



## **Teacher Guide**

# **Directions for Test Administration**

## **English Language Arts (ELA)**

### **Grades 6 & 7**



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## **Purpose**

**The Directions for Test Administration (DTA) is required for administration.** The DTA provides the exact wording of the items to be used by the TA during administration, the materials needed in preparation of the test, and guidelines for how to present the items to the student.

## **Guidance on Printed Materials**

Reference Sheets include required graphics that are to be printed and presented to the student during the administration of reading selected response items. Please print the Reference Sheets prior to the administration of the items. Reading Reference Sheets and Writing Stimulus Materials are included in this DTA.

## Directions

Know and follow all directions for test administration. The grey, italicized text directs the TA to point to specific parts of the item. If the item includes alternative text, grey italicized text inside brackets directs the TA to read the alternative text that describes the graphic to the student. All language referring to students with a visual impairment is inclusive of students who are blind or visually impaired.

Please see example below:

**Reading Item Example**

**Directions**

We read about volcanoes. Listen for clues that tell you what the word **vent** means.

*Read the sentence.*

When pressure builds, the molten rock can come to the surface through a **vent**.

*Point to the boldfaced word.*

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

*Point to and read each answer option.*

A. An opening in a volcano

B. To tell your feelings about volcanoes

C. An opening where air can leave a house

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

Black text: TA reads the question to the student.

If the student answers "yes", the TA rereads the entire item again from the beginning.

Black text: TA reads item text to the student.

Grey italicized text: Directions for TA to point to the boldfaced word.

## Writing Prompt Directions

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

The TA and the student will work through the sequence of steps together. A script and Stimulus Materials are provided in this DTA. Stimulus Materials may include a mentor text, idea cards, and other support materials necessary to complete the prompt. The student, with TA assistance as needed, will create a response using the Student Response Template found in this DTA.

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# ELA Grade 6

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# ELA Sample Items Reference Sheets

The following Reference Sheets, or their adapted equivalents, must be provided during testing as instructed in the DTA.

## **Grade 6**

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*Reference Sheet: Crater of Diamonds Time Line (Item 1)*

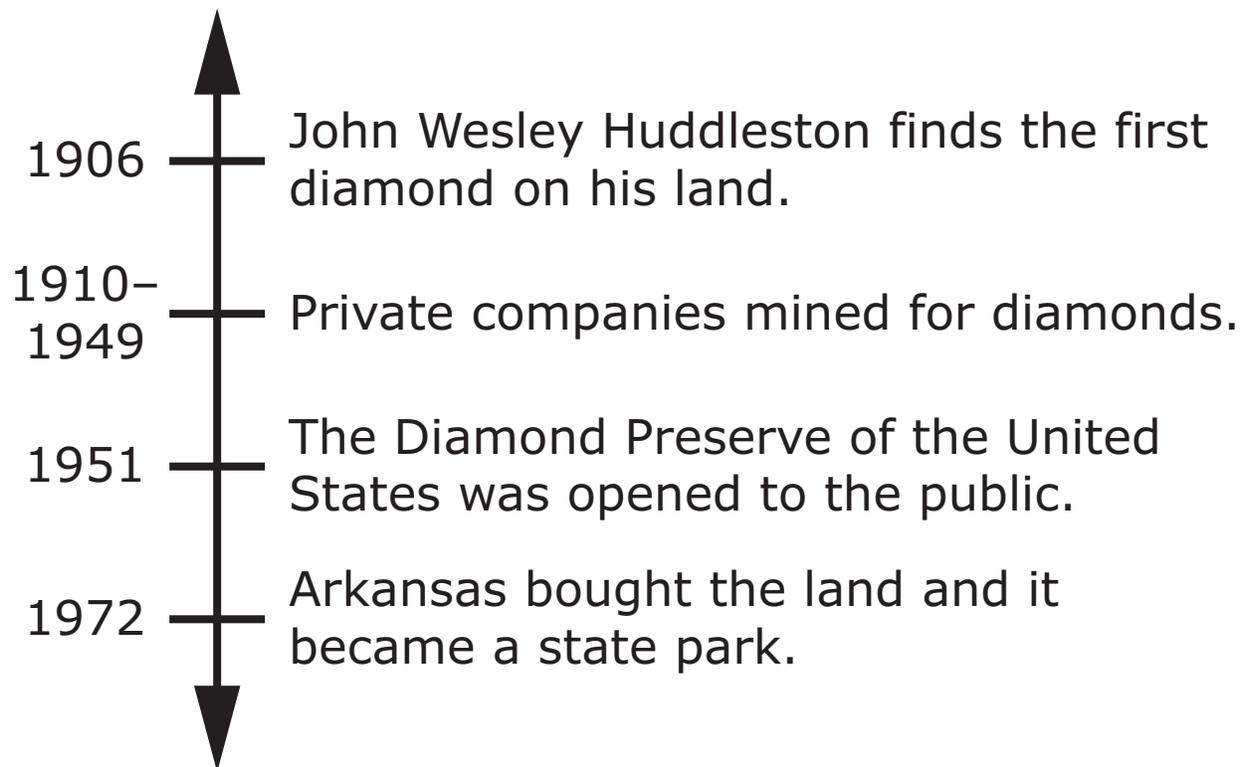
*Reference Sheet: Order of Events (Item 7)*

*Writing Stimulus Materials Grade 6 Activities Students Can Do When They Are at School with Activities They Can Do When They Are at Home*

TA may print additional reference sheets, as needed.

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## The History of Crater of Diamonds State Park



Crater of Diamonds Time Line





Paul went to  
the library.



Paul read his  
book at the library.

Order of Events



# **Writing Stimulus Materials**

## **Writing Prompt 1**

TA may print additional stimulus materials, as needed.

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talk to a teacher

Grade 6 School or Home Activities Card 2a

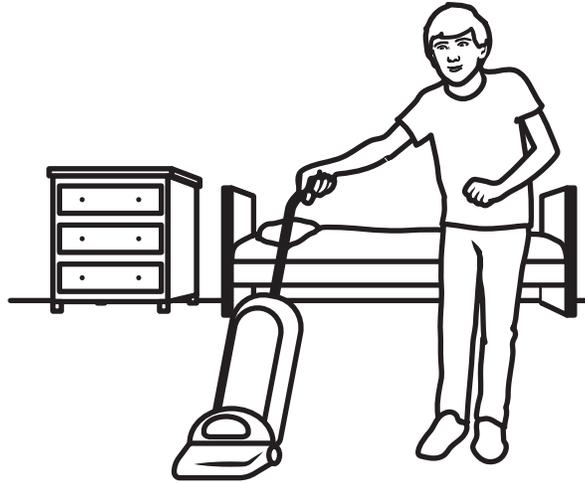
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go to class

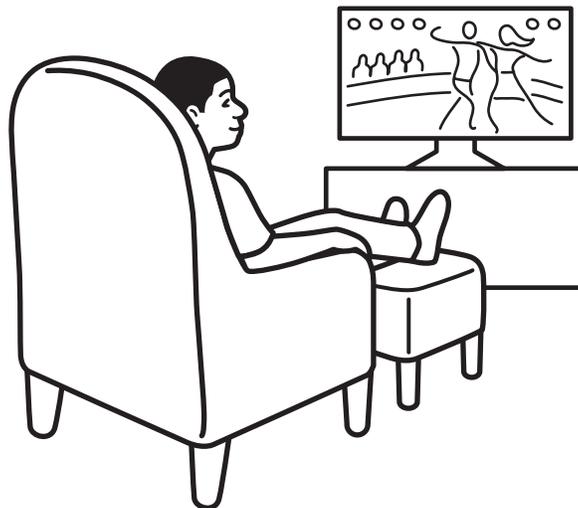
Grade 6 School or Home Activities Card 3a





clean their bedroom

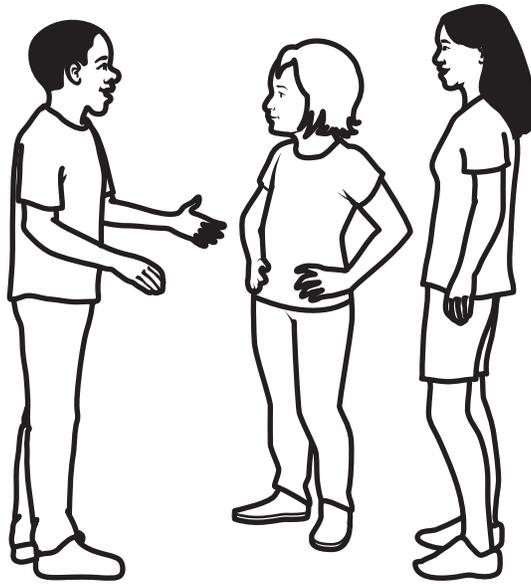
Grade 6 School or Home Activities Card 4a



enjoy a show

Grade 6 School or Home Activities Card 5a





talk with friends

Grade 6 School or Home Activities Card 6a

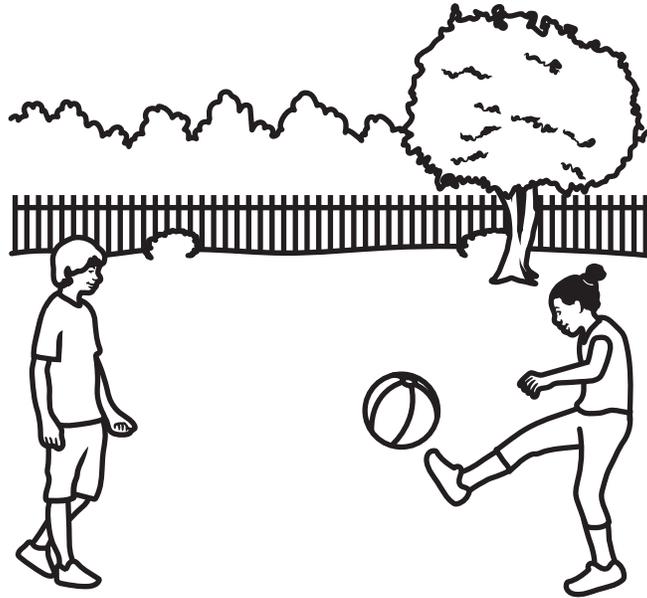
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draw a picture

Grade 6 School or Home Activities Card 7a





I like to play in my big backyard.

Grade 6 School or Home Activities Card 8a

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**B b E e**

**. ! ?**

**Good writers use complete sentences.**



In this essay, I will compare and contrast

At school, students can

When students \_\_\_\_\_, they

When students are at home, they can

When students \_\_\_\_\_, they



When students are at school or home, they can

When students \_\_\_\_\_, they

In conclusion,



# **Writing Stimulus Materials**

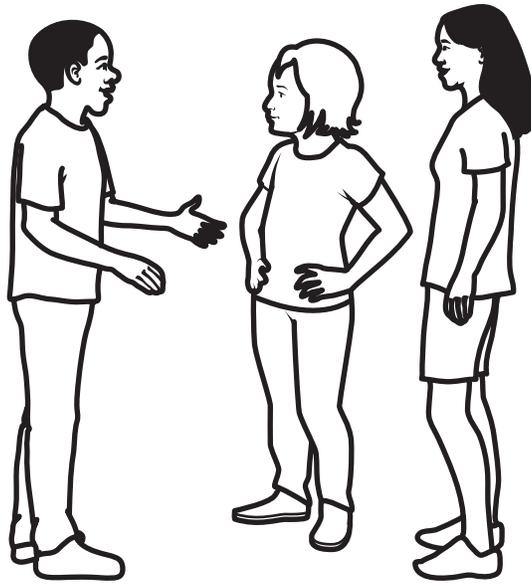
## **Writing Prompt 2**

TA may print additional stimulus materials, as needed.

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talk with friends

Grade 6 School or Home Activities Card 2b

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draw a picture

Grade 6 School or Home Activities Card 3b





read a book

Grade 6 School or Home Activities Card 4b



talk to a teacher

Grade 6 School or Home Activities Card 5b





go to class

Grade 6 School or Home Activities Card 6b

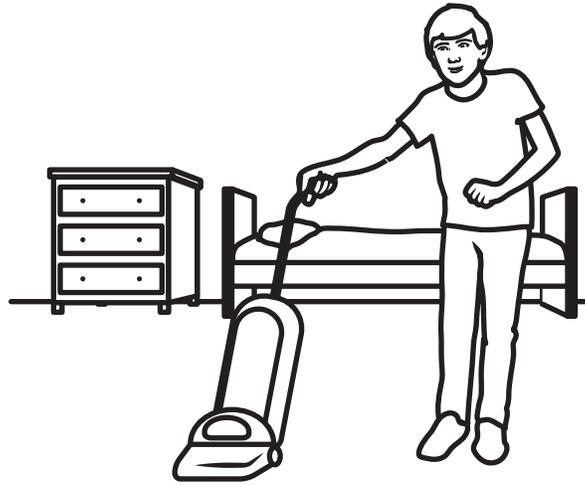
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play ball in the gym

Grade 6 School or Home Activities Card 7b

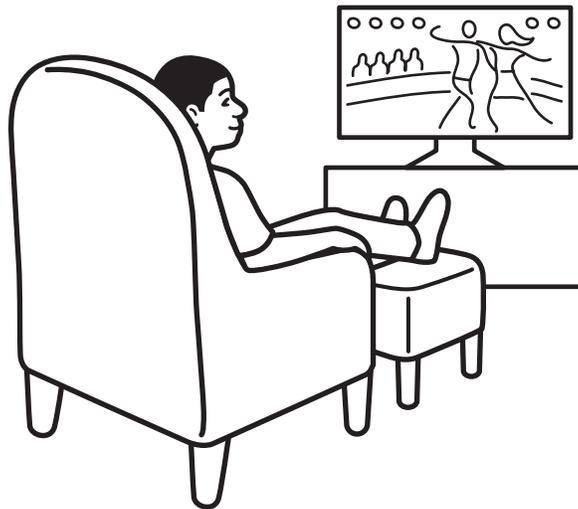




clean their bedroom

Grade 6 School or Home Activities Card 8b

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enjoy a show

Grade 6 School or Home Activities Card 9b

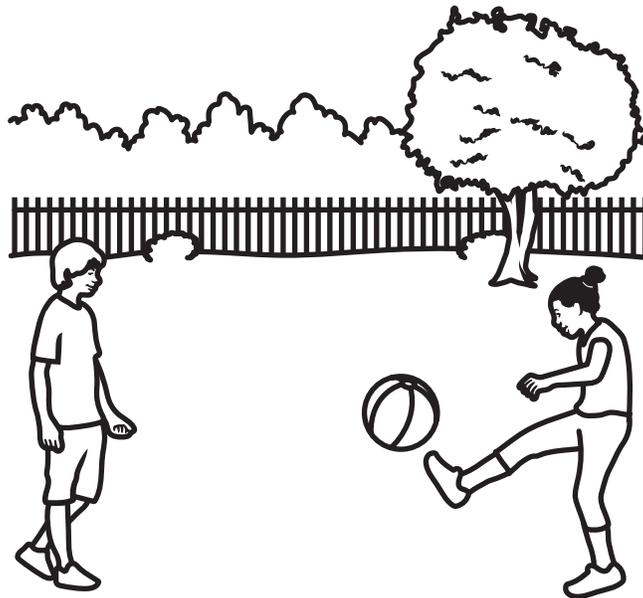




sleep in bed

Grade 6 School or Home Activities Card 10b

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I like to play in my big backyard on sunny days.

Grade 6 School or Home Activities Card 11b



**B b E e**

**. ! ?**

**Good writers use complete sentences.**







# **ELA**

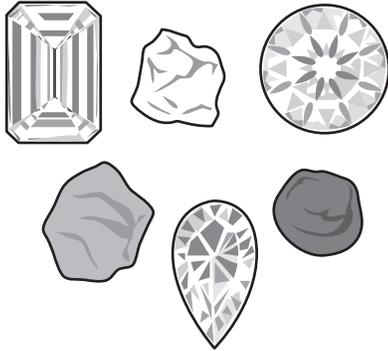
## **Beginning Grade 6**

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## Directions

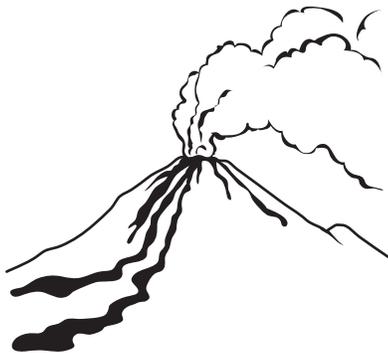
We are going to read an informational text and a timeline about Crater of Diamonds State Park in Arkansas. Let's read the text first.

### Mining for Diamonds



State parks offer many fun things to do. Some have lakes for swimming. Some have mountains for hiking. Crater of Diamonds State Park in Arkansas offers something unusual to do. Visitors can dig for diamonds!

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



Diamonds are formed deep in the earth. Some volcanic eruptions bring the diamonds to the surface. Because of this, diamonds are sometimes found where volcanoes once were.



In 1906, John Wesley Huddleston noticed that some dirt on a road that went through his land looked like it came from a volcano. Huddleston looked more closely. He was correct! Huddleston had found diamonds. He decided to sell his land to a mining company.

For many years, different companies mined the land. This means miners dug up the diamonds and sold them. Starting in 1951, the public was allowed to visit the area. It was named the Diamond Preserve of the United States. In 1972, Arkansas made the area a state park called Crater of Diamonds State Park. It is still a state park.



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

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

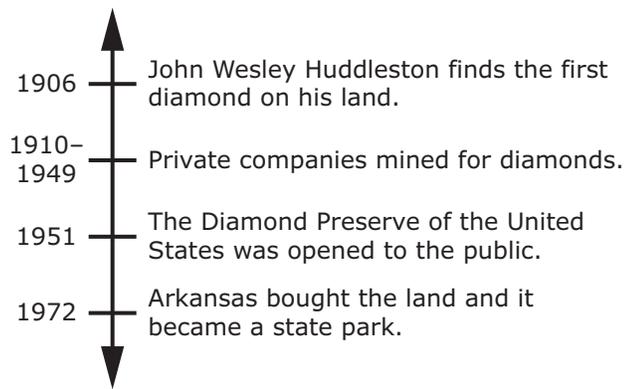
Imagine going to a park and finding a diamond! Now, that's an exciting day at the park.

Now let's read a time line about Crater of Diamonds State Park in Arkansas. After we read, you will be asked a question about a summary.

## The History of Crater of Diamonds State Park

*[For all students, read "The title of this time line is The History of Crater of Diamonds State Park. From top to bottom, the time line reads, 1906, John Wesley Huddleston finds the first diamond on his land; 1910 through 1949, Private companies mined for diamonds; 1951, The Diamond Preserve of the United States was opened to the public; 1972, Arkansas bought the land and it became a state park."]*

### The History of Crater of Diamonds State Park



**Item 1**

*Please hand the student Grade 6 ELA Reference sheet. Use Crater of Diamonds Time Line*

A summary tells what happens in the text.

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

*Point to and read each answer option.*



A. Pearls are used to make earrings.



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



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

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

**Item 2**

*This is the first item of a two-part item. The student may not return to this item after responding.*

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

Which sentence belongs in a summary of this text?

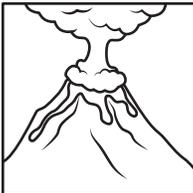
*Point to and read each answer option.*



A. People like to give gifts.



B. Diamonds cost a lot of money.



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

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

*Be sure the student responds to this item before presenting the next.*

**Item 3**

*This is the second item of a two-part item. The student may not return to the previous item.*

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

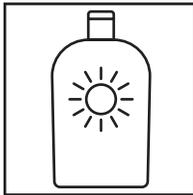
One sentence that belongs in a summary of this passage is “Diamonds can be found near where volcanoes once were.”

Which sentence also belongs in a summary of this text?

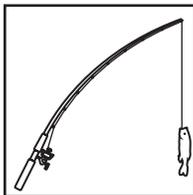
*Point to and read each answer option.*



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



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



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

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

**Item 4**

*Reference the passage part.*

We are going to read part of the text again.

*Read the passage part.*

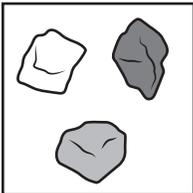
The diamonds used to make jewelry are mostly clear, precious stones called gems. Diamonds are worth a lot of money. The diamonds that are used in jewelry have sharp edges and flat sides. They sparkle. In nature, diamonds are rounded and do not sparkle. The diamonds found at the Crater of Diamonds are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

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

*Point to and read each answer option.*



A. Diamonds used to make jewelry are precious.



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



C. Sports cars are expensive to buy.

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

**Item 5**

*Reference the passage part.*

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

*Read the passage part.*



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

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

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

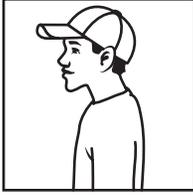
A claim is what the author thinks about the topic.

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

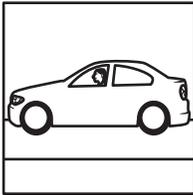
*Point to and read each answer option.*



- A. You can find a diamond.



B. You can wear a hat.



C. You can see a road.

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

## Item 6

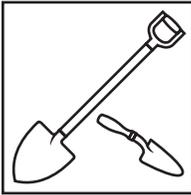
We are going to read part of the text again. Listen for clues that tell you what the word **gems** means.

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

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

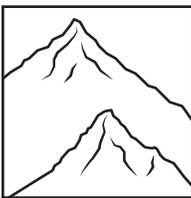
*Point to and read each answer option.*

*[For students with a visual impairment, read "A. This is a picture of two different types of shovels for digging by hand. One shovel is large and has a long handle. The other shovel is small and has a short handle."]*



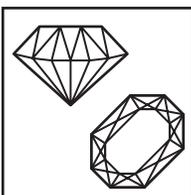
A. shovels

*[For students with a visual impairment, read "B. This is a picture of large and small mountains with pointy, rocky tops."]*



B. mountains

*[For students with a visual impairment, read "C. This is a picture of two diamonds that would be used to make jewelry."]*



C. stones

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

**Item 7**

*Please hand the student Grade 6 ELA Reference sheet. Use Order of Events*

Story writers include events in the order they happen.

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

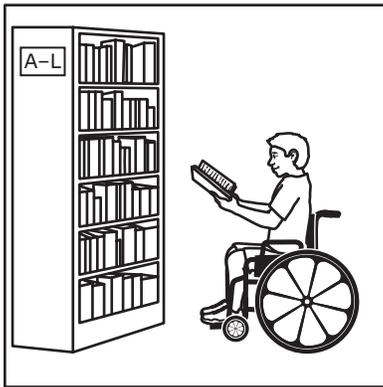
*Point to and read the events in the story.*

*[For all students, read “These three boxes show the order of events from a story. From left to right the boxes show Paul went to the library, a blank box, and Paul read his book at the library.”]*

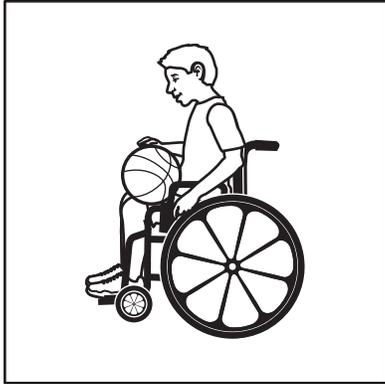
 <p>Paul went to the library.</p>		 <p>Paul read his book at the library.</p>
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Which event happened in the middle of the story?

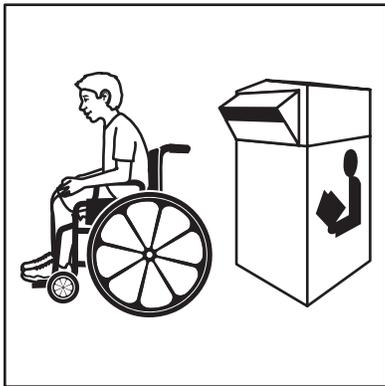
*Point to and read each answer option.*



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



B. Paul went to basketball practice.



C. Paul left the library.

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

**Item 8**

This is part of a story.

*Point to and read the story part.*

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

Which sentence tells what happened next in this story?

*Point to and read each answer option.*

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

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

**Item 9**

*This is the first item of a five-part item. The student may not return to this item after responding to this item.*

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

*Point to each picture as you read the corresponding comparisons.*

For example, a tree



is like a flower



because they are both plants that grow in the ground.

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

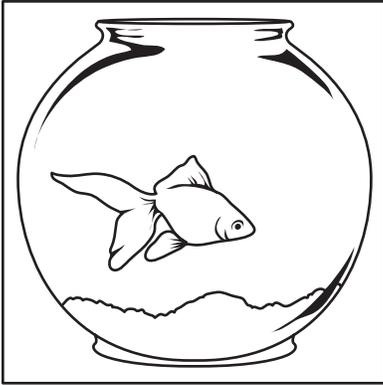


is larger than a flower.

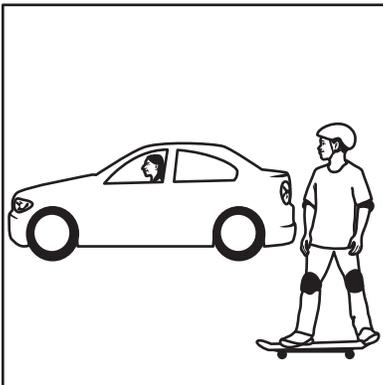


Which of these compares and contrasts two things?

*Point to and read each answer option.*



A. My favorite animal is a fish



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

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

*Be sure the student responds to this item before presenting the second item of this five-part item.*

**Item 10**

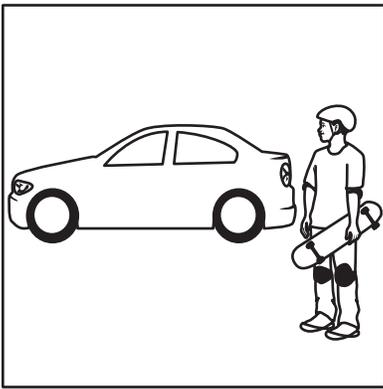
*This is the second item of a five-part item. The student may not return to the previous item.*

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

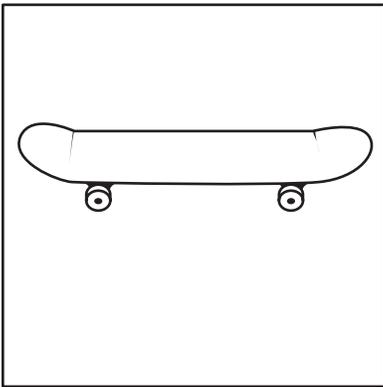
Choose the best sentence for the beginning of your essay. This will be your introduction. Remember, your introduction should describe what you will compare and contrast.

Which sentence describes what you will compare and contrast?

*Point to and read each answer option.*



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



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

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

*Be sure the student responds to this item before presenting the third item of this five-part item.*

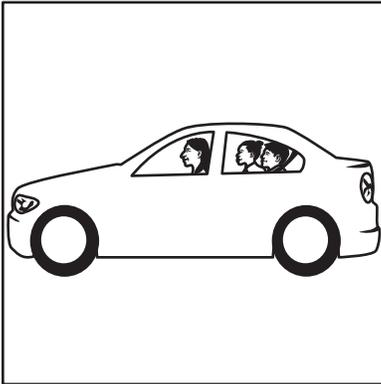
**Item 11**

*This is the third item of a five-part item. The student may not return to the previous item.*

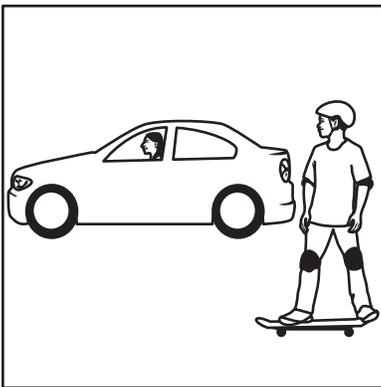
Your introduction is “In this essay, I will describe how cars and skateboards are alike and how they are different.” Now you will write a sentence for the body of your essay.

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

*Point to and read each answer option.*



A. Several people can fit in a car.



B. Both cars and skateboards have wheels.

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

*Be sure the student responds to this item before presenting the fourth item of this five-part item.*

**Item 12**

*This is the fourth item of a five-part item. The student may not return to the previous item.*

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

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



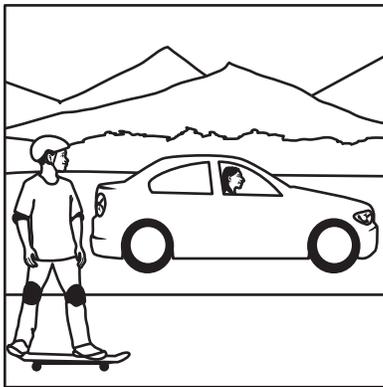
People sit in cars, but people stand on skateboards.

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

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

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

*Point to and read each answer option.*



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



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

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

*Be sure the student responds to this item before presenting the fifth item of this five-part item.*

**Item 13**

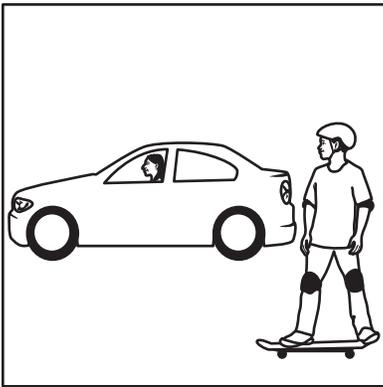
*This is the fifth item of a five-part item. The student may not return to the previous item.*

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

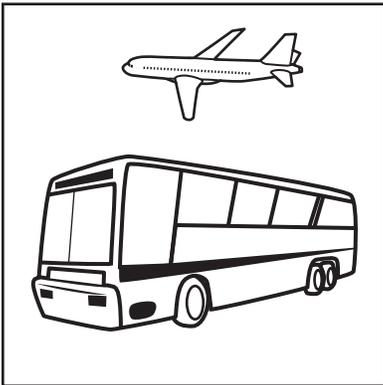
You will choose a sentence for the conclusion. Remember, a conclusion tells what the essay was about.

Which sentence is the best conclusion for your essay?

*Point to and read each answer option.*



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



B. In conclusion, some people love to travel.

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

*Wait for the student to respond before continuing.*

Now I will read your essay to you.

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

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## Up next: Writing Prompts

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

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

**Item 14**

**Writing Prompt 1**

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

**Card 1a: Graphic Organizer Compare/Contrast**

**Card 2a: talk to a teacher**

**Card 3a: go to class**

**Card 4a: clean their bedroom**

**Card 5a: enjoy a show**

**Card 6a: talk with friends**

**Card 7a: draw a picture**

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

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

**Cards 10a and 11a: Response Template**

## Directions

**You are going to write an essay that compares and contrasts activities students can do when they are at school with activities students can do when they are at home.**

*At this stage of the item administration, work with the student using the printed stimulus material.*

*Present and point to Card 1a.*

First, you will plan your essay here.

*Move Card 1a out of view of the student.*

Next, you will write your essay here.

*Present and point to Cards 10a and 11a.*

Last, you will revise and edit your essay.

*Move Cards 10a and 11a out of view of the student.*

Comparing means showing how two things are alike. For example, one way that buses and trains are alike is that they are both forms of transportation. Contrasting means showing how two things are different. One way that buses and trains are different is that buses travel on roads and trains travel on tracks. In your essay, you will compare and contrast activities students can do when they are at school with activities students can do when they are at home.

### Selection of Activities

*Present Card 1a again. Point to Card 1a as you say the following statements:*

You can use this graphic organizer to plan what you will write. The topic is to compare and contrast activities students can do when they are at school with activities students can do when they are at home.

Write one activity that a student can do when they are at school.

*Point to the space for “At School Activity” in the column on the left side of Card 1a.*

*If the student provides a relevant answer, go to the At Home prompt below.*

*If the student does not provide an activity students can do when at school, present Cards 2a and 3a. Say the following statements:*

Here are two activities that students can do when they are at school. You need to choose one activity.

*Point to and read each of the activities.*

talk to a teacher

go to class

*Remove the unselected activity, place the selected activity on the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At School Activity” column on the left side of Card 1a.*

*NOTE: If the student does not select an activity from the two provided, select the activity that the student can provide details about. After you select the activity, say the following statements:*

You need to choose an activity students can do when they are at school. I will add [School Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1a. Remove Cards 2a and 3a.*

Write one activity that students can do when they are at home.

*Point to the space for “At Home Activity” in the column on the right side of Card 1a.*

*If the student provides a relevant answer, go to the At School or At Home Activity prompt below.*

*If the student does not provide an activity students can do when at home, present Cards 4a and 5a. Say the following statements:*

Here are activities that students can do when they are at home. You need to choose one activity.

*Point to and read each of the activities.*

clean their bedroom

enjoy a show

*Remove the unselected activity, place the selected activity on the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At Home Activity” column on the right side of Card 1a.*

*NOTE: If the student does not select an activity from the two provided, select the activity that the student can provide details about. After you select the activity, say the following statements:*

You need to list an activity that students can do when they are at home. I will add [Home Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1a. Remove Cards 4a and 5a.*

Write one activity that students can do when they are at school or at home.

*Point to the space for “At School or At Home Activity” in the column in the center of Card 1a.*

*If the student provides a relevant answer, go to the Details step.*

*If the student does not provide an activity that students can do at school or at home, present Cards 6a and 7a. Say the following statements:*

Here are some activities that students can do when they are at school or at home. You need to choose one activity.

*Point to and read each of the activities.*

talk with friends

draw a picture

*Remove the unselected activity, place the selected activity on the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At School or At Home Activity” column in the center of Card 1a.*

*NOTE: If the student does not select an activity from the two provided, select the activity that the student can provide details about. After you select the activity, say the following statements:*

You need to list an activity that students can do when they are at school or at home. I will add [School or Home Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1a. Remove Cards 6a and 7a.*

## **Details**

*Point to Card 1a.*

Now that you have chosen the activities that students can do when they are at school or at home, you can add more information about them.

*Present Card 8a.*

Listen to this sentence: “I like to play in my big backyard.”

The detail “big backyard” makes it easier to picture a place. Using details makes your writing more clear. When you write, remember to use details to describe the activities.

*Remove Card 8a. Point to the “At School” column on Card 1a.*

You chose [School Activity] as something students can do when they are at school. Add details about [School Activity] here.

*Point to the space for “Details” in the “At School Activity” column on the left side of Card 1a.*

You chose [Home Activity] as something students can do when they are at home. Now add details about [Home Activity] here.

*Point to the space for “Details” in the “At Home Activity” column on the right side of Card 1a.*

You chose [School or Home Activity] as something students can do when they are at school or at home. Now add details about [School or Home Activity] here.

*Point to the space for “Details” in the “At School or At Home Activity” column in the middle of Card 1a.*

*Move Card 1a to the side where the student can refer to it.*

## **Introduction**

Now that you have planned your compare-and-contrast essay, you will use your notes and this response template to help you write your essay.

Remember, you will compare and contrast activities students can do when they are at school with activities students can do when they are at home.

*Present Card 9a. Show and point to the examples of capital letters and point to each punctuation mark as you read the following statement.*

Good writers use a period, an exclamation point, or a question mark at the end of each complete sentence.

*Point to and read “Good writers use complete sentences.”*

Remember to write complete sentences

*Point to the period in “Good writers use complete sentences.”*

and use correct punctuation.

*Move card 9a to the side so that the student can refer to it while writing. Present Card 10a.*

You will use your notes to help you write your essay.

*Indicate Card 1a and the topic.*

Remember, your introduction states that your essay is about comparing and contrasting activities students can do at school with activities students can do at home. You will use your notes to help you write your essay here.

*Point to the space after the first sentence starter on Card 10a. Read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

The introduction is started for you. Finish this sentence.

*Point to the lines after the first sentence starter on Card 10a.*

In this essay, I will compare and contrast \_\_\_\_\_.

Now I will read the introduction of your compare-and-contrast essay to you.

*Read aloud the introduction the student has written.*

## Body

*Point to Card 1a.*

Next, you will write the body of your essay. Use the notes from your graphic organizer to compare and contrast activities students can do when they are at school with activities students can do when they are at home. First, write an activity students can do when they are at school.

*Point to Card 1a. Point to the “At School Activity” column on Card 1a and the student’s selected activity.*

Use your notes to finish this sentence.

*Read the second sentence starter on Card 10a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

At school, students can \_\_\_\_\_.

Now I will write your activity in the next sentence and read the beginning of the sentence to you. You will finish the sentence.

*Point to and read the third sentence starter on Card 10a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

When students [School Activity], they \_\_\_\_\_.

Look at your notes from the graphic organizer. Use details that you wrote about [School Activity] to finish this sentence. I will read your notes to you.

*Read all of the student’s notes in the “Details” section of the “At School Activity” column on Card 1a.*

Next, you will write about an activity students can do when they are at home. I will read your notes to you.

*Point to Card 1a. Point to the “At Home Activity” column on Card 1a and the student’s selected activity.*

Use your notes to finish this sentence.

*Read the fourth sentence starter on Card 10a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

When students are at home, they can \_\_\_\_\_.

Now I will write your activity in the next sentence and read the sentence to you.

*Point to and read the fifth sentence starter on Card 10a using an upward inflection in your voice or providing emphasis in ASL at the end to indicate that it is not a complete sentence.*

When students [Home Activity], they \_\_\_\_\_.

Look at your notes from the graphic organizer. Use the details that you wrote about [Home Activity] to finish this sentence. I will read your notes to you.

*Read all of the student's notes in the "Details" section of the "At Home Activity" column on Card 1a.*

*Read the fifth sentence starter on Card 10a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

When students [Home Activity], they \_\_\_\_\_.

You chose [School or Home Activity] as something students can do when they are at school or at home. I will read your notes to you.

*Read all of the student's notes in the "Details" section of the "At School or At Home Activity" column on Card 1a. Point to the "At School or At Home Activity" column on Card 1a and the student's selected activity.*

Use your notes to finish this sentence.

*Point to and read the first sentence starter on Card 11a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

When students are at school or at home, they can \_\_\_\_\_.

Now I will write your activity in the next sentence and read the beginning of the sentence to you. You will finish the sentence.

*Point to and read the second sentence starter on Card 11a using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

When students [School or Home Activity], they \_\_\_\_\_.

Look at your graphic organizer. Use the details that you wrote about [At School or At Home] to finish this sentence. I will read your notes to you.

*Read all of the student's notes in the "Details" section of the "At School or At Home Activities" column on Card 1a.*

## **Conclusion**

I will read what you have already written. Then you will write your conclusion.

*Point to and read cards 10a and 11a.*

Remember, a conclusion restates the topic of your essay. Your essay is comparing and contrasting activities students can do at school with activities students can do at home.

The conclusion is started for you.

*Point to the final sentence starter on Card 11a.*

Finish this sentence.

*Point to and read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

In conclusion, \_\_\_\_\_.

### **Revising**

Now I will read your compare-and-contrast essay. Then you can revise your essay.

*Point to and read all parts of Cards 10a and 11a.*

### **Introduction**

I will read the introduction of your essay to you.

*Read the student's introduction on Card 10a.*

*Present Card 1a. Point to the topic on Card 1a.*

Start with the introduction of your essay. You can revise the introduction.

You can use your notes as a checklist to be sure you included everything in the introduction of your essay.

*Point to the student's introduction on Card 10a.*

Your essay is about comparing and contrasting activities students can do at school with activities students can do at home. Is there anything you want to revise about the way you state the introduction?

*If the student indicates no revisions, move to the Body.*

*If the student indicates revisions, ask the student to write the revisions on card 10a.*

*Again, point to the first sentence(s) on Card 10a.*

Make revisions to your introduction about comparing and contrasting activities students can do at school with activities students can do at home.

### **Body**

Next, you can make revisions to the body of your essay. I will read the body of your essay to you.

*Point to and read the second and third sentence starters in the "Body" section of Card 10a.*

At school, students can \_\_\_\_\_ When students \_\_\_\_\_, they \_\_\_\_\_.

You may use your notes as a checklist to be sure you included everything in the body of your essay. Remember, you were asked to use details to describe activities students can do when they are in school or at home. I will read to you what you wrote.

*Present Card 1a. Point to the “At School Activity” column on Card 1a.*

Is there anything you want to revise about activities students can do when they are at school?

*If the student indicates no revisions, move to the next question.*

*If the student indicates revisions, ask the student to write the revisions on Card 10a.*

Make your revisions here.

*Point to the second and third sentences in the “Body” section of Card 10a.*

You were asked to use details to describe activities students can do when they are at home. I will read what you wrote.

*Point to and read the fourth and fifth sentence starters in the “Body” section of Card 10a.*

When students are at home, they can \_\_\_\_\_.  
When students \_\_\_\_\_, they \_\_\_\_\_.

You can use your notes as a checklist to be sure you included everything in the body of your essay.

*Present Card 1a. Point to the “At Home Activity” column on Card 1a.*

Is there anything you want to revise about activities students can do when they are at home?

*If the student indicates no revisions, move to the next question.*

*If the student indicates revisions, ask the student to write the revisions on Cards 10a and 11a.*

Make your revisions here.

*Point to the fourth and fifth sentence starters in the “Body” section of Card 10a.*

You were asked to use details to tell about activities students can do when they are at school or at home.

*Point to and read the first and second sentence starters in the “Body” section of Card 11a.*

When students are at school or at home they can \_\_\_\_\_.  
When students [School or Home Activities], they \_\_\_\_\_.

You may use your notes to be sure you included everything in the body of your essay.

*Present Card 1a. Point to the “At School or At Home Activity” column on Card 1a.*

Is there anything you want to add or change about activities students can do when they are at school or at home?

*If the student indicates no revisions, move to the Conclusion.*

*If the student indicates revisions, ask the student to write the revisions or edits on Card 11a.*

Make your changes to the body of your essay here.

*Point to the sixth and seventh sentence starters in the “Body” section of Card 11a.*

## **Conclusion**

Next, you can make revisions to the conclusion of your essay. I will read the conclusion of your essay to you.

*Point to and read the student’s conclusion on Card 11a.*

You may use your notes to be sure you included everything in the conclusion of your essay.

*Present Card 1a. Point to the topic at the top of Card 1a.*

Is there anything you want to revise about comparing and contrasting activities that students can do when they are at school or at home?

*If the student indicates no revisions, move on to Editing.*

*If the student indicates revisions, ask the student to write the revisions on Card 11a.*

Make revisions to the conclusion of your essay here.

*Point to the final sentence starter on Card 11a.*

## **Editing**

Now you can edit your essay.

*Present Card 9a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you re-read the following statement:*

Good writers use a period, an exclamation point, or a question mark at the end of each complete sentence.

*Point to and read “Good writers use complete sentences.”*

Remember to write complete sentences

*Point to the period in “Good writers use complete sentences.”*

and use correct punctuation.

*Move Card 9a to the side so that the student can refer to it when editing.*

*Present Cards 10a and 11a.*

Now you can make edits to your essay.

*If the student does not indicate any edits, move to Read Essay.*

*If the student indicates edits, ask the student to write the edits on Cards 10a and 11a.*

### **Read Essay**

*Point to Cards 10a and 11a. If the student makes revisions or edits to the essay as you read it, write the revisions or edits. Only read the essay once.*

Now that you have finished making your revisions and edits, I will read your final essay to you.

*Read the student's final essay aloud.*

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**Item 15**

**Writing Prompt 2**

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

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

**Card 1b: Graphic Organizer Compare/Contrast**

**Card 2b: talk with friends**

**Card 3b: draw a picture**

**Card 4b: read a book**

**Card 5b: talk to a teacher**

**Card 6b: go to class**

**Card 7b: play ball in the gym**

**Card 8b: clean their bedroom**

**Card 9b: enjoy a show**

**Card 10b: sleep in bed**

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

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

**Card 13b: Response Template**

## Directions

You are going to write an essay that compares and contrasts activities students can do when they are at school with activities students can do when they are at home.

*Present and point to Card 1b.*

First, you will plan your essay here.

*Move Card 1b out of view of the student. Present and point to Card 13b.*

Next, you will write your essay here.

Last, you will revise and edit your essay.

*Move Card 13b out of view of the student.*

Comparing means showing how two things are alike. For example, one way that buses and trains are alike is that they are both forms of transportation. Contrasting means showing how two things are different. One way that buses and trains are different is that buses travel on roads and trains travel on tracks. In your essay, you will compare and contrast activities students can do when they are at school with activities students can do when they are at home.

### Selection of Activities

*Present Card 1b.*

You can use this graphic organizer to plan what you will write. The topic of your compare-and-contrast essay is activities students can do when they are at school and activities students can do when they are at home.

Write one activity students can do both at school or at home here.

*Point to the space for “At School or At Home Activity” in the center column of Card 1b.*

*If the student provides a relevant activity, go to the At School Activity prompt.*

*If the student does not provide a relevant activity, present Cards 2b–4b.*

Here are activities students can do both at school or at home. You need to choose one activity.

*Point to and read each activity to the student.*

talk with friends

draw a picture

read a book

*Remove the unselected activities, place the selected activity at the top center of the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At School or At Home Activity” column in the middle of Card 1b.*

*NOTE: If the student does not select an activity from the three provided, select the activity that the student can provide details about. After you select the activity, say the following statements:*

You need to choose an activity that students can do at school or at home. I will add [Home or School Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1b. Remove Cards 2b–4b.*

Write one activity that students can do when they are at school here.

*Point to the space for “At School Activity” in the column on the left side of Card 1b.*

*If the student provides a relevant activity, go to the At Home prompt.*

*If the student does not provide an activity, present Cards 5b–7b.*

Here are activities students can do when they are at school. You need to choose one activity that students can do when they are at school.

*Point to and read each activity to the student.*

talk to a teacher

go to class

play ball in the gym

*Remove the unselected activities, place the selected activity at the top left of the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At School Activity” column on the left side of Card 1b.*

*NOTE: If the student does not select an activity, select one of the three provided activities that the student can provide details about. If you select the activity, say the following statement:*

You need an activity that students can do at school. I will add [School Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1b. Remove Cards 5b–7b.*

Write one activity students can do at home.

*Point to the space for “At Home Activity” in the column on the right side of Card 1b.*

*If the student provides a relevant activity, go to the Details step.*

*If the student does not provide an activity that students can do when they are at home, present Cards 8b–10b.*

Here are activities students can do when they are at home. You need to choose one activity.

*Point to and read each activity to the student.*

Which activity would you like to write about? Choose one activity students can do at home.

clean their bedroom

watch a show

sleep in bed

*Remove the unselected activities, place the selected activity on the top right of the workspace where the student can refer to it, and write the selected activity in the space for “Activity” in the “At Home Activity” column on the right side of Card 1b.*

*NOTE: If the student does not select an activity, select one of the three provided activities that the student can provide details about. If you select the activity, say the following statement:*

You need an activity that students can do at home. I will add [Home Activity] to your graphic organizer.

*Write the selected activity in the corresponding space on Card 1b. Remove Cards 8b–10b.*

## **Details**

*Point to Card 1b.*

Now that you have the activities, you can add more information about them.

*Present Card 11b.*

Listen to this sentence:“

I like to play in my big backyard on sunny days.”

The detail “big backyard” makes it easier to picture a place. The detail “sunny days” tells the reader about the setting. Using details makes your writing more clear. When you write, remember to use details to describe the activities.

*Remove Card 11b.*

*Point to the “At School Activity” column on Card 1b.*

You chose [School Activity] as something students can do when they are at school. Add details about [School Activity] here.

*Point to the space for “Details” in the “At School Activity” column on the left side of Card 1b.*

You chose [Home Activity] as something students can do when they are at home. Add details about [Home Activity] here.

*Point to the space for “Details” in the “At Home Activity” column on the right side of Card 1b.*

You chose [School or Home Activity] as something students can do when they are at school or at home. Now, add details about [School or Home Activity] here.

*Point to the space for “Details” in the “At School or At Home Activity” column in the middle of Card 1b.*

## **Introduction**

*Move Card 1b to the side where the student can refer to it.*

You will use your notes and this response template to help you write your essay.

Remember, you will compare and contrast activities students can do when they are at school with activities students can do when they are at home.

*Present Card 12b. Point to the capital letter examples as you read the following statement:*

Good writers use a capital letter at the beginning of each sentence.

*Point to each punctuation mark as you read the following statement:*

A period, an exclamation point, or a question mark at the end of each complete sentence.

*Point to the sentence “Good writers use complete sentences” as you say the following statement:*

Remember, good writers use complete sentences.

*Point to the “G” in “Good writers use complete sentences.” as you say the following statement:*

Remember to use correct capitalization

*Point to the period in “Good writers use complete sentences.” as you finish the statement:*

and punctuation.

*Move Card 12b to the side so that the student can refer to it. Present Card 13b. Point to Card 13b.*

You will use your notes to help you write your introduction here. Remember, your introduction states that your essay is about comparing and contrasting activities students can do at school with activities students can do at home.

*Point to the top of Card 13b.*

Write your introduction here.

Now I will read the introduction of your compare-and-contrast essay to you.

*Read aloud the introduction the student has written.*

## **Body**

*Point to Card 1b.*

To write the body of your essay, you will use the notes from your graphic organizer about comparing and contrasting activities students can do when they are at school with activities students can do when they are at home.

Now, write about the activity students can do when they are at school or at home. I will read your notes to you.

*Point to and read the student's details in the "At School or At Home Activity" column in the middle of Card 1b.*

Write about the activity that students can do when they are at school or at home here. Remember to use details.

*Point to the first line following the student's introduction on Card 13b.*

Next, write about the activities students can do when they are at school or at home that are different from each other. I will read your notes about the activity students can do when they are at school.

*Point to and read the student's details in the "At School Activity" column on the left side of Card 1b.*

Write about the activity students can do when they are at school here. Remember to use details.

*Point to the next blank line following the student's response on Card 13b.*

Now, you will write about an activity students can do when they are at home. I will read your notes about the activities students can do when they are at home.

*Point to and read the student's details in the "At Home Activity" column on the right side of Card 1b.*

Write about the activity students can do when they are at home here. Remember to use details.

*Point to the next blank line following the student's response on Card 13b.*

## Conclusion

Last, you will write the conclusion of your essay. I will read your introduction and body and then you will write the conclusion.

*Point to and read the introduction and body sections on Card 13b.*

Remember, a conclusion restates that your essay is about comparing and contrasting activities students can do when they are at school with activities students can do when they are at home. Use your notes to help you write the conclusion.

*Point to the line following the student's body on Card 13b.*

Write your conclusion here.

## Revising

Now I will read your compare-and-contrast essay. Then you can revise your essay.

*Point to and read all parts of Card 13b.*

You can use your notes on the graphic organizer as a checklist to be sure you included everything in your essay.

*Present Card 1b. Point to and read the topic, the student's details in the "At School or At Home Activity" column, the student's details in the "At School Activity" column, and the student's details in the "At Home Activity" column on Card 1b.*

Is there anything you want to revise?

## Editing

Now you can edit your essay.

*Present Card 12b. Point to the sentence "Good writers use complete sentences." as you say the following statement:*

Remember, good writers use complete sentences, capitalization, and punctuation.

*Point to the "G" in "Good writers use complete sentences." as you say the following statement:*

Remember to use correct capitalization

*Point to the period in "Good writers use complete sentence." as you finish the statement:*

and punctuation. Now you can make edits to your essay.

*If the student does not indicate any edits, move to the **Read Essay** step.*

*If the student indicates edits, have the student write the edits on Card 13b.*

## **Read Essay**

*Present Card 13b to the student. If the student makes revisions or edits to the essay as you read it, write the revisions or edits. Only read the essay once.*

Now that you have finished making your revisions and edits, I will read your final essay to you.

# ELA Grade 7

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# ELA Sample Items Reference Sheets

The following Reference Sheets, or their adapted equivalents, must be provided during testing as instructed in the DTA.

## **Grade 7**

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*Reference Sheet: Spilling Milk (Items 9–14)*

TA may print additional reference sheets, as needed.

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I will describe how spilling something causes a mess.

Spilling milk on the floor makes the floor dirty.

Spilled milk can make the floor wet and slippery.

If you spill something on the floor, then you need to clean it up.

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

Spilling Milk



# **ELA**

## **Beginning Grade 7**

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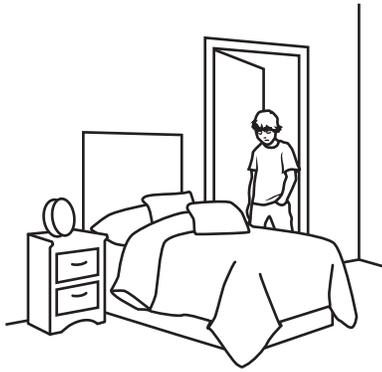
## Directions

We are going to read a story about a boy who meets a new mentor. A mentor is a trusted person who acts as a guide in another person's life.

## Mentoring Program



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



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

Jason's math teacher, Mr. Myers, knew Jason missed having someone he could look up to, like his sister. He suggested Jason sign up for the Community Connections Program. As part of the program, Jason would spend time with a mentor from his community.



Jason wasn't sure if he wanted to participate. He didn't think a stranger could replace time spent with his sister. Jason was worried, but after much encouragement from Mr. Myers, Jason signed up for the program. Today, he would meet with Bryan, the community member who had become his mentor.



After school, Jason dragged his feet slowly to the school gym where Bryan was waiting for him. Jason nervously **peered** inside and saw Bryan bouncing a basketball. Jason went into the gym. Bryan passed the ball to Jason and introduced himself.

"I heard you like basketball," Bryan said.

Jason smiled and shot the ball into the hoop. Bryan seemed friendly. They played basketball for a little while and then sat on the bleachers.



Bryan asked Jason a lot of questions. At first, Jason was shy and hesitated to answer, but Bryan was so kind that Jason started to like him.

Jason and Bryan made plans to go to the science museum over the weekend. Jason was excited because there was a new robot exhibit there. He remembered Lexi wasn't interested in robots at all, but Bryan was very excited to go. Jason was happy that he and Bryan had things in common. He knew Bryan couldn't replace Lexi, but he could be a great new friend.

## Item 1

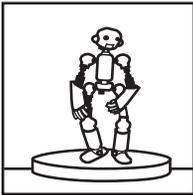
The theme is the message of the story. The theme of this story is to give new opportunities a chance.

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

*Point to and read each answer option.*



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



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



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

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

## Item 2

*Reference the passage part.*

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

*Read the passage part.*

### Mentoring Program



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

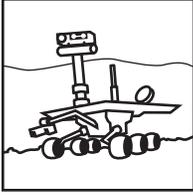
Evidence is information that gives proof of something.

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

*Point to and read each answer option.*



- A. Lexi taught Jason how to ride a bike.



B. Robots help scientists explore planets.



C. Jason played basketball in elementary school.

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

### Item 3

*Reference the passage part.*

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

*Read the passage part.*

### Mentoring Program



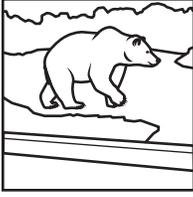
Jason and his big sister Lexi did everything together. When Jason was little, Lexi taught him how to ride a bike. When he was in elementary school, she taught him how to shoot a basketball. Lexi brought him to the zoo and the museum. She even helped him with his math homework.

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

*Point to and read each answer option.*



- A. Lexi reads at the library.



B. Lexi took Jason to the zoo.



C. Use a calculator to do math problems.

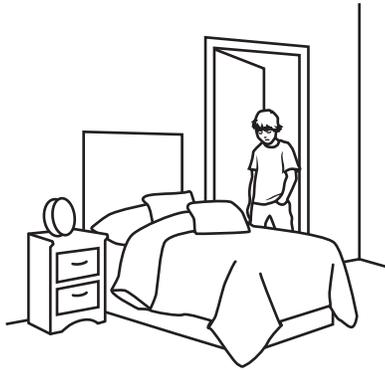
Would you like to read this question again, yes or no?

**Item 4**

*Reference the passage part.*

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

*Read the passage part.*



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

Evidence is information that gives proof of something.

Which sentence shows that Jason misses his sister Lexi?

*Point to and read each answer option.*



- A. Jason visited with his math teacher.



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



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

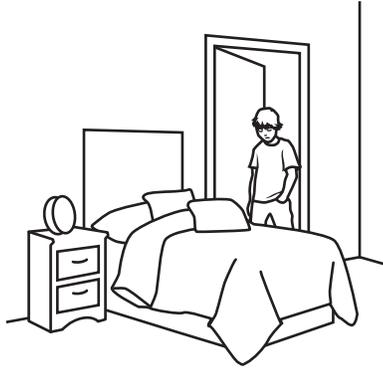
Would you like to read this question again, yes or no?

**Item 5**

*Reference the passage part.*

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

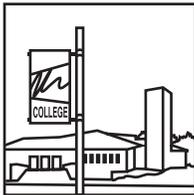
*Read the passage part.*



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

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

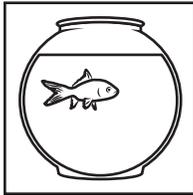
*Point to and read each answer option.*



- A. Jason went to visit Lexi in college.



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



C. Jason got a pet to keep him company.

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

**Item 6**

*Reference the passage part.*

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

*Read the passage part.*

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

*Point to the boldfaced word.*

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

*Point to and read each answer option.*



A. excited



B. talked



C. looked

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

**Item 7**

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

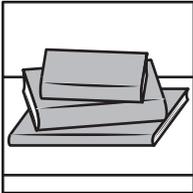
We are going to read a paragraph about Penny’s day at a beach. After we read, you will choose the sentence that has a detail about the beach.

*Point to and read the paragraph.*

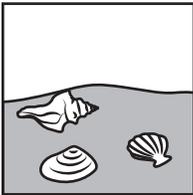
It was a hot day at the beach. Penny felt a warm breeze. She put her feet in the soft sand. The sand was cool on her feet.

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

*Point to and read each answer option.*



A. Penny liked to read books.



B. Seashells sparkled in the sand.



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

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

### Item 8

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

*Point to and read the story.*

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

Which sentence is the best conclusion for this story?

*Point to and read each answer option.*

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

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

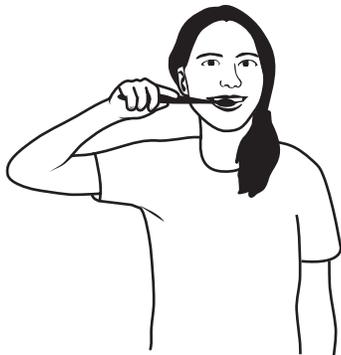
### Item 9

*This is a six-part item. The student may not return to this item after responding to this item.*

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

*Point to the picture and read the corresponding cause or effect.*

Brushing your teeth is the cause.

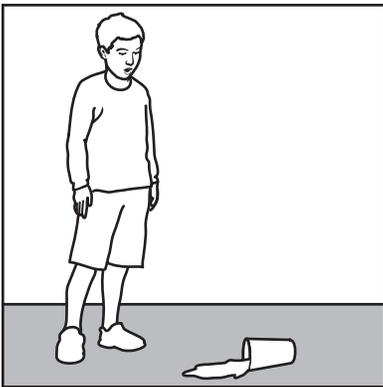


The effect is they become clean.



Which sentence is about cause and effect?

*Point to and read each answer option.*



A. Spilling something causes a mess.



B. Dogs make good pets.

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

*Be sure the student responds to this item before presenting the second item of this six-part item.*

**Item 10**

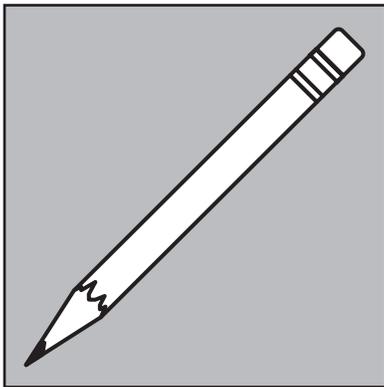
*This is the second item of a six-part item. The student may not return to the previous item.*

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

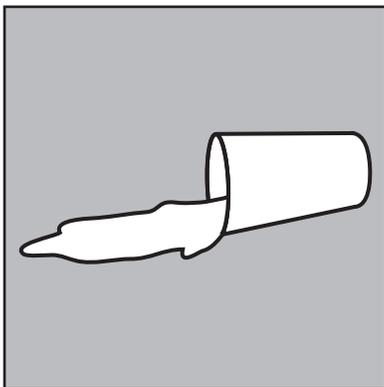
Choose a sentence to begin your essay. This will be your introduction. Remember, your introduction should explain to readers what cause and effect they will be reading about.

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

*Point to and read each answer option.*



A. I will describe a pencil.



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

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

*Be sure the student responds to this item before presenting the third item of this six-part item.*

**Item 11**

*This is the third item of a six-part item. The student may not return to the previous item.*

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

Which sentence describes how spilling something causes a mess?

*Point to and read each answer option.*



- A. Some students enjoy being outside.



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

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

*Be sure the student responds to this item before presenting the fourth item of this six-part item.*

**Item 12**

*This is the fourth item of a six-part item. The student may not return to the previous item.*

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

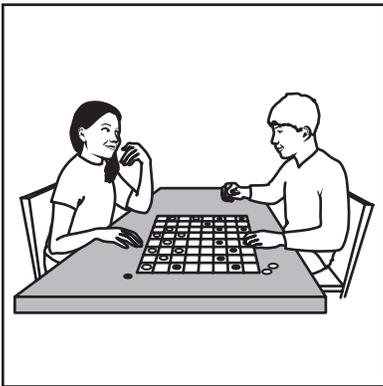
Precise words and details help readers imagine the words in their minds. For example, “the shiny, red car” has more precise words and details than “the car.”

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

*Point to and read each answer option.*



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



B. Games are fun.

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

*Be sure the student responds to this item before presenting the fifth item of this six-part item.*

### Item 13

*This is the fifth item of a six-part item. The student may not return to the previous item.*

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

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

Listen to these two sentences.

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

*Point to and read each answer option.*

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

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

*Be sure the student responds to this item before presenting the sixth item of this six-part item.*

**Item 14**

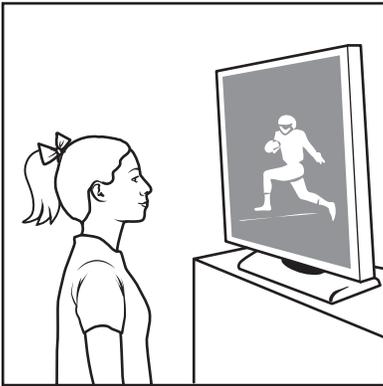
*This is the sixth item of a six-part item. The student may not return to the previous item.*

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

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

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

*Point to and read each answer option.*



A. In conclusion, I like to watch television.



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

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

Now I will read your essay to you.

*Point to Grade 7 ELA Spilling Milk Reference Sheet and say the following statement:*

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



