Multi-State Alternate Assessment

Sample Item Teacher Guide

English Language Arts (ELA)

Grades 8 and 11

Table of Contents

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.

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	**8.RI.I1** 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.		
	8.RI.j1 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.		
	8.RI.k2 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.		
	8.RI.k4 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	**8.RWL.g1** 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

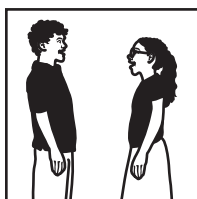| Domain	Standard (Core Content Connectors)	Learning Target(s)	Item Type*	Item Position
Writing	**8.WP.k2** Create an organizational structure in which ideas are logically grouped to support the writer's claims.	Ability to create an organizational structure in which ideas are logically grouped to support the writer's claims.	MC	7
		Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).		
	8.WP.j1 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).		
	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).	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.I1** 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**
I can identify two texts on the same topic by different authors. I can locate important information within a text related to a provided topic. I can identify a similar topic in two texts. I can identify statements from the texts that disagree on the same topic. I can distinguish statements as fact or interpretation.	**Write to Understand** • 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. **Sort to Understand** • Provide information on a topic from two texts. Have students sort one author's information from another's. **Discuss to Understand** • Reading for a Purpose: Prime students by providing specific information to listen for as a text is read. • Provide guiding questions after paragraphs or sections of the text are read aloud. **Model to Understand** • 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. **Evaluate an Editorial** • Teach signal words that act as clues to whether an author's evidence is a fact or the author's interpretation/opinion. For example, Fact – The annual report **confirms**… – Scientists have recently **discovered**… – **According to** the results of the tests… – The investigation **demonstrated**… Interpretation/Opinion – He **claimed** that… – It is the officer's **view** that… – The report **argues** that… – Many scientists **suspect** that… • 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. • When they have finished, students can then compare their answers and discuss the reasons for the decisions they made.	• Highlighted information within the text • Graphic organizers • Venn diagram • Read-aloud texts • Interactive whiteboard • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Item 1*

The topic is what the text is about.

What is the topic of the text and the poster?

A. friends
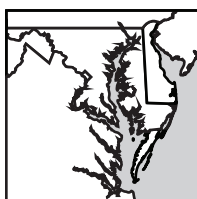
B. the Chesapeake Bay

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

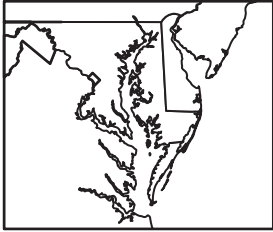*Please note: passage may be accessed in the DTA or computer-based testing platform.

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
I can make an inference from an informational text. I can identify a conclusion from an informational text. I can identify a summary of an informational text. I can identify a detail to support the inference, conclusion, or summary.	**Write to Understand** 1. Teach students to make inferences using an "It Says, I Say, And So" graphic organizer. 2. First the students must 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. Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference. 6. Use a graphic organizer to record evidence or make connections among pieces of information. 7. Use system of least prompts as needed to provide feedback. **Discuss to Understand** • Break students into small groups to discuss connections between texts, summaries, or conclusions. **Model to Understand** • Model making inferences, summaries, and conclusions as you read an informational text aloud. • Teach using the think-aloud strategy.	• Pictures, objects, or tactile representations that illustrate important events or details of events in the text • Sentence strips that reflect evidence about the topic • Technology (e.g., interactive whiteboard, informational texts read by software that highlights text) • Graphic organizers • Highlighted information within the text • Task folders that include short paragraphs from the text that students can physically match to the inferences • Read-aloud texts • Videos or storyboards/story cards of the story for visual supports • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners

Item 2*

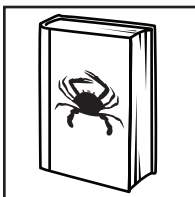We are going to read the poster again.

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?
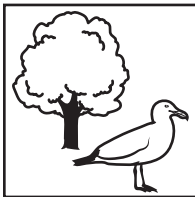
A.   to keep it safe for plants and animals

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.
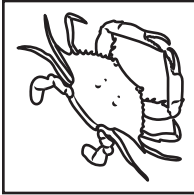
Sample Item 3

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
I can identify key ideas in a text. I can identify the related portion of a text for a provided sentence. I can identify the main idea within a paragraph. I can identify supporting details within a paragraph.	**Sketch-to-Stretch** • 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. **Discuss to Understand** • 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: – What is this paragraph about? – What do you think the author wants you to learn? – What specific details from the paragraph led you to that answer? • Summarize using a main idea board showing main points in the text (written language and photos). **Model to Understand** • 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.	• Graphic organizers (data chart) • Sorting cards for signal word sort • Various informational texts • Interactive whiteboard • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content

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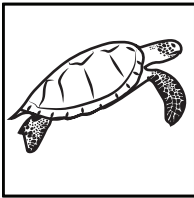
B. Sea turtles bury their eggs in the sand.

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**
I can identify a fact from the text. I can identify a claim from the text. I can differentiate a fact vs. a claim. I can match evidence to a claim.	**Write to Understand** **Graphic Organizer** • Use an evidence tracker to record claims an author makes. • Teach the skill of evaluating claims using a task analysis. **Annotating the Text** • 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. **Model to Understand** • Place text on the overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions: – What does the title suggest? – Who is the author? – Is the author a reliable source? – What is the author's claim? – How does the author support the claim with evidence? – What is the publication date? – What is my background knowledge on the issue? • Model the process of reading an argument. – Read through once for an initial impression. – Read/review the argument several times. – Annotate as you read. – Highlight key terms and important information. – Evaluate the evidence. • Use example/non-example to teach fact vs. claim. • Model using a graphic organizer to record arguments, facts, and claims.	• Highlighted information within the text • Graphic organizers • Pictures, objects, or tactile representations that illustrate the topic, events, or details • Sentence strips that reflect supporting details about the topic • Videos or storyboards/story cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by software that highlights text) • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Peer support, collaborative grouping

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**
I can use context as a clue to determine the meaning of a word. I can determine the meaning of an unknown word in a sentence by using context clues.	**Think Aloud** Talk through an example with students using the following process: 1. Stop and reread the sentence with the unfamiliar word. 2. Identify the context clues. 3. Make an educated guess about the words meaning. 4. Read the sentence again, substituting your definition for the unknown word. **Word Games** 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. **Word Sorts** 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. • **Closed sorts** are teacher directed, where the teacher defines the categories and models the process of sorting words. • **Open sorts** are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.	• Online dictionaries that pronounce words and read definitions • Visual dictionaries • Interactive whiteboard • Prewritten sentences with missing words • Words paired with pictures, symbols, or objects • Pre-taught vocabulary • Highlighted vocabulary words within the context of the print • Word walls • Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary • Drawings, interactive computer games, or images to have students express word meaning

Item 6*

We are going to read part of the text again. Listen for clues that tell what the word **destination** means.
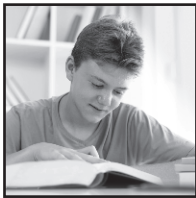
The Chesapeake Bay region is also a fun tourist **destination**. Many people come to visit it.

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
I can identify the writer's perspective on the topic when given the writer's claim. I can create an organizational structure in which ideas are logically grouped to support the writer's claims.	**Model** • 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. **Graphic Organizer** • 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). • Beneath the claim is a table that has columns labeled with different categories of evidence (e.g., expert quotations, statistics, anecdotes). • 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. **Sorting/Ranking** 1. Pre-teach about factors that contribute to strong supporting evidence and what contributes to weak evidence. Provide examples. 2. 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. 3. 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. 4. 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.	• Sentence starters • Images and illustrations for ideas • Interactive computer programs • Cutout sentence strips with the evidence already printed on it • Group work

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.j1** 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
I can gather relevant information from print sources. I can identify sources of information relevant to the topic (e.g., print and/or digital).	**Read Aloud** Model the skill of gathering information by asking and answering questions aloud. • 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. • Demonstrate different ways to identify relevant information: underlining, color-coding, taking notes, highlighting, and using symbols/marks. • Provide multiple opportunities for students to practice gathering information through listening to read alouds, reading a book, and researching topics on the Internet. • Define categories of information and model identifying information for each category. Group information together and allow student to define their own category. **Graphic Organizers** • 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 *Evaluating the Advantages and Disadvantages of Using Different Mediums in Presentations*. 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. • 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. **Highlight** • Give students an article on a specific topic and have students highlight the information that provides relevant support for the topic. **Searching and Sorting:** • 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.	• Picture/object/tactile representations that illustrate important details in the text • Sentence strips that reflect evidence about the topic • Multimedia as a means for presenting information • Interactive whiteboard or informational texts read by software that highlights text • Read-aloud texts • Pre-highlighted information within the text to reduce student response load • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text containing the same key information • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners

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**
I can identify the text structure of a provided text. I can identify an appropriate introduction that matches a given informational text. I can identify transitional words within a provided text. I can identify precise language within a provided informational text. I can identify a relevant fact, quote, example, detail, or definition that addresses the topic. I can identify the appropriate concluding section for a provided informational text.	**Graphic Organizers** **Concept Map:** 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). **Teacher Think Aloud** 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. • Read the title and guess the topic. • Read the introduction and headings. What clues are we given? • Read any bold-faced words and determine their meaning. • Are there any signal words or transitional words/phrases that stick out in the text? • Are there any quotations that are highlighted in the text? • Are there any photographs or diagrams? Discuss your first impressions of them aloud. • Based on all the details you have discovered, what is most likely the text structure? **Sorting** 1. Read a short informational text that has a clear introduction, body, and conclusion. Label the three parts as read the text, and describe what each section should contain. 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.	• Objects and images that represent vocabulary words and text structure components (e.g., character, setting) • Picture cards and graphic organizers to sort key aspects and key words • Additional images and illustrations to help convey meaning. • Highlighted key words within the context of the print • Motivating objects to tell stories (e.g., puppets or student's favorite character, object) • Computer representations, videos, animations, and talking avatars • Pre-made cards with story elements or information versus writing them • Checklists for students to self-monitor writing • Sentence starters • Groups

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.
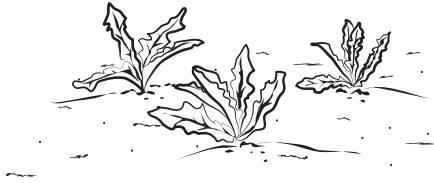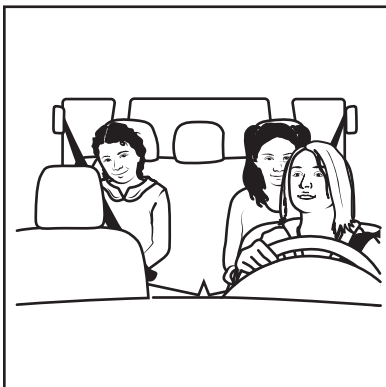

A way to solve the problem is to pull the weeds out of the garden.

Which sentence is about a problem and a way to solve it?
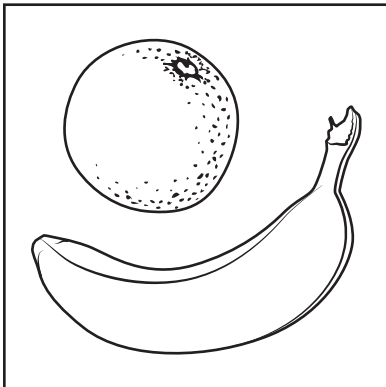
A. Oranges and bananas are both alike and different.

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

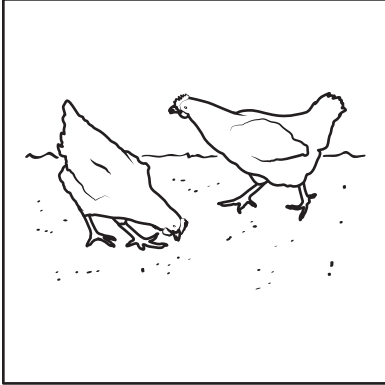Would you like to read this question again, yes or no?

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.

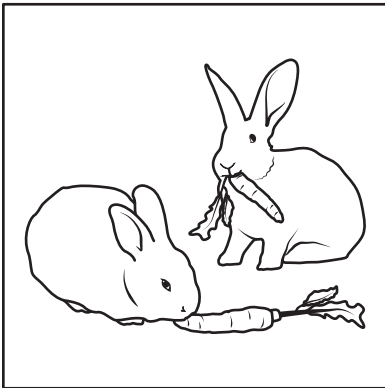Would you like to read this question again, yes or no?

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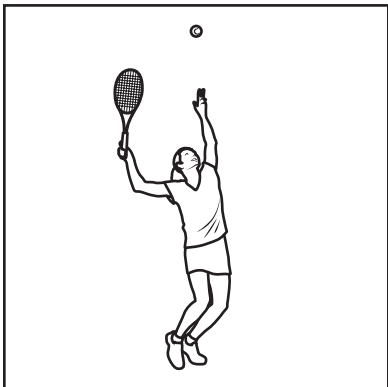
Would you like to read this question again, yes or no?

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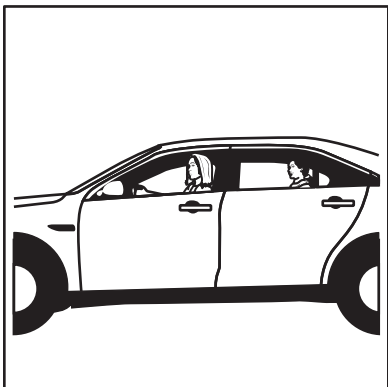
Now, I will read what you have already written. Then you will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about."

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	**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.	Locate information within a text related to a given topic.	MC	1
		Determine the usefulness of the information for a given topic.		
	1112.RI.d1 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.		
	1112.RI.b5 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.		
	1112.RI.b1 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	**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.	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	**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.	Match details, facts, or examples to a topic.	MC	8
	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.	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.		
	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.	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/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**
I can locate information within a text related to a given topic. I can determine the usefulness of the information for a given topic.	**Write to Understand** **Poster Presentation:** • 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). • 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. • Complete a timeline of a subject. • T-chart/Venn diagram to compare print and media information. **Sort to Understand** • Sort provided facts into categories (e.g., early life, turning points, accomplishments, end of life). **Discuss to Understand** **Socratic seminar** • Choose a segment of a movie or video and choose a segment of a published book on the same topic. • Review the material several times, emphasizing the most important facts. • Provide students with a range of questions that will allow students of varying ability levels to participate. • Facilitate a discussion that relates to the questions as well as how the two mediums differ. **Think, Pair, Share** • Discus the different facts and/or sources of information. **Model to Understand** • Use a think aloud to explore how to answer a question from multiple sources and how reliable those sources.	• Highlighted text • Images to support texts • Graphic organizers • Different colored pens to show information from multiple sources • Meaningful content from a variety of mediums (e.g., Internet, movie) • Short segments of text and video • Read-aloud texts • Interactive whiteboard • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to facilitate responding

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**
I can identify what an author tells about a topic. I can identify the author's purpose in telling about a topic. I can identify the author's opinion about the topic.	**Write to Understand** **Read-Only, Purpose Statement, Support Strategy** 1. Begin the activity by reading aloud or allowing the students to read independently (poem, chapter, and section) without highlighting or note-taking. 2. After completing a deliberate read, have students write a single sentence highlighting the author's purpose of the text. 3. When the purpose sentence is complete, students identify specific words, phrases, and clauses from the text the author used to advance their intent. **T-Chart Graphic Organizer** • 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) **Discuss to Understand** **Reading for a Purpose** • 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."). **Model to Understand** • 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.	• Pictures, objects, or tactile representations that illustrate the topic, events, or details • Sentence strips that provide support for the authors point of view • Videos or storyboards/story cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by software that highlights text) • Graphic organizers • Highlighted information within the text • Meaningful content from a variety of mediums (e.g., Internet) • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping

Item 2*

We are going to read part of the text again.

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?

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

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

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.	**Write to Understand** **Sketch-to-Stretch** • 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. **Information Coding** • 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: | Code	Meaning
---	---
MI	I think this is the Main Idea
***	This part supports the main idea. | **Discuss to Understand** **Determining the Main Idea:** 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: • What is this informational text really about? • What do you think the author wants you to learn from this book? • How does the author support this main idea in each chapter/section? • Are there more than one main ideas in this text? If so, what are they? **Model to Understand** **Think Aloud** • 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.	• Graphic organizers • Individual copies of informational texts for each student • Informational coding sheet for each student • Various informational texts • Interactive whiteboard • Read-aloud texts • Multimedia content • Preview of the text, illustrations, and details, frontloading • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text with the same key events or details

Item 3*

We are going to read part of the text again.

© iStock.com / asiseeit

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?

© iStock.com / fstop123

A.   People should vote in elections.

© iStock.com / Steve Debenport

B.   Volunteers often work away from home.

© iStock.com / Steve Debenport

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.
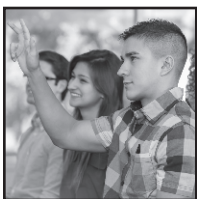
Item 4*

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.

© iStock.com / Image Source

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**
I can make an inference from informational text. I can identify a conclusion from informational text. I can identify a summary from an information text. I can identify details to support the inference, conclusion, or summary.	**Write to Understand** **Graphic Organizer** 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. **Story Coding** 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. **Sort to Understand** • Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion. • 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. **Model to Understand** • Model making inferences as you read aloud a text. • Model the process of determining which pieces of evidence are strongest.	• Pictures, objects, or tactile representations that illustrate the topic, events, or details • Sentence strips that reflect evidence about the topic • Videos or storyboards/story cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by software that highlights text) • Graphic organizers • Highlighted information within the text • Meaningful content from a variety of mediums (e.g., Internet) • Multimedia to present information on a topic

Sample Items 5 & 6		
Learning Targets	**Instructional Strategies**	**Scaffolds and Supports**
	Discuss to Understand	
	1. Teach using online collaboration.	
	2. Have students create a graphic organizer using Google Docs or other computer software.	
	3. Have students record the information from the text on the computer.	
	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.	
	5. Continually guide discussions to focus on specific words, phrases and sentences the author used to deliver his/her message.	
	Think, Pair, Share	
	• 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.	
	Small Group instruction	
	• 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).	

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.

© iStock.com / kali9

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.

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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
I can use context as a clue to determine the meaning of a word in text. I can determine the meaning of an unknown word in a sentence by using context clues.	**Think Aloud** Talk through an example with students using the following process: 1. Stop and reread the sentence with the unfamiliar word. 2. Identify the context clues. 3. Make an educated guess about the words meaning. 4. Read the sentence again, substituting your definition for the unknown word. **Word Games** 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. **Word Sorts** 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. • **Closed sorts** are teacher directed, where the teacher defines the categories and models the process of sorting words. • **Open sorts** are when students create their own categories as they search for commonalities between the words. Students reorganize the words following a determined pattern.	• Online dictionaries that provide pronunciation and read-aloud definitions • Visual dictionaries • Interactive whiteboard • Prewritten sentences with missing words • Words paired with pictures, symbols, or objects • Pre-taught vocabulary • Highlighted vocabulary words within the context of the print • Word walls • Motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary • Drawings, interactive computer games, or images to have students express word meaning

Item 7*

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


© iStock.com / asiseeit

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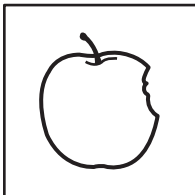
What is the meaning of the word **invaluable** as it is used in this sentence?

A. very important
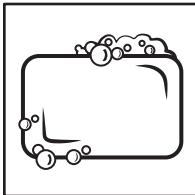
B. very clean

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**
I can match details, facts, or examples to a topic.	**Model to Understand** 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. **Highlighting** 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. **Graphic Organizer** 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. **Research** 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.	• Task folders that include short paragraphs from the text that students can physically match to the inferences • Read-aloud texts • Interactive whiteboard • Sentence strips that reflect evidence about the topic • Videos or storyboards/story cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by software that highlights text) • Graphic organizers • Highlighted information within the text • Content delivered using multimedia (e.g., book, storyboard, video, computer) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners

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.

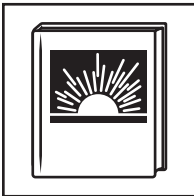| Learning Targets	Instructional Strategies	Scaffolds and Supports
I can identify information that doesn't belong in a paragraph based on an organizational structure. I can create an organizational structure for writing that groups information logically to support paragraph focus.	**Graphic Organizers** • 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. • Provide sentences or sets of sentences with signal words that indicate a specific text structure • 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 **Think, Pair, Share** • 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. • 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. • Pair students and have them discuss their thoughts about the structure. • 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.	• Highlighted information within the text (e.g., signal words) • Interactive whiteboard • Content delivered using multimedia (e.g., book, storyboard, video, computer) • A signal word chart • Copies of informational texts for each student • Various informational texts • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Repeated exposure to content and strategies • Symbols to pair with each type of text structure

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.
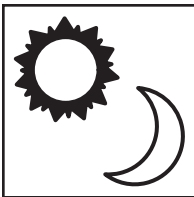
Which sentence belongs in Samantha's essay?

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**

I can identify the claim within a persuasive/argument text.
 	
I can identify context that establishes the importance of a provided claim.
 	
I can identify a reason/evidence that supports a claim within a persuasive/argument text.
 	
I can identify evidence that is most relevant/important/convincing for a provided claim.
 	
I can identify appropriate words, phrases, and/or clauses to help support claims and/or evidence within a persuasive/argument/argument/argumentative text.
 	
I can identify an appropriate concluding statement/section within a persuasive text.
	Model to Understand
	
	• Model the process of writing a persuasive text with students by including the following elements:
	  1. Identify the claim (What do I think?)
	  2. Identify the reasons (Why do I think this?)
	  3. Gather evidence (How do I know this is the case?)
	• Model using a graphic organizer to record arguments, facts, and claims.
	• Model the process of reading an argument.
	  – Read through once for an initial impression.
	  – Read/review the argument several times.
	  – Annotate as you read.
	  – Highlight key terms and important information.
	  – Evaluate the evidence
	
	Online Collaboration
	• Have students create a graphic organizer using Google Docs or other computer software.
	• Have students record the information from the text on the computer.
	• 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.
	• Continually guide discussions to focus on specific words, phrases, and sentences the author used to deliver his/her message.
	
	Think, Pair, Share
	• 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.
	
	Matching
	• Using cutout sentence strips with conclusions written on them, have students match the concluding statements to one paragraph of corresponding text.
		• Anchor charts
		• Mentor texts
		• Notebook for students to capture persuasive topics
		• Samples of various types of persuasive writing (e.g., advertisements, letters, editorials)
		• Technology (e.g., interactive whiteboard, persuasive texts read by software that highlights text)
		• Graphic organizers
		• Multimedia content
		• Objects and images that help convey meaning
		• Highlighted key terms for them
		• Fewer answer choices and more yes/no questions
		• Groups

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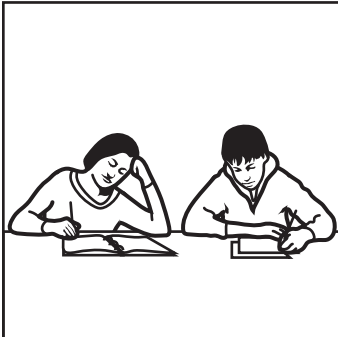
Students should wear school uniforms. If all students wore school uniforms, it would save them time in the morning. There would be fewer arguments with parents because everyone would know exactly what clothes to wear.

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.

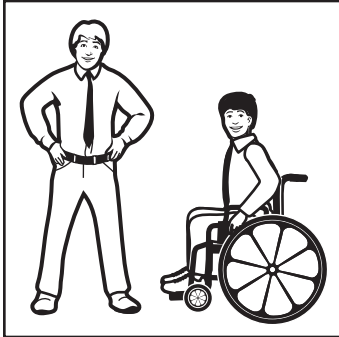B. Students should do their homework.

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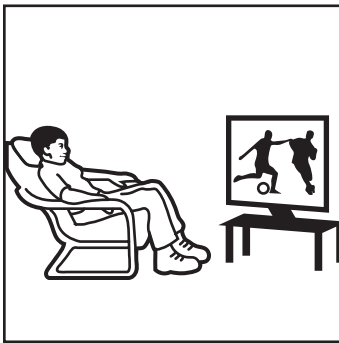
A. It is important to wear school uniforms because people like to watch sports on television.

B. It is important to wear school uniforms because uniforms make students feel more connected to each other and their school.
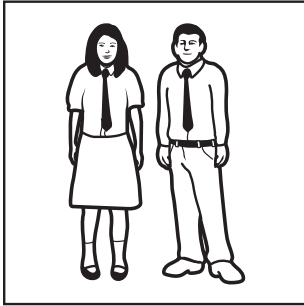
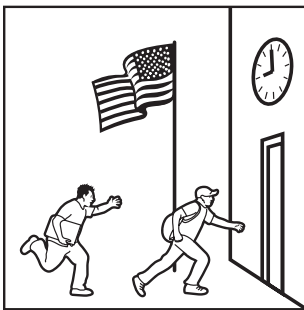Would you like to read this question again, yes or no?

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!