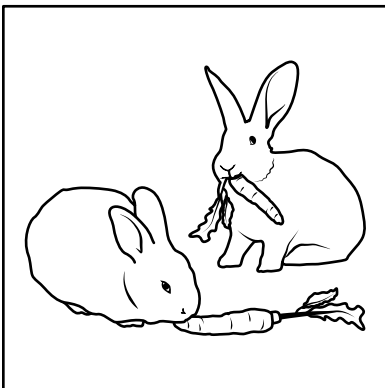
## Item 11

Your introduction is "I will tell about a way to solve the problem of missing the school bus." A solution to the problem of missing the school bus is to get a ride with someone else.

Which sentence gives an example about how you can get a ride with someone else?



A. You can call a friend for a ride.



B. Rabbits eat carrots.

Would you like to read this question again, yes or no?

## Item 12

The sentence “You can call a friend for a ride” gives an example about how you can get a ride with someone else.

Precise words and details help readers imagine the words in their minds. For example, “The bright yellow bus” has more precise words and details than “The bus.”

Which sentence uses precise words and details to help readers imagine the words in their minds?



A. You can call your mom at her office to ask for a ride.



B. You can read about it.

Would you like to read this question again, yes or no?

### Item 13

The sentence “You can call your mom at her office to ask for a ride” uses precise words and details to help readers imagine getting a ride to school after missing the bus. There are words that help readers understand the connection between a problem and a way to solve it. For example, “if” and “then” are two words that can help connect a problem to a way to solve it. Listen to these two sentences.

Which sentence uses “if” and “then”?

- A. Missing the school bus is like getting a ride with someone else.
- B. If you miss the school bus, then get a ride with someone else.

Would you like to read this question again, yes or no?

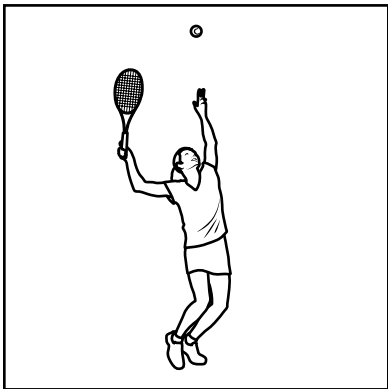
## Item 14

The sentence “If you miss the school bus, then get a ride with someone else” uses the signal words “if” and “then” to help readers understand the connection between a problem and a way to solve it.

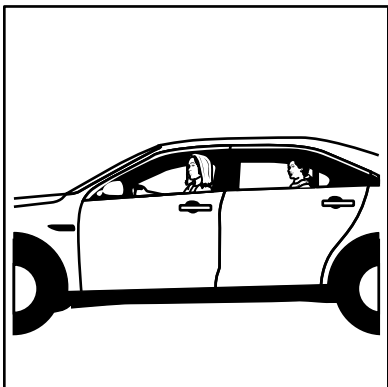
Now, I will read what you have already written. Then you will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about.”

I will tell about a way to solve the problem of missing the school bus. You can call a friend for a ride. You can call your mom at her office to ask for a ride. If you miss the school bus, then get a ride with someone else.”

Which is the best conclusion to your essay that tells about a way to solve the problem of missing the school bus?



A. In conclusion, tennis is a sport.



B. In conclusion, if you miss the school bus, find a ride with a friend or your mom.

Would you like to read this question again, yes or no?

The best conclusion to your essay is “In conclusion, if you miss the school bus, find a ride with a friend or your mom.”

Now I will read your entire essay to you.

I will tell about a way to solve the problem of missing the school bus. You can call a friend for a ride. You can call your mom at her office to ask for a ride. If you miss the school bus, then get a ride with someone else. In conclusion, if you miss the school bus, find a ride with a friend or your mom.

# **ELA Grade 11**

## Grade 11 Sample Item Blueprint

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Reading: Informational	<b>1112.RI.e1</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Locate information within a text related to a given topic.	MC	1
		Determine the usefulness of the information for a given topic.		
	<b>1112.RI.d1</b> Determine the author's point of view or purpose in a text.	Identify what an author tells about a topic.	MC	2
		Identify the author's purpose in telling about a topic.		
		Identify the author's opinion about the topic.		
	<b>1112.RI.b5</b> Determine how key details support the development of the central idea of a text.	Identify one main idea in a text.	MC	3–4
		Identify two or more main ideas in a text.		
		List key details that support each main idea.		
	<b>1112.RI.b1</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.	Make an inference from an informational text.	MC	5–6
		Identify a conclusion from an informational text.		
		Identify a summary from an informational text.		
		Identify details to support the inference, conclusion, or summary.		
Reading: Vocabulary	<b>1112.RWL.b1</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	Use context as a clue to determine the meaning of a word in text.	MC	7
		Determine the meaning of an unknown word in a sentence by using context clues.		

\*MC = multiple-choice

Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Writing	<b>1112.WI.b4</b> Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	Match details, facts, or examples to a topic.	MC	8
	<b>1112.WI.b2</b> Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	Identify information that doesn't belong in a paragraph based on an organizational structure (e.g., examples, descriptions, cause/effect, compare/contrast).	MC	9
		Ability to create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.		
	<b>1112.WP.f1</b> Produce a clear coherent permanent product (e.g., generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, or audience.	Identify the claim within a persuasive/argument text.	MC	10–15
		Identify context that establishes the importance of a provided claim.		
		Identify a reason/evidence that supports a claim within a persuasive/argument text.		
		Identify evidence that is most relevant/important/convincing for a provided claim.		
		Identify appropriate words, phrases, and/or clauses to help support claims and/or evidence within a persuasive/argument/argumentative text.		
		Identify an appropriate concluding statement/section within a persuasive text.		

\*MC = multiple-choice

## Sample Item 1

Alignment	Core Content Connector (CCC): 1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can locate information within a text related to a given topic.</p> <p>I can determine the usefulness of the information for a given topic.</p>	<p><b>Write to Understand</b></p> <p><b>Poster Presentation:</b></p> <ul style="list-style-type: none"> <li>• Use multiple components to develop a complete profile on a person's life. Include an informational map, timeline, and graphic organizer that compare various sources of information (print vs. media).</li> <li>• Complete an informational map (e.g., bubble map showing aspects of a person's life) using photos, newspaper stories, graphs, books, and TV news stories.</li> <li>• Complete a timeline of a subject.</li> <li>• T-chart/Venn diagram to compare print and media information.</li> </ul> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>• Sort provided facts into categories (e.g., early life, turning points, accomplishments, end of life).</li> </ul> <p><b>Discuss to Understand</b></p> <p><b>Socratic seminar</b></p> <ul style="list-style-type: none"> <li>• Choose a segment of a movie or video and choose a segment of a published book on the same topic.</li> <li>• Review the material several times, emphasizing the most important facts.</li> <li>• Provide students with a range of questions that will allow students of varying ability levels to participate.</li> <li>• Facilitate a discussion that relates to the questions as well as how the two mediums differ.</li> </ul> <p><b>Think, Pair, Share</b></p> <ul style="list-style-type: none"> <li>• Discuss the different facts and/or sources of information.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Use a think aloud to explore how to answer a question from multiple sources and how reliable those sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted text</li> <li>• Images to support texts</li> <li>• Graphic organizers</li> <li>• Different colored pens to show information from multiple sources</li> <li>• Meaningful content from a variety of mediums (e.g., Internet, movie)</li> <li>• Short segments of text and video</li> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding</li> </ul>



**Item 1\***

We will read parts of the text and the chart again. A chart lists information by topic. Use information from both the text and the chart to answer this question.

Animal shelters perform an important function in a community. They save homeless animals. They also help keep people safe from stray animals that may be dangerous. Animal shelters usually need help. They often rely on volunteers to play with and walk the animals. This human contact helps the animals stay friendly. This will help the animals get adopted. Animal shelters also need help keeping their facility clean. Volunteers can help clean food dishes and bedding. This helps the animals stay healthy.

**How Volunteering Helps**

Ways to volunteer	How does it help?
 Pick up garbage in a park	Keeps parks clean and safe for people and animals
 Organize food on shelves at a food pantry	Helps provide food to people who don't have enough food to eat
 Play with an animal at an animal shelter	Helps the animals stay friendly for when they find a new home

What is one task a volunteer at an animal shelter can do to help?



United States Air Force /  
Airman Joshua Green

A. put books away



© iStock.com / Steve Debenport

B. clean up garbage



© iStock.com / Gang Zhou

C. play with animals

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 2

Alignment	Core Content Connector (CCC): 1112.RI.d1 Determine the author's point of view or purpose in a text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify what an author tells about a topic.</p> <p>I can identify the author's purpose in telling about a topic.</p> <p>I can identify the author's opinion about the topic.</p>	<p><b>Write to Understand</b></p> <p><b>Read-Only, Purpose Statement, Support Strategy</b></p> <ol style="list-style-type: none"> <li>1. Begin the activity by reading aloud or allowing the students to read independently (poem, chapter, and section) without highlighting or note-taking.</li> <li>2. After completing a deliberate read, have students write a single sentence highlighting the author's purpose of the text.</li> <li>3. When the purpose sentence is complete, students identify specific words, phrases, and clauses from the text the author used to advance their intent.</li> </ol> <p><b>T-Chart Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Graphic organizer that shows visually where information is one sided (e.g., a t-chart showing where an article on the American Civil War is very inclusive of facts related to one side and exclusive of facts related to the other side)</li> </ul> <p><b>Discuss to Understand</b></p> <p><b>Reading for a Purpose</b></p> <ul style="list-style-type: none"> <li>• Prime students by providing specific information/guiding questions to listen for as a text is read (e.g., "This article talks about the dangers of texting while driving. Listen for the reasons why it is dangerous to text while driving.").</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Determining the author's point of view by placing text on the overhead or whiteboard and highlighting information as it is read that tells you the author's point of view/author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, objects, or tactile representations that illustrate the topic, events, or details</li> <li>• Sentence strips that provide support for the authors point of view</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by software that highlights text)</li> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Meaningful content from a variety of mediums (e.g., Internet)</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> </ul>

## Item 2\*

We are going to read part of the text again.



Wikimedia Commons

No matter how you look at it, volunteering helps everyone! John F. Kennedy was the thirty-fifth president of the United States. Kennedy inspired many people to volunteer more. He once said to a large crowd of Americans, “Ask not what your country can do for you—ask what you can do for your country.” In his speech, Kennedy called on American citizens to improve their country by serving it. One way to serve is to volunteer in your community. Everyone should become a volunteer.

People can have different points of view.

An author’s point of view is how the author thinks about the subject.

What is the author’s point of view about volunteering?



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- A. School can be a place where students make friends.



© iStock.com / monkeybusinessimages

- B. Cleaning up parks is the only way to help.



© iStock.com / Wavebreakmedia

- C. Everyone should volunteer to do something.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 3 & 4

Alignment	Core Content Connector (CCC): 1112.RI.b5 Determine how key details support the development of the central idea of a text.							
Learning Targets	Instructional Strategies	Scaffolds and Supports						
I can identify one main idea in a text.  I can identify two or more main ideas in a text.  I can list key details that support each main idea.	<b>Write to Understand</b>  <b>Sketch-to-Stretch</b> <ul style="list-style-type: none"><li>Sketch-to-stretch is a way for students to capture the main idea through drawing. After the students have completed reading an informational text, they can draw a visual representation about the main idea the author is trying to convey. They can use examples and details from the text to inform their drawings.</li></ul> <b>Information Coding</b> <ul style="list-style-type: none"><li>Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:<table border="1"><tr><td>Code</td><td>Meaning</td></tr><tr><td>MI</td><td>I think this is the Main Idea</td></tr><tr><td>***</td><td>This part supports the main idea.</td></tr></table></li></ul> <b>Discuss to Understand</b>  <b>Determining the Main Idea:</b> As students read particular sections of text—or, after reading a text—ask a series of questions to help students determine the main idea. The teacher can help facilitate this by asking questions such as: <ul style="list-style-type: none"><li>What is this informational text really about?</li><li>What do you think the author wants you to learn from this book?</li><li>How does the author support this main idea in each chapter/section?</li><li>Are there more than one main ideas in this text? If so, what are they?</li></ul> <b>Model to Understand</b>  <b>Think Aloud</b> <ul style="list-style-type: none"><li>To model determining a main idea, a teacher should read aloud an informational text. Then, at the end of the text, the teacher should demonstrate what he/she believes the main idea to be. As the teacher continues reading, the teacher can highlight sections in the text that support the main idea over time.</li></ul>	Code	Meaning	MI	I think this is the Main Idea	***	This part supports the main idea.	<ul style="list-style-type: none"><li>Graphic organizers</li><li>Individual copies of informational texts for each student</li><li>Informational coding sheet for each student</li><li>Various informational texts</li><li>Interactive whiteboard</li><li>Read-aloud texts</li><li>Multimedia content</li><li>Preview of the text, illustrations, and details, frontloading</li><li>Peer support, collaborative grouping</li><li>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>Simpler or shorter text with the same key events or details</li></ul>
Code	Meaning							
MI	I think this is the Main Idea							
***	This part supports the main idea.							

### Item 3\*

We are going to read part of the text again.



Volunteering not only helps the community, it also helps improve the life of the volunteer. Volunteers learn **invaluable** and meaningful job skills, such as being on time, being reliable, and cooperating with others. In fact, studies show that volunteers in need of work are 27% more likely to find a job. Being a volunteer will likely make your own life better. When you serve others, you will feel proud of yourself. Plus, while you're volunteering, you will meet like minded people who are also generous and caring. Are you interested in volunteering? A good place to start is by talking to someone who works at your school.

A central idea of this part is that volunteering is good for the volunteer.

Which sentence shows that volunteering is good for the volunteer?



A. People should vote in elections.



B. Volunteers often work away from home.



C. Volunteers learn how to cooperate with others.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

**Item 4\***

What is another sentence that shows that volunteering is good for the volunteer?



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- A. Volunteers are more likely to find a job.



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- B. Volunteers can ask lots of questions.



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- C. Volunteers drink a lot of coffee.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Items 5 & 6

Alignment	Core Content Connector (CCC): 1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can make an inference from informational text.</p> <p>I can identify a conclusion from informational text.</p> <p>I can identify a summary from an information text.</p> <p>I can identify details to support the inference, conclusion, or summary.</p>	<p><b>Write to Understand</b></p> <p><b>Graphic Organizer</b></p> <ol style="list-style-type: none"> <li>1. Teach students to make inferences using an “It Says, I Say, And So” graphic organizer. Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below.</li> <li>2. First the students have to find out what the reading says.</li> <li>3. Next, they find information from the text that will help answer the question.</li> <li>4. Then they add, in their own words, their thoughts about what the reading says.</li> <li>5. Students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.</li> </ol> <p><b>Story Coding</b></p> <p>Provide the students with a copy of the text the students for students to mark. Give students an example of an inference, summary, or conclusion. Next, provide students with a highlighter. Ask students to find THE piece of evidence that provides the strongest support for the inference, conclusion, or summary.</p> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>• Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion.</li> <li>• Use examples and non-examples to sort information pertaining to conclusions or summaries. Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion or summary.</li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>• Model making inferences as you read aloud a text.</li> <li>• Model the process of determining which pieces of evidence are strongest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, objects, or tactile representations that illustrate the topic, events, or details</li> <li>• Sentence strips that reflect evidence about the topic</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by software that highlights text)</li> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Meaningful content from a variety of mediums (e.g., Internet)</li> <li>• Multimedia to present information on a topic</li> </ul>

## Sample Items 5 & 6

Learning Targets	Instructional Strategies	Scaffolds and Supports
	<p><b>Discuss to Understand</b></p> <ol style="list-style-type: none"> <li>1. Teach using online collaboration.</li> <li>2. Have students create a graphic organizer using Google Docs or other computer software.</li> <li>3. Have students record the information from the text on the computer.</li> <li>4. In small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author's thesis/premise and its supporting points.</li> <li>5. Continually guide discussions to focus on specific words, phrases and sentences the author used to deliver his/her message.</li> </ol> <p><b>Think, Pair, Share</b></p> <ul style="list-style-type: none"> <li>• Provide students with an inference, opinion, or conclusion. Ask students to individually find the strongest piece of evidence from the text to support the inference, summary, or conclusion. Then, students meet with peers to share their findings. After the pairs share, a couple teams can share with the rest of the class.</li> </ul> <p><b>Small Group instruction</b></p> <ul style="list-style-type: none"> <li>• Teacher reads a selection from text and asks students what the text infers? Teacher can provide two to three choices for answers (one that is correct and two that are completely unrelated on answer cards in the center of the table).</li> </ul>	



Item 5\*

We are going to read the chart again.

How Volunteering Helps

Ways to volunteer	How does it help?
 Pick up garbage in a park	Keeps parks clean and safe for people and animals
 Organize food on shelves at a food pantry	Helps provide food to people who don't have enough food to eat
 Play with an animal at an animal shelter	Helps the animals stay friendly for when they find a new home

Details support a conclusion.

Which detail supports the conclusion that volunteering helps people in the community?



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A. People cleaning the park help keep it safe.



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B. People washing the dishes help keep the kitchen tidy.



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C. The only way to get a pet is to adopt a dog.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

**Item 6\***

A conclusion is supported by details.

What is another detail from the chart that shows how volunteering helps people in the community?



Franklin D. Roosevelt  
Presidential Library & Museum

A. Part of the president's job is to give speeches.



© iStock.com / Steve Debenport

B. People help provide food to those in need.



© iStock.com / Steve Debenport

C. Parks are kept beautiful when people plant flowers.

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 7

Alignment	Core Content Connector (CCC): 1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can use context as a clue to determine the meaning of a word in text.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p><b>Think Aloud</b> Talk through an example with students using the following process:</p> <ol style="list-style-type: none"> <li>1. Stop and reread the sentence with the unfamiliar word.</li> <li>2. Identify the context clues.</li> <li>3. Make an educated guess about the words meaning.</li> <li>4. Read the sentence again, substituting your definition for the unknown word.</li> </ol> <p><b>Word Games</b> Play a word game that allows students to recognize words' multiple meanings. For example, create—or have students illustrate—pairs of cards to tell or show two meanings of a specific word. Use the cards to play a matching game. Students should collect both pictures for a word and give a verbal definition of each picture.</p> <p><b>Word Sorts</b> Teach words parts using word sorts. It can be used as a way for students to categorize words using structural elements such as prefixes, suffixes, or root words. Word sorts can also be used by students to classify words into categories based on meanings, word origins, or even parts of speech.</p> <ul style="list-style-type: none"> <li>• <b>Closed sorts</b> are teacher directed, where the teacher defines the categories and models the process of sorting words.</li> <li>• <b>Open sorts</b> are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Online dictionaries that provide pronunciation and read-aloud definitions</li> <li>• Visual dictionaries</li> <li>• Interactive whiteboard</li> <li>• Prewritten sentences with missing words</li> <li>• Words paired with pictures, symbols, or objects</li> <li>• Pre-taught vocabulary</li> <li>• Highlighted vocabulary words within the context of the print</li> <li>• Word walls</li> <li>• Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary</li> <li>• Drawings, interactive computer games, or images to have students express word meaning</li> </ul>

**Item 7\***

We are going to read part of the text again. Listen for clues that tell what the word **invaluable** means.

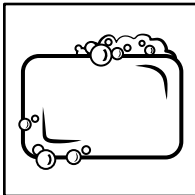


Volunteering not only helps the community, it also helps improve the life of the volunteer. Volunteers learn **invaluable** and meaningful job skills, such as being on time, being reliable, and cooperating with others. In fact, studies show that volunteers in need of work are 27% more likely to find a job. Being a volunteer will likely make your own life better. When you serve others, you will feel proud of yourself. Plus, while you're volunteering, you will meet like minded people who are also generous and caring. Are you interested in volunteering? A good place to start is by talking to someone who works at your school.

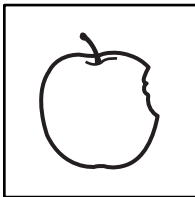
What is the meaning of the word **invaluable** as it is used in this sentence?



A. very important



B. very clean



C. very delicious

Would you like to read this question again, yes or no?

\*Please note: passage may be accessed in the DTA or computer-based testing platform.

## Sample Item 8

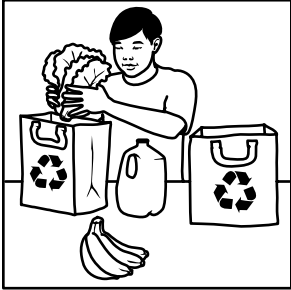
Alignment	Core Content Connector (CCC): 1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can match details, facts, or examples to a topic.</p>	<p><b>Model to Understand</b> Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (multiple colors—one for claims and one for evidence supporting the claims) such as facts, opinions, or claims. Discuss how each is relevant to the topic.</p> <p><b>Highlighting</b> Provide the students with a copy of an informational text that the students can highlight. Talk briefly about the topic before reading the text. Next, provide students with a highlighter. Ask students to read, locate, and highlight the details, facts, or examples that they think provide the best clarification about the topic. Last, discuss answers as a class.</p> <p><b>Graphic Organizer</b> 1. Teach students to make inferences using an “It Says, I Say, and So....” graphic organizer. Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below. 2. First, the students have to find out what the reading says. 3. Next, they find information from the text that will help answer the question. 4. Then, they add, in their own words, their thoughts about what the reading says. 5. Students combine what the reading says and their thoughts to answer the question and, thus, create new meaning—the inference.</p> <p><b>Research</b> Provide a variety of informational topics on a worksheet and have students research online. Have them locate and write one relevant fact, detail, or example for each topic. Make sure they include their sources.</p>	<ul style="list-style-type: none"> <li>• Task folders that include short paragraphs from the text that students can physically match to the inferences</li> <li>• Read-aloud texts</li> <li>• Interactive whiteboard</li> <li>• Sentence strips that reflect evidence about the topic</li> <li>• Videos or storyboards/story cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by software that highlights text)</li> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>

## Item 8

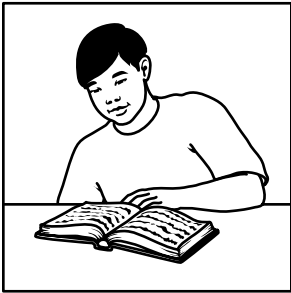
Writers can use details to tell about a topic. Here is a topic you could write about.

People should use reusable bags instead of plastic bags.

Which detail tells why people should use reusable bags instead of plastic bags?



- A. Reusable bags are less wasteful than plastic bags.



- B. Students read books to learn more about history.

Would you like to read this question again, yes or no?

## Sample Item 9

Alignment	Core Content Connector (CCC): 1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify information that doesn't belong in a paragraph based on an organizational structure.</p> <p>I can create an organizational structure for writing that groups information logically to support paragraph focus.</p>	<p><b>Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several different types of informational texts or multimedia (e.g., magazine, online, or newspaper article) for students to use to make comparisons.</li> <li>• Provide sentences or sets of sentences with signal words that indicate a specific text structure</li> <li>• Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer</li> </ul> <p><b>Think, Pair, Share</b></p> <ul style="list-style-type: none"> <li>• Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.</li> <li>• Ask students, "What structure does the author use in this text?" Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used. Have them identify information that does and does not belong.</li> <li>• Pair students and have them discuss their thoughts about the structure.</li> <li>• Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted information within the text (e.g., signal words)</li> <li>• Interactive whiteboard</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer)</li> <li>• A signal word chart</li> <li>• Copies of informational texts for each student</li> <li>• Various informational texts</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Repeated exposure to content and strategies</li> <li>• Symbols to pair with each type of text structure</li> </ul>

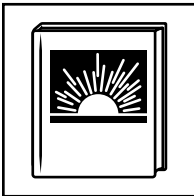
## Item 9

Samantha is writing about outer space. She wants to compare the Sun and the Moon. To compare means to find ways things are alike.

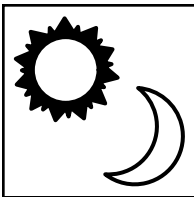
Which sentence belongs in Samantha's essay?



A. Birds live in a nest.



B. My teacher has a book about the Sun.



C. The Sun and the Moon are both in the sky.

Would you like to read this question again, yes or no?



## Sample Items 10–15

Alignment	Core Content Connector (CCC): 1112.WP.f1 Produce a clear coherent permanent product (e.g., generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, or audience.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the claim within a persuasive/argument text.</p> <p>I can identify context that establishes the importance of a provided claim.</p> <p>I can identify a reason/evidence that supports a claim within a persuasive/argument text.</p> <p>I can identify evidence that is most relevant/important/convincing for a provided claim.</p> <p>I can identify appropriate words, phrases, and/or clauses to help support claims and/or evidence within a persuasive/argument/argument/argumentative text.</p> <p>I can identify an appropriate concluding statement/section within a persuasive text.</p>	<p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>Model the process of writing a persuasive text with students by including the following elements:               <ol style="list-style-type: none"> <li>Identify the claim (What do I think?)</li> <li>Identify the reasons (Why do I think this?)</li> <li>Gather evidence (How do I know this is the case?)</li> </ol> </li> <li>Model using a graphic organizer to record arguments, facts, and claims.</li> <li>Model the process of reading an argument.               <ul style="list-style-type: none"> <li>Read through once for an initial impression.</li> <li>Read/review the argument several times.</li> <li>Annotate as you read.</li> <li>Highlight key terms and important information.</li> <li>Evaluate the evidence</li> </ul> </li> </ul> <p><b>Online Collaboration</b></p> <ul style="list-style-type: none"> <li>Have students create a graphic organizer using Google Docs or other computer software.</li> <li>Have students record the information from the text on the computer.</li> <li>In small groups, have students study the compiled responses and select a certain number of sentences that combine to outline the author's argument and its supporting points.</li> <li>Continually guide discussions to focus on specific words, phrases, and sentences the author used to deliver his/her message.</li> </ul> <p><b>Think, Pair, Share</b></p> <ul style="list-style-type: none"> <li>Provide students with a summary or conclusion. Ask students to individually find the strongest piece of evidence from the text that supports the summary or conclusion. Then, have students meet with peers to share their findings. After the pairs share, a couple teams can share with the rest of the class.</li> </ul> <p><b>Matching</b></p> <ul style="list-style-type: none"> <li>Using cutout sentence strips with conclusions written on them, have students match the concluding statements to one paragraph of corresponding text.</li> </ul>	<ul style="list-style-type: none"> <li>Anchor charts</li> <li>Mentor texts</li> <li>Notebook for students to capture persuasive topics</li> <li>Samples of various types of persuasive writing (e.g., advertisements, letters, editorials)</li> <li>Technology (e.g., interactive whiteboard, persuasive texts read by software that highlights text)</li> <li>Graphic organizers</li> <li>Multimedia content</li> <li>Objects and images that help convey meaning</li> <li>Highlighted key terms for them</li> <li>Fewer answer choices and more yes/no questions</li> <li>Groups</li> </ul>

## Item 10

You are going to write an essay about why students should wear school uniforms. Wearing school uniforms means that everyone has the same matching clothes. Let's read the introduction. Listen for what the author is trying to make you believe about school uniforms.

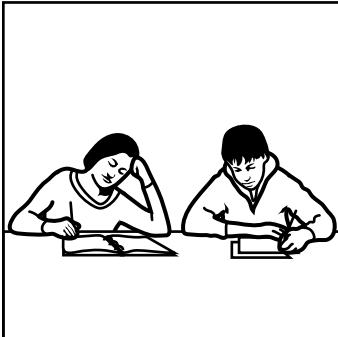
Students should wear school uniforms. If all students wore school uniforms, it would save them time in the morning. There would be fewer arguments with parents because everyone would know exactly what clothes to wear.

Remember, a claim is what the author wants you to believe.

In the introduction, what claim is the author making about school uniforms?



A. Students should wear school uniforms.



B. Students should do their homework.

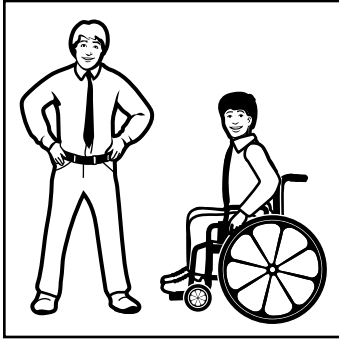
Would you like to read this question again, yes or no?

## Item 11

The claim the author is making is “Students should wear school uniforms.” Now you are going to write the rest of your essay.

A reason is used to convince someone to believe a claim.

Which reason will convince someone that students should wear uniforms?



- A. Students should wear uniforms because they like the color of their shirts.



- B. Students should wear uniforms because they will have more in common with other students.

Would you like to read this question again, yes or no?

## Item 12

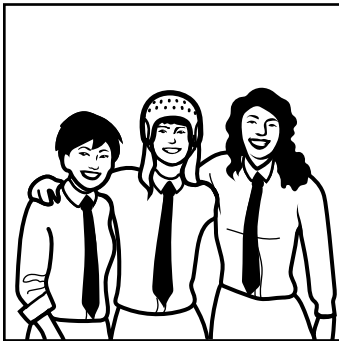
A reason is “Students should wear uniforms because they will have more in common with other students.”

Facts are used in an essay to support claims. Here are two sentences that are facts. Remember, facts are true.

Which fact best supports that students should wear school uniforms?



A. Students go to school during the daytime.



B. A study showed that school uniforms help build a strong school community.

Would you like to read this question again, yes or no?

### Item 13

The best fact is “A study showed that school uniforms help build a strong school community.”

Here are two sentences that could go in your essay. The second sentence has a blank space.

School uniforms save money. \_\_\_\_\_, there is not as much pressure to buy expensive, trendy clothing.

Here are two different phrases that could complete the blank: “for example,” and “on the table.”

Listen as I read the sentences with each of these phrases.

School uniforms save money. For example, there is not as much pressure to buy expensive, trendy clothing.

OR

School uniforms save money. On the table, there is not as much pressure to buy expensive, trendy clothing.

Which phrase should go in the blank space?

A. For example,

B. On the table,

Would you like to read this question again, yes or no?

## Item 14

The phrase “For example” goes in the blank space. I will read the sentences to you.

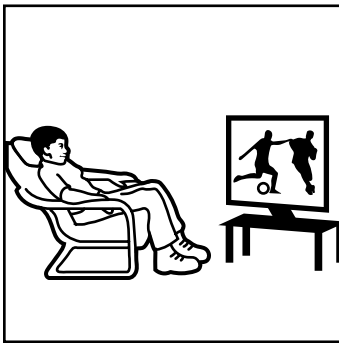
School uniforms save money. For example, there is not as much pressure to buy expensive, trendy clothing.

Your essay about why students should wear school uniforms is almost finished. I will read what you have so far.

Students should wear school uniforms. If all students wore school uniforms, it would save them time in the morning. There would be fewer arguments with parents because everyone would know exactly what clothes to wear. Students should wear uniforms because they will have more in common with other students. A study showed that school uniforms help build a strong school community. School uniforms save money. For example, there is not as much pressure to buy expensive, trendy clothing.

Now you will add a sentence to your essay. I will read two sentences to you.

Which sentence supports your claim about school uniforms?



- A. It is important to wear school uniforms because people like to watch sports on television.



- B. It is important to wear school uniforms because uniforms make students feel more connected to each other and their school.

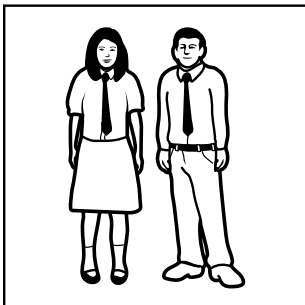
Would you like to read this question again, yes or no?

## Item 15

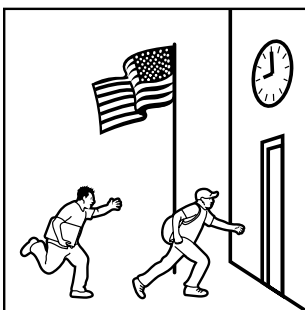
The sentence “It is important to wear school uniforms because uniforms make students feel more connected to each other and their school” tells why it is important to write about school uniforms.

Now you will choose the conclusion for your essay. Remember, a conclusion tells what the essay was about. I will read two sentences to you.

Which sentence is the best conclusion for your essay?



A. In conclusion, students should wear school uniforms!



B. In conclusion, students should get to school on time!

Would you like to read this question again, yes or no?

The best conclusion for your essay is “In conclusion, students should wear school uniforms!”

Now your essay is finished. I will read the whole essay to you.

Students should wear school uniforms. If all students wore school uniforms, it would save them time in the morning. There would be fewer arguments with parents because everyone would know exactly what clothes to wear. Students should wear uniforms because they will have more in common with other students. A study showed that school uniforms help build a strong school community. School uniforms save money. For example, there is not as much pressure to buy expensive, trendy clothing. It is important to wear school uniforms because uniforms make students feel more connected to each other and their school. In conclusion, students should wear school uniforms!

