



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

Table of Contents

About This Guide.....	1
ELA Grade 3.....	3
Grade 3 Blueprint Table.....	4
Sample Items 1 & 2.....	6
Sample Item 3.....	9
Sample Item 4.....	11
Sample Item 5.....	14
Sample Item 6.....	16
Sample Item 7.....	19
Sample Item 8.....	21
Sample Items 9–14.....	23
ELA Grade 4.....	31
Grade 4 Blueprint Table.....	32
Sample Items 1 & 2.....	33
Sample Item 3.....	36
Sample Items 4 & 5.....	38
Sample Item 6.....	41
Sample Items 7 & 8.....	44
Sample Items 9–12.....	48
ELA Grade 5.....	54
Grade 5 Blueprint Table.....	55
Sample Item 1.....	56
Sample Item 2.....	59
Sample Items 3 & 4.....	61
Sample Item 5.....	64
Sample Item 6.....	66
Sample Item 7.....	68
Sample Items 8–11.....	70

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 3

Grade 3 Blueprint Table

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

*MC = multiple-choice

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

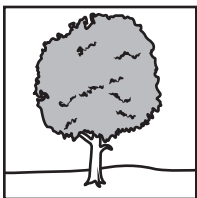
*MC = multiple-choice

Sample Items 1 & 2

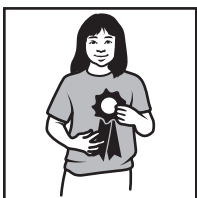
Alignment	Core Content Connector (CCC): 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can determine the topic of an informational text presented in diverse media.</p>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

Item 1*

What is the main idea in this passage?



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



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



C. The Lantern Festival is important to families.

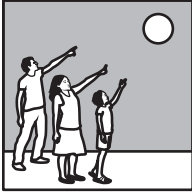
Would you like to read this question again, yes or no?

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Item 2*

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

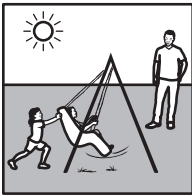
Which sentence helps the reader understand the main idea?



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



- B. Many places have their own holidays.



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

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 3

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

Item 3*

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

The main idea is an important idea in the chart.

Lantern Festival Dates

Year	First Full Moon
2017	February 11
2018	March 2
2019	February 19
2020	February 8

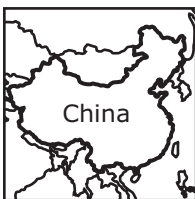
What is the main idea of this chart?



A. who likes to swim in a pool

First Full Moon
February 11

B. when the Lantern Festival takes place



C. where the Lantern Festival was started

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 4

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

Sample Item 4

Think Aloud

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

Graphic Organizer

Use a system of least prompts to teach students to: locate text features, locate signal words, find words in a glossary, locate title, use an index.

Task Analysis

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

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

Item 4*

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

Family Fun

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



Paul Gisby Photography / Alamy Stock Photo

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

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



istock.com/klikk

A. how the paper lanterns fly



istock.com/2ndLookGraphics

B. when the bus takes kids to school



istock.com/af_istocker

C. what families do at the Lantern Festival

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 5

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

Item 5*

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



Paul Gisby Photography / Alamy Stock Photo

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

What part of the Lantern Festival does the picture show?



istock.com/kiagiyivik

A. a full moon in the sky



Nick Stephens / Alamy Stock Photo

B. the Lion Dance in the street



istock.com/lortie

C. two friends on a bike ride

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 6

Alignment	Core Content Connector (CCC): 3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple-meaning word.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can recall the meaning of frequently used nouns.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p>Word Games</p> <ul style="list-style-type: none"> • 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. • Create games for students to interact with partners to determine word meanings (e.g., word-matching game). <p>Think Aloud</p> <p>After reading a sentence with a difficult word, the teacher stops reading and thinks aloud to demonstrate how she determined the meaning of the word in the context.</p> <p>Word Sorts</p> <p>Teach word 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"> • 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. <p>Vocabulary Trees</p> <p>Teach word parts using vocabulary trees. First, either the teacher or the students determine which root to explore and record it in the root of the tree with the definition. Next, in the trunk of the tree, write a key word that contains the root word and its definition. In the branches of the tree, list other words that include the same root. For each word, provide a definition and a sentence using that word. Encourage students to add a twig to identify where they heard or found the sentence.</p>	<ul style="list-style-type: none"> • Use online dictionaries to pronounce words and read definitions. • Visual dictionaries • Interactive whiteboard • Use prewritten sentences with missing words. • Use words paired with drawings, pictures, symbols, or objects. • Interactive computer games • Pre-teach vocabulary. • Highlight vocabulary words within the context of the print. • Create word walls. • Teach context clues parallel to teaching multiple-meaning words. • Use motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary. • Model word-solving strategies. • Connect to real-world contexts when possible.

Sample Item 6

Cloze Strategy

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

Graphic Organizers

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

Item 6*

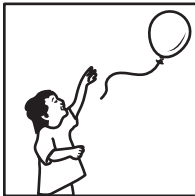
We are going to read some sentences from the passage again. Listen for clues that tell you what the word **drift** means.

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

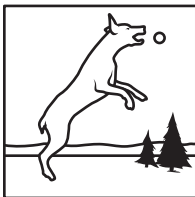
What does the word **drift** mean in this sentence?



A. fall asleep



B. float around



C. play outside

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 7

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

Item 7

Writers put information about the same topic together.

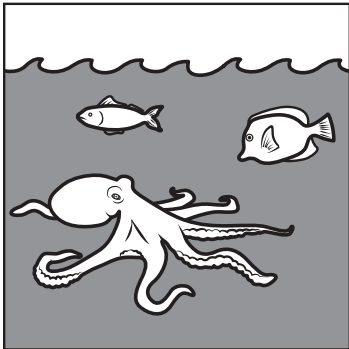
Here are three sentences about the same topic.

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

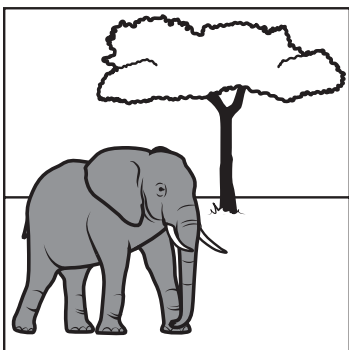
What is the topic of these sentences?



A. things in the night sky



B. animals that live in the ocean



C. the biggest living things on Earth

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

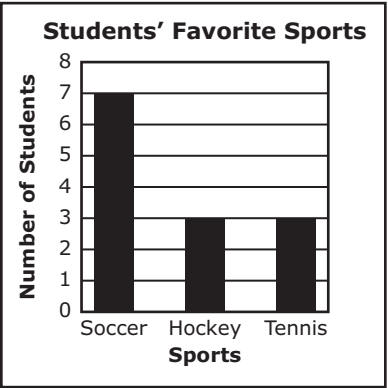
Sample Item 8

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

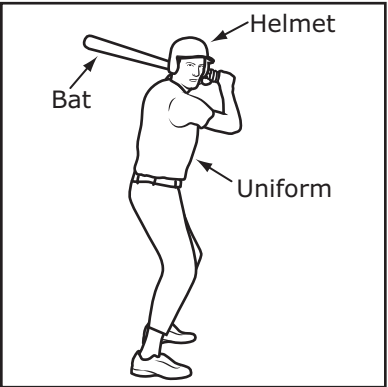
Item 8

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

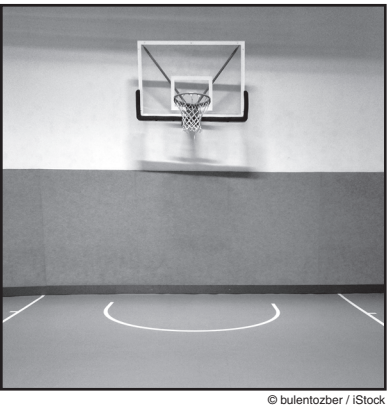
Which text feature would show the sports students like best?



A. a bar graph of students' favorite sports



B. a diagram of a sports player



C. a photograph of a place where sports are played

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

Sample Items 9–14

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

Sample Items 9–14

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

Item 9

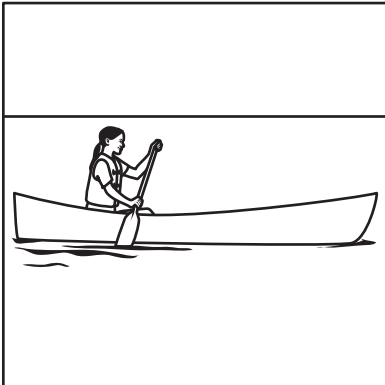
You are going to write a story. Your story is about a girl named Emmy. She is going to school.

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

Which sentence tells about the character Emmy?



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



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

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

Item 10

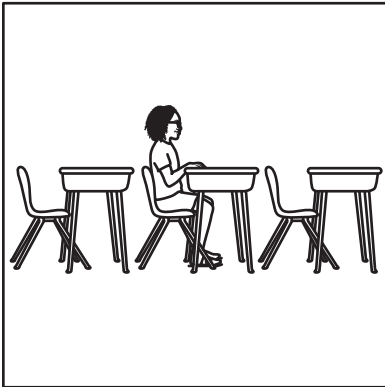
The sentence “Emmy is a girl who loves to go to the library at school” tells about the character Emmy.

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

Which event happens first in your story?



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



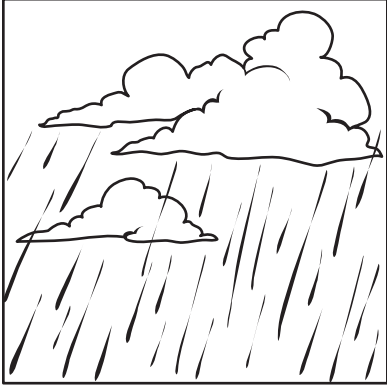
B. Next, Emmy sat down in the classroom.

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

Item 11

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

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



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



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

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

Item 12

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

Which sentence tells what Emmy did with the book?



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



- B. The buses came into the parking lot.

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

Item 13

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

Which sentence is the best ending for your story?



A. Emmy made her lunch for school.



B. Emmy had a good day at school.

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

Item 14

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

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

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

- A. At first
- B. In the end

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

"In the end" tells the reader this is the end of your story.

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

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

ELA Grade 4

Grade 4 Blueprint Table

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

*MC = multiple-choice

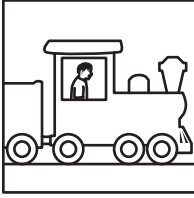
Sample Items 1 & 2

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

Item 1*

The theme is the message of the story.

What is the theme of this story?



A. Train rides are fun.



B. Parks often have benches to sit on.



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

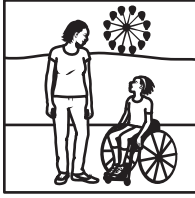
Would you like to read this question again, yes or no?

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Item 2*

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

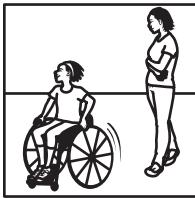
Which sentence shows that people can feel excited and anxious about trying new things?



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



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



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

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

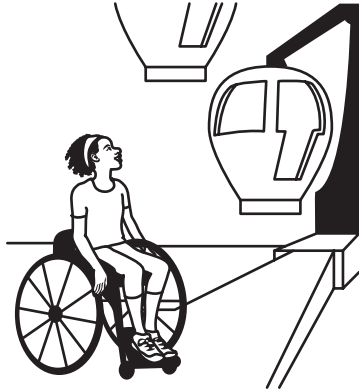
*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 3

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

Item 3*

We are going to read part of the story again.



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

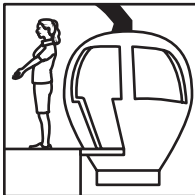
Who helped Janelle onto the Ferris wheel?



A. Janelle’s mom



B. a teacher in a classroom



C. the person in charge of the ride

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

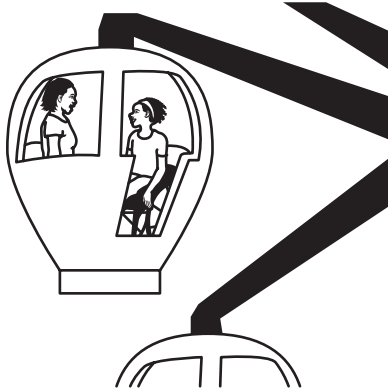
*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Items 4 & 5

Alignment	Core Content Connector (CCC): 4.RL.11 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify a character in text.</p> <p>I can identify a character's trait(s) from an excerpt of a story.</p> <p>I can identify the thoughts, words, and actions that match to a character.</p>	<p>Character Maps Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks.</p> <p>Grand Conversations To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about the character that the students would answer. Questions may include:</p> <ul style="list-style-type: none"> • Who was the main character in the story? • What did the main character look like? • What did the characters do throughout the story? • What kinds of things did the character say to other characters in the story? <p>Character Sorts Make a sort that lists character names and character traits. After students have cut out the sort, match the character trait for each character in the story.</p>	<ul style="list-style-type: none"> • Character maps • Interactive whiteboard • Character sorts • Read-aloud texts • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details; frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or storyboards/cards of the story for visual supports • 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 • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same story with the same key events or details

Item 4*

We are going to read part of the story again.



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

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



A. tired



B. surprised



C. happy

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Item 5*

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

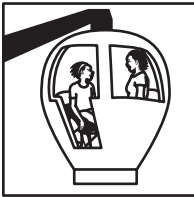
Which sentence about the story shows that Janelle's mom felt happy?



A. Janelle and her mom listened to birds.



B. Janelle held her mom's hand.



C. Janelle's mom smiled at Janelle.

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 6

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

Sample Item 6

Graphic Organizers

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

Cloze Strategy

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

Item 6*

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

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

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



A. sick



B. worried



C. bored

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Items 7 & 8

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

Sample Items 7 & 8

Daily Living

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

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

Leisure

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

Self-Advocacy

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

Item 7

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

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

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

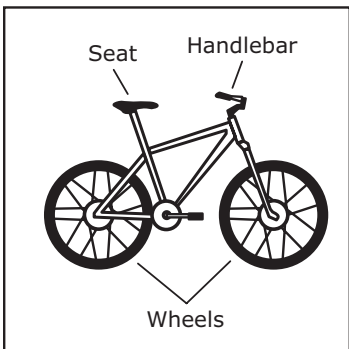
What is the best way to show this information?



- A. a photograph of a hot-air balloon



- B. a drawing of a leaf



- C. a labeled diagram of a bicycle

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

Item 8

Here is some information.

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

What is the best heading for this information?

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

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

Sample Items 9–12

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

Sample Items 9–12

Story Impressions

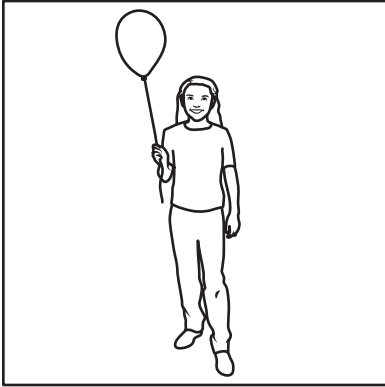
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| <ul style="list-style-type: none"> • Provide introduction: “Today we’re going to make up what we think this story could be about.” • Direct students to the list of key concepts by saying, “Here are some clues about the story we’re going to read. We’re going to use these clues to write our own version of the story. After that, we’ll read the story together to see if the author had ideas similar to ours.” • After students read through the list of clues, brainstorm and record how the ideas might connect. • Using the brainstormed ideas, a class story is developed that ties together the clues. • The students read the author’s actual story and discuss how their story compares. | <ul style="list-style-type: none"> • Include additional images and illustrations to help convey the meaning of the text. • Graphic organizers • Highlight key text structure words within the context of the print. • Pre-made cards with story elements or information versus writing them • Use motivating objects to tell/ retell stories. • Provide students with real experiences before reading (e.g., go to the zoo before reading about animals). • Allow students to self-select text for study. • Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc. • Create games in which students interact with partners to retell story, determine story structure and information learned from text (e.g., sequence cards with images of story events and characters). • Create stories and text that involve the students and their interests and experiences. |
|--|--|

Item 9

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

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

Which sentence tells about the character Jim?



A. Some children like to play with balloons.



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

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

Item 10

Jim lives in a small house with his dog.

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

Which sentence describes Jim and his dog?



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



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

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

Item 11

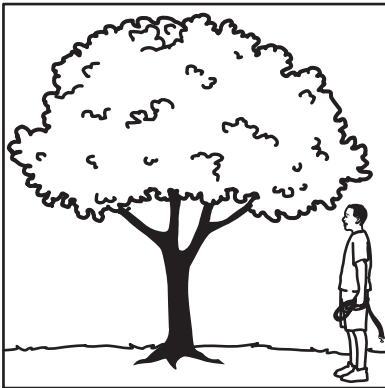
The dog needs to go for a walk, but Jim cannot find the dog!

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

Which sentence tells what Jim does?



A. Some people like to go to the movies.



B. Jim looks outside under a large tree.

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

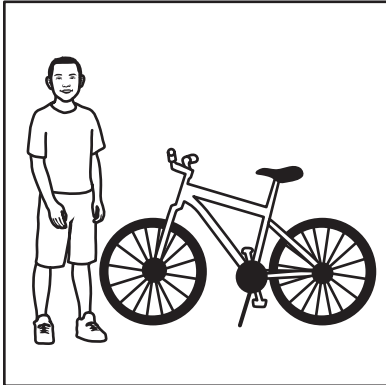
Item 12

Jim looks outside under a large tree.

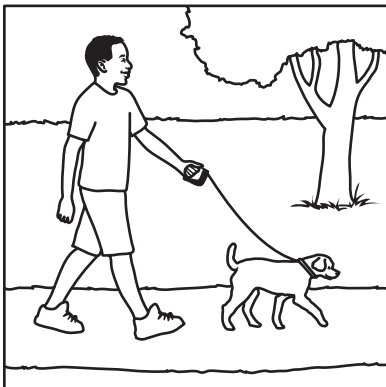
Let's read what you have written so far.

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

Which sentence ends the story?



A. Some students ride a bicycle to school.



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

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

ELA Grade 5

Grade 5 Blueprint Table

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

*MC = multiple-choice

Sample Item 1

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

Sample Item 1

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

Item 1*

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

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

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

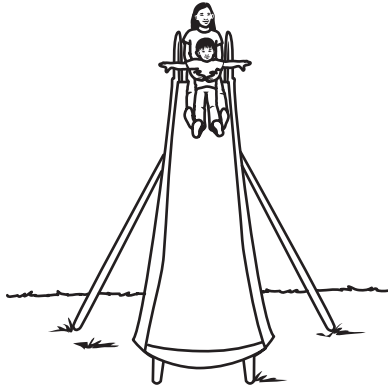
*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 2

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

Item 2*

We are going to read part of the story again.



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

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

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

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

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Items 3 & 4

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

Item 3*

We are going to read part of the story again.



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

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

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

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

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

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

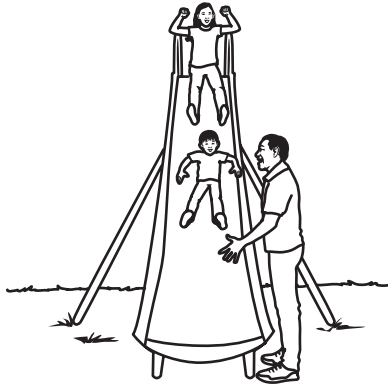
- A. Dad and Samantha nodded their heads.
- B. Dad and Samantha cheered for Jack.
- C. Dad nodded his head and Samantha cheered for Jack.

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Item 4*

We are going to read part of the story again.



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

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

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

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

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

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

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

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 5

Alignment	Core Content Connector (CCC): 5.RWL.a2 Use context as a clue to determine the meaning of unknown or multiple-meaning words.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify multiple-meaning words.</p> <p>I can determine the meaning of an unknown word in a sentence by using context clues.</p>	<p>Think Aloud Talk through an example with students using the following process:</p> <ul style="list-style-type: none"> • Stop and reread the sentence with the unfamiliar word. • Identify the context clues. • Make an educated guess about the word's meaning. • Read the sentence again, substituting your definition for the unknown word. <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use online dictionaries to pronounce words and read definitions. • Visual dictionaries • Interactive whiteboard • Use prewritten sentences with missing words. • Use words paired with pictures, symbols, or objects. • Pre-teach vocabulary. • Highlight vocabulary words within the context of the print. • Create word walls. • Use motivating objects (e.g., pizza, coloring markers in a box, piece of a LEGO set) to incorporate key vocabulary. • Use drawings, interactive computer games, or images to have students express word meaning.

Item 5*

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

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

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

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

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

*Please note: passage may be accessed in the sample items PDF and Directions for Test Administration.

Sample Item 6

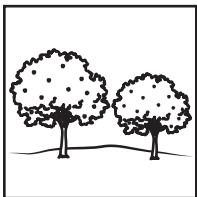
Alignment	Core Content Connector (CCC): 5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
Learning Targets	Instructional Strategies	Scaffolds and Supports
I can identify facts and details related to a specific topic.	<p>Graphic Organizer Use an evidence tracker to record claims an author makes.</p> <p>Sort to Understand</p> <ul style="list-style-type: none"> • Use example/non-example to teach fact vs. opinion. • Provide facts and opinions on a topic to be sorted into categories. <p>Think-Pair-Share</p> <ul style="list-style-type: none"> • What words in this sentence, line, or paragraph are the most important and why? • If you could choose one idea from this page as the most important one, which would it be and why? • How can you tell the author thinks a certain idea is the most important and why? • What is the most important idea you've gotten from the text and why? • Use a system of least prompts as needed to provide feedback. <p>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.</p>	<ul style="list-style-type: none"> • Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Add images that represent important information. • Pictures, objects, or tactile representations to illustrate the topic, events, or details • 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 6

Which fact is about painting?



A. Some artists use paints.



B. Apples grow on trees.

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

Sample Item 7

Alignment	Core Content Connector (CCC): 5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	
Learning Targets	Instructional Strategies	Scaffolds and Supports
<p>I can identify the relationship of a set of items in various categories.</p>	<p>Graphic Organizers</p> <ul style="list-style-type: none"> 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 (i.e., 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. <p>Sort to Understand</p> <p>Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.</p> <p>Provide signal words that describe each type of structure as follows:</p> <ul style="list-style-type: none"> <i>Cause and Effect</i>: since, because, made, for this reason <i>Chronology</i>: first, second, third, before, after, when <i>Compare and Contrast</i>: similar, different, on the other hand, but, however <i>Problem and Solution</i>: problem, solution, dilemma, if and then, puzzling <p>Think-Pair-Share</p> <ul style="list-style-type: none"> 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. Students may answer these questions to help determine the text structure: <ul style="list-style-type: none"> <i>Cause and Effect</i>: What happened? What was the cause? <i>Chronology</i>: What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next? <i>Compare and Contrast</i>: What is being compared? Does the author point to similarities and differences? <i>Problem and Solution</i>: What was the problem? What was the solution? Was the problem solved? 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. 	<ul style="list-style-type: none"> Highlighted information within the text (e.g., signal words) Interactive whiteboard Content delivered using multimedia (e.g., book, storyboard, video, computer) Provide 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 Pair each type of text structure with a symbol.

Item 7

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

fork

soap

pan

towel

plate

toothbrush

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

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

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

Sample Items 8–11

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

Sample Items 8–11

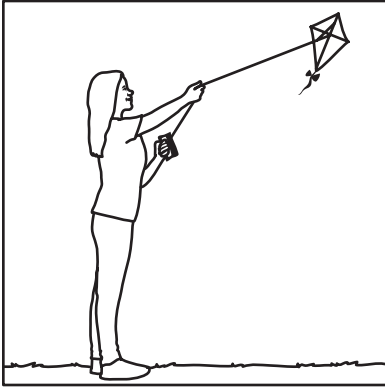
	<p>Step 3 – Before reading completion of graphic organizer (story frame)</p> <ul style="list-style-type: none"> • Students now apply their understanding of story grammar by filling in the story passage graphic organizer using the categorized terms. • Be sure to model and think aloud to scaffold the process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

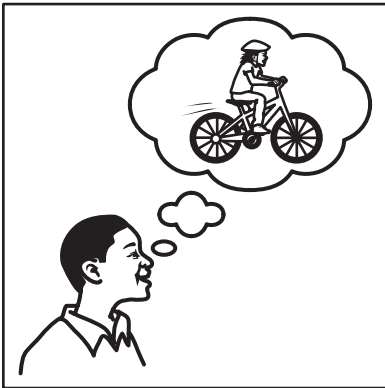
You are going to write a story. Your story is about a boy named Carlos and his sister.

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

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



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



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

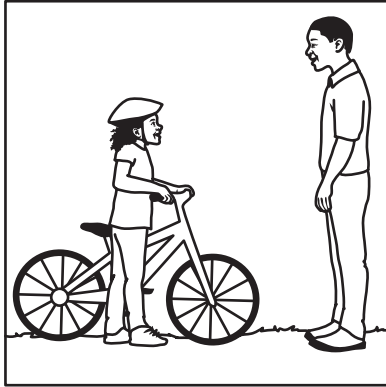
Would you like to read this question again, yes or no?

Item 9

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

In the story, Carlos talks to his sister.

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



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



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

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

Item 10

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

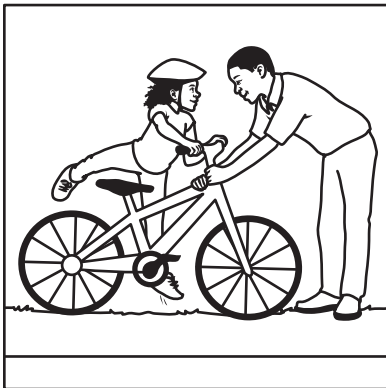
His sister said, "Yes! I would love your help!"

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

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



A. He pulled a shiny new wagon.



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

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

Item 11

Let's read the story so far.

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

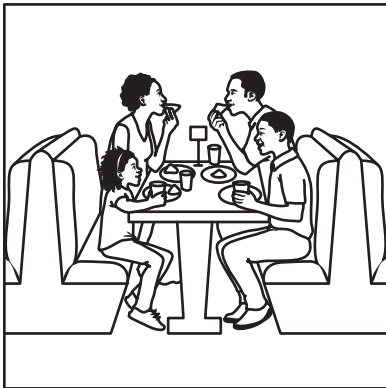
Carlos asked his sister, "Would you like me to teach you to ride your bike?"

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

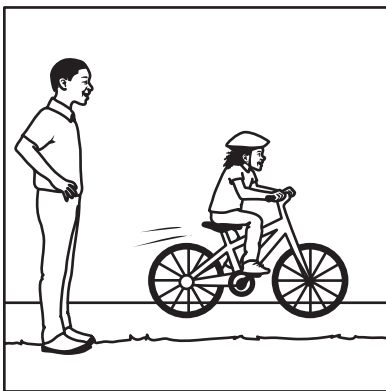
Carlos carefully held the bike while his sister hopped on the seat.

Now, you will choose the end to the story.

Which ending fits this story?



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



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

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

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

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

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

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

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

