



**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 a subset of the sample items as a formative assessment tool, allowing teachers to understand what students may be able to know and do based on these items, and how teachers can respond to this information through instruction. This guide should be used in conjunction with the corresponding paper-based item PDF for the student and Directions for Test Administration (DTA) for the administrator.

## 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 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. These will be found in grade 6 only.

## 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 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
Reading: Informational	<b>6.RI.b4</b> Summarize information gained from a variety of sources including media or texts.	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).		
	<b>6.RI.c2</b> Provide a summary of the text distinct from personal opinions or judgments.	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.		
	<b>6.RI.g4</b> Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	Identify important people, events, or ideas in the text.	MC	4
		Identify a description of an event or individual in a text.		
		Create a time line of how one individual or idea is developed in text selection.		
	<b>6.RI.g6</b> Evaluate the claim or argument; determine if it is supported by evidence.	Identify a fact from the text.	MC	5
		Identify a claim from the text.		
		Differentiate a fact versus a claim.		
Reading: Vocabulary	<b>6.RWL.a1</b> Use context to determine the meaning of unknown or multiple-meaning words.	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)	Provide an introduction that includes context/background information to establish a central idea or focus about a topic.	OR	14–15
		Organize ideas, concepts, and information (e.g., using descriptions, classification, comparison/contrast, cause/effect).		
		Use precise language and domain-specific vocabulary to inform about or explain the topic.		
		Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.		
		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 a 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 system of least prompts 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 a 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>

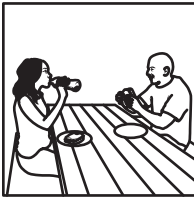
**Item 1\***

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 sample items PDF and Directions for Test Administration.

## 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 a system of least prompts 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>

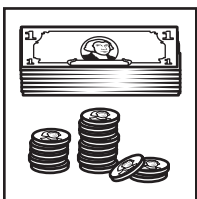
## Item 2\*

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

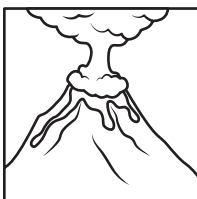
Which sentence belongs in a summary of this text?



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 sample items PDF and Directions for Test Administration.

### Item 3\*

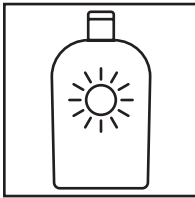
A summary includes information from the text. It does not include the reader's opinion.

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

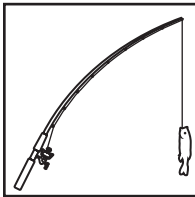
Which sentence also belongs in a summary of this text?



- 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 sample items PDF and Directions for Test Administration.

## 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 time line of how one individual or idea is developed in text selection.</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 himself/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 himself/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\***

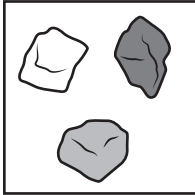
We are going to read part of the text again.

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 sample items PDF and Directions for Test Administration.

## 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.

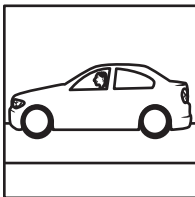
Which fact supports the author's claim that Crater of Diamonds State Park is an exciting place to visit?



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 sample items PDF and Directions for Test Administration.

## Sample Item 6

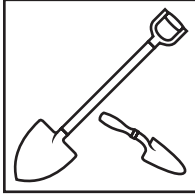
Alignment	Core Content Connector (CCC): 6.RWL.a1 Use context to determine the meaning of unknown or multiple-meaning words.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify multiple-meaning words.</p> <p>I can determine the meaning of an unknown word in a sentence by 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\*

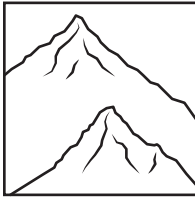
We are going to read part of the text again. Listen for clues that tell you what the word **gems** means.

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.

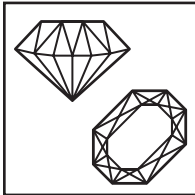
What does the word **gems** mean in this sentence?



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 sample items PDF and Directions for Test Administration.



## 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 time line of their own life. Once students understand the process of charting important milestones on a time line, 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 students 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>

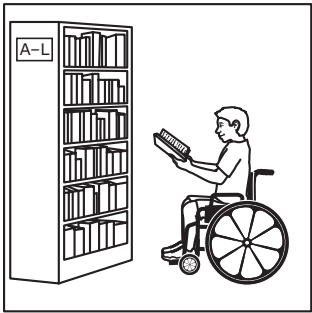
**Item 7**

Story writers include events in the order they happen.

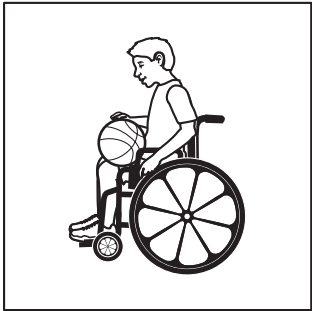
We are going to read two events from a story. Choose the event that happens in the middle.

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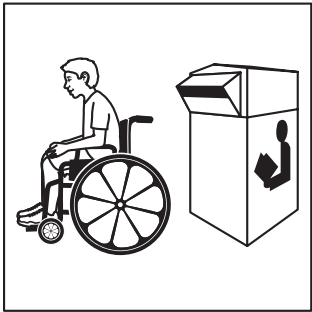
Which event happened in the middle of the story?



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>Flowchart/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 boldfaced 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>• Premade 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.

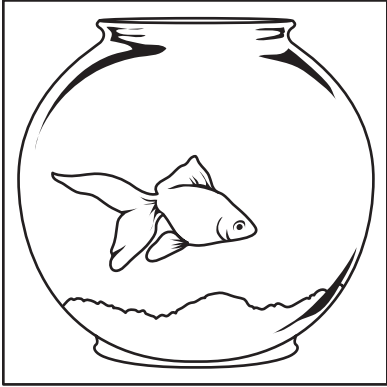
When we contrast, we describe how two things are different. For example, a tree is different from a flower because a tree



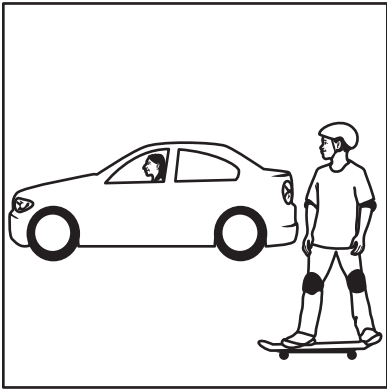
is larger than a flower.



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.

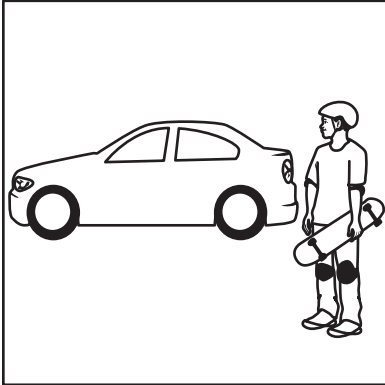
Would you like to read this question again, yes or no?

## Item 10

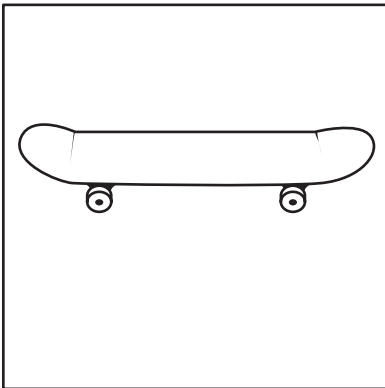
Two sentences that compare and contrast two things are “Cars are like skateboards because people can ride in cars and on skateboards. Cars are different from skateboards because cars are large and skateboards are small.”

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.



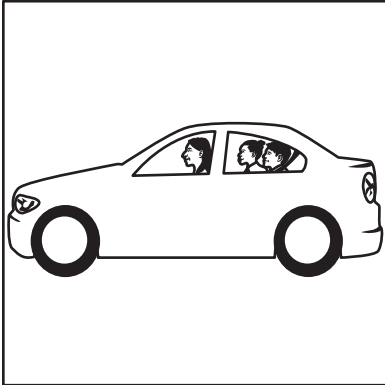
- B. In this essay, I will describe details about skateboards.

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

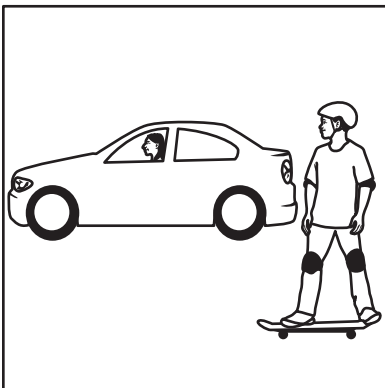
## Item 11

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.

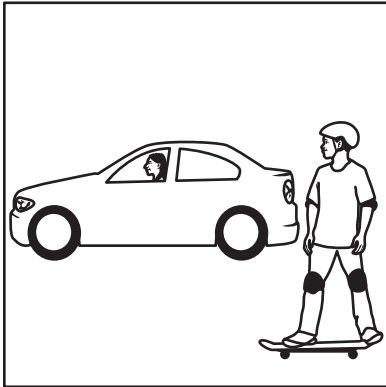
Would you like to read this question again, yes or no?

### Item 13

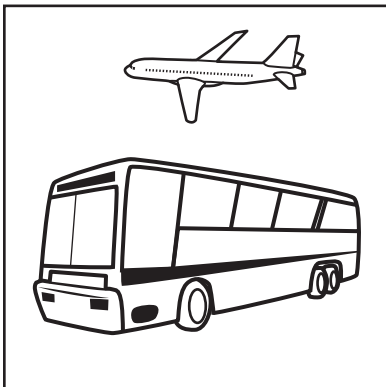
The sentence that uses precise words and details to help readers imagine how cars and skateboards are used and where they can be used is “Cars and skateboards are both forms of transportation that can be used in cities or neighborhoods.”

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 boldfaced 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>• Premade 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 from the 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.

## 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
Reading: Literature	<b>7.RL.j1</b> Analyze the development of the theme or central idea over the course of the text.	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.		
	<b>7.RL.i2</b> Use two or more pieces of textual evidence to support conclusions, or summaries of text.	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.		
Reading: Vocabulary	<b>7.RWL.g1</b> Use context as a clue to determine the meaning of a grade-appropriate word or phrases.	Identify multiple-meaning words.	MC	6
		Determine the meaning of an unknown word in a sentence by using context clues.		
Writing	<b>7.WL.i1</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	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.		
	<b>7.WL.o1</b> Select or provide a concluding statement or paragraph that follows from the narrated experiences or events.	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.		
	<b>7.WI.o1</b> 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).	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): 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>

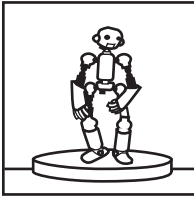
**Item 1\***

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 sample items PDF and Directions for Test Administration.

## 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 students meet 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.

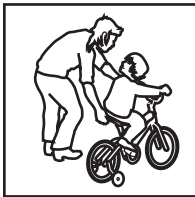
### Mentoring Program



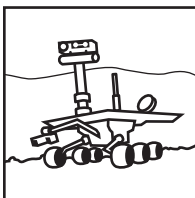
Jason and his big sister Lexi did everything together. When Jason was little, Lexi taught him how to ride a bike. When he was in elementary school, she taught him how to shoot a basketball. Lexi brought him to the zoo and the museum. She even helped him with his math homework.

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 sample items PDF and Directions for Test Administration.

### Item 3\*

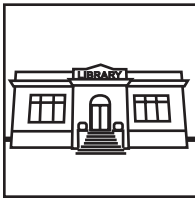
We are going to read part of the story again. Listen for how Lexi and Jason spent a lot of time together.

#### Mentoring Program

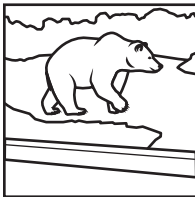


Jason and his big sister Lexi did everything together. When Jason was little, Lexi taught him how to ride a bike. When he was in elementary school, she taught him how to shoot a basketball. Lexi brought him to the zoo and the museum. She even helped him with his math homework.

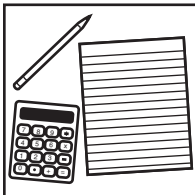
Which of these is another sentence that shows Jason and Lexi spent a lot of time together?



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 sample items PDF and Directions for Test Administration.

#### 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 sample items PDF and Directions for Test Administration.

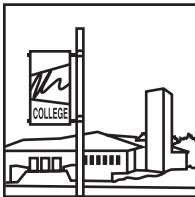
**Item 5\***

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

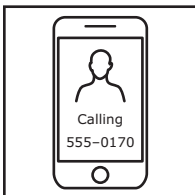


This year, Lexi left for college. Every day Jason walked by her empty bedroom and sighed. Jason called Lexi every week, but it wasn't the same as having her at home.

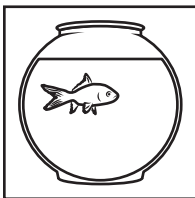
Which of these sentences shows that Jason misses his sister Lexi?



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 sample items PDF and Directions for Test Administration.

## 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 sample items PDF and Directions for Test Administration.

## 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.”</p> <p>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>

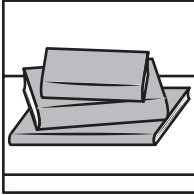
## Item 7

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

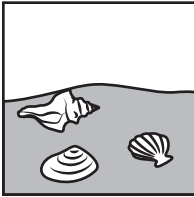
We are going to read a paragraph about Penny's day at a beach. After we read, you will choose the sentence that has a detail about the beach.

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 students meet 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?

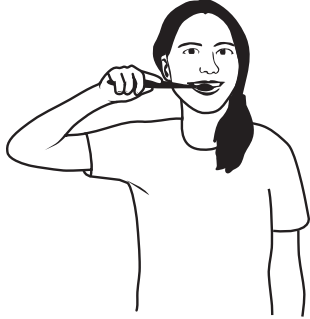
## Sample Items 9–14

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>  <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 boldfaced 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 students. Have the students 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>• Premade 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.

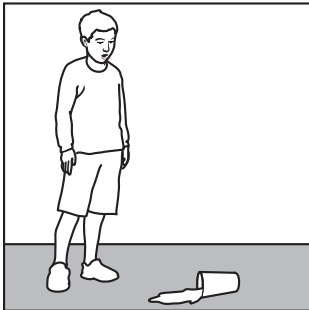
Brushing your teeth is the cause.



The effect is they become clean.



Which sentence is about cause and effect?



A. Spilling something causes a mess.



B. Dogs make good pets.

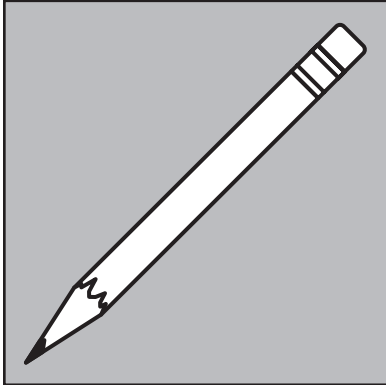
Would you like to read this question again, yes or no?

## Item 10

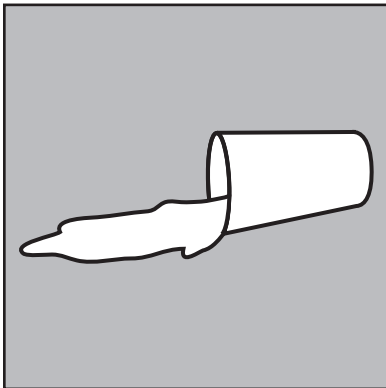
The sentence “Spilling something causes a mess” is about a cause and an effect. An action, spilling something, causes a mess. Now you will write an essay about how spilling something causes a mess.

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

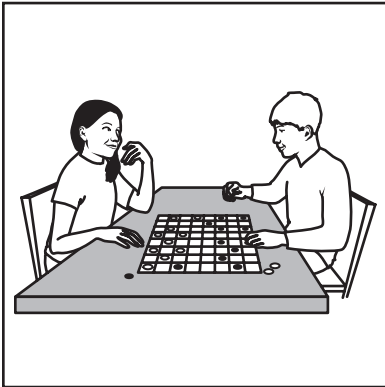
“Spilling milk on the floor makes the floor dirty” tells more about how spilling something causes a mess.

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.

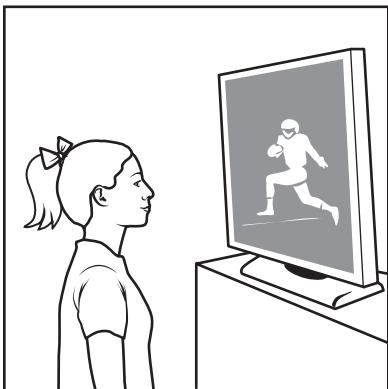
Would you like to read this question again, yes or no?

## 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.

