

Grade 7

ELA

Item Specifications

Version 4 - updated 6/2020



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In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

| Possible Item Format in ELA | Definition |
|---|---|
| Technology Enhanced - Drag and Drop | Click and drag an object to the appropriate location in the response area. |
| Technology Enhanced - Drop-down Menu | Select an answer from a drop-down menu. |
| Evidence-Based Selected-Response (EBSR), multi-part items | This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond. |
| Technology Enhanced - Hot Spot/Text Highlight | Highlight an option by selecting it. Select one or more options. |
| Multiple Choice | Select the radio button corresponding to one of four options. Select only one option. |
| Multiple Select | Mark a radio button corresponding to an option. Mark more than one option. Item will provide number to select. |
| Writing Prompt | Respond via keyboard entry using text-formatting buttons. |

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.1.A |
|---|---|--|
| 1 A MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text.</p> | | <p style="text-align: center;"><u>DOK Ceiling</u> 3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> Selected Response Technology Enhanced |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Inferences must be based on text and not require prior knowledge of content. | | <p style="text-align: center;"><u>Sample Stems</u></p> Choose the best explanation for why _____. Which text evidence supports the answer? Based on the passage, why do you think _____? Which sentences from the passage best supports the inference _____? What can the reader infer about _____? |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.1.B |
|--|---|---|
| 1 B MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and the impact they have on the understanding of the text.</p> | | <p>To keep the same connotation, one might change the word _____ to _____ (answer choices).</p> <p>In [paragraph, line], what does the phrase _____ mean? Highlight the text in the passage that helped determine the meaning.</p> <p>Read the sentence. What evidence helps the reader understand the meaning of the word _____?</p> <p><i>[DICTIONARY DEFINITION OF A WORD.]</i> <i>Which definition best conveys the meaning of XX as it is used in the text?</i></p> |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.1.C |
|---|--|--|
| 1 C MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable). | |
| <u>Expectation Unwrapped</u> The student will interpret visual elements of a text. The student will draw conclusions from the visual elements of a text. | | <p style="text-align: center;"><u>DOK Ceiling</u> 3</p> <p style="text-align: center;"><u>Item Format</u> Selected Response Technology Enhanced</p> <p style="text-align: center;"><u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.</p> |
| <u>Content Limits/Assessment Boundaries</u> Visual elements in literary text include illustrations and animations. | | <p style="text-align: center;"><u>Sample Stems</u></p> <p>Based on [INSERT VISUAL ELEMENT], select the conclusion the reader draws about _____.</p> <p><i>How does the [VISUAL ELEMENT] develop the [LITERARY DEVICE]?</i></p> |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.1.D |
|--|--|--|
| 1 D MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Theme Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will determine the theme(s) of a text.</p> <p>The student will explain the relationship between the themes and the supporting evidence of a text.</p> <p>The student will summarize a text distinct from personal opinions.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics, visual arts Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Items should not ask students to arrange information sequentially.

Sample Stems

Read the summary of the text. One key event/idea is missing. Which key event/idea is missing?

Select the sentence(s) from the text that best summarize the theme of the text.

Part A – What is the theme of the passage?
Part B – What evidence supports this theme?

Part A – Which statement best describes the overall theme of the passage?
Part B – Which two pieces of evidence best support Part A?

From the choices below, select the summarizing sentence that is most objective.

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.2.A |
|---|--|---|
| 2 A MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a text's form or overall structure contributes to meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze how a text's form contributes to the meaning of the text. The student will analyze how a text's structure contributes to the meaning of the text. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> Select the statement(s) that best describes how paragraph X contributes to the suspense in the text. How do the (example of structure) help advance the plot? Why did the author choose to use a (type of structure)? |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.2.B |
|---|---|---|
| 2 B MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze how an author develops the points of view (perspective) of different characters or narrators in a text. | | <u>Item Format</u> Selected Response Technology Enhanced |
| The student will analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text. | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

The term *point of view* is used synonymously with the term *perspective*. In literary text, point of view/perspective is how the narrator perceives what is happening in the story.

Sample Stems

Select the most likely reason the author decided to tell the story from _____'s point of view.

Identify the text evidence that supports the answer.

How does the author develop the different points of view of (names of two characters)?

Select the (two) sentences that best show how _____ perspective has changed by the end of the story.

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.2.C |
|---|---|---|
| 2 C MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how specific word choices contribute to meaning and tone. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze how specific word choices contribute to meaning in a text. | | <u>Item Format</u> |
| The student will analyze how specific word choices contribute to tone in a text. | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Text pieces/items should provide enough context for student to comprehend the meaning, function, and/or purpose of specific word choices and how the word choices impact understanding of the text. | | The tone of the text is _____. Highlight the words in the text that help develop this tone. How does the author's use of figurative language in the line contribute to the meaning? How does the word ____ contribute to the meaning of the passage? Which words best express the tone created by the word choice in the sentence? |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.2.D |
|---|--|--|
| 2 D MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will analyze how the setting, characters, and plot of a text affect each other.</p> <p>The student will analyze how the setting contributes to meaning in a text.</p> <p>The student will analyze how the characters contribute to meaning in a text.</p> <p>The student will analyze how the plot contributes to meaning in a text.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Sample Stems

Select the statement(s) that show how the character's development contributes to the meaning of the text.

How does the character's _____ contribute to the meaning of the passage?

How do the location and time period lead to a better understanding of the character's actions?

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.3.A |
|---|--|--|
| 3 A MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Text in Forms Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.</p> <p>The student will analyze how the techniques unique to each medium contribute to meaning.</p> | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced Classroom Assessment—Performance Event |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, also appropriate multimedia versions Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <i>Locally assessed.</i> | | |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.3.B |
|--|---|--|
| 3 B MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships in Texts Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter in multiple texts. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| | | <u>Sample Stems</u> <i>Which statements listed below from the history text support the authenticity of the setting established by the author in the short story excerpt?</i> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| <i>Items must not require prior knowledge; all information needed to answer item must appear within the passages.</i> | | |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.3.C |
|--|--|--|
| 3 C MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how characters and settings reflect historical and/or cultural contexts. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will explain how characters reflect historical and/or cultural contexts in multiple texts. The student will explain how setting reflects historical and/or cultural contexts in multiple texts. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material. <i>Items must not require prior knowledge.</i> | | What do the <i>[CHARACTERS/SETTINGS] in the</i> two texts reveal about [HISTORICAL TIME PERIOD]? a. Both A and B reveal _____. b. Both A and B reveal _____. |

Grade 7 English Language Arts

| Reading Literary Text | | 7.RL.3.D |
|---|--|--|
| 3 D MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will read and comprehend literature independently and proficiently in multiple texts. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Grade-appropriate text pieces should be used when assessing this expectation. <i>Locally assessed.</i> | | |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.1.A |
|---|--|---|
| 1 A MLS | <p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Evidence/Inference</p> <p>Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text.</p> | | <p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p> |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Inferences must be based in text and not require prior knowledge of content.

Sample Stems

Which text evidence best supports the inference that _____.

Which text evidence best supports the conclusion that _____.

What information from _____ helps the reader understand _____?

What conclusion is the author wanting the reader to make?

Which statement best describes the impact of _____?

Which two pieces of evidence best support the conclusion that _____?

Which characteristic distinguishes _____ from _____?

Part A – Which statement below best describes/explains _____?

Part B – Which two sentences from the passage best support the answer in Part A?

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.1.B |
|--|---|--|
| 1 B MLS | <p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Word Meanings</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Stimulus materials should provide enough context for student to comprehend the figurative, connotative, and/or content-specific meaning of the words and phrases as they are used in a text.

Sample Stems

To keep the same connotation, the word _____ can be changed to _____ (answer choices).

In the paragraph, select the meaning of the phrase _____. Highlight text from the passage that helps determine the meaning.

Which word or words help clarify the meaning of _____?

Select the best synonym that could be used to replace the underlined word.

[DICTIONARY DEFINITION OF A WORD.]

Which definition best conveys the meaning of *XX* as it is used in the text?

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.1.C |
|---|---|--|
| 1 C MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will interpret visual elements of a text, including those visual elements from different media. The student will draw conclusions from the visual elements of a text presented in different media. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

| <u>Content Limits/Assessment Boundaries</u> | <u>Sample Stems</u> |
|---|--|
| | <p>What image or caption would be best to better convey _____?</p> <p><i>How does the [INSERT VISUAL ELEMENT] develop the central idea?</i></p> <p><i>Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about _____?</i></p> <p><i>According to the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary/unnecessary for _____?</i></p> <p><i>Which information in the chart best supports the author's statement that [QUOTE]?</i></p> <p><i>The photo shows _____.</i></p> |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.1.D |
|--|---|--|
| 1 D MLS | Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Claim Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will explain the central/main idea(s) of a text.</p> <p>The student will explain the relationship between the central/main idea(s) and supporting evidence of a text.</p> <p>The student will summarize a text distinct from personal opinions.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p><i>Items should not ask students to arrange information sequentially.</i></p> | | <p>Read the summary of the text. One key event/idea is missing. Which key event/idea is missing?</p> <p>Which two pieces of evidence best support the central idea?</p> <p><i>From the choices below, select the summarizing sentence that is most objective.</i></p> |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.2.A |
|--|--|--|
| 2 A MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a text's organization or overall structure contributes to meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will analyze how a text's organization contributes to meaning in the text.</p> <p>The student will analyze how a text's overall structure contributes to meaning in the text.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

| <u>Content Limits/Assessment Boundaries</u> | <u>Sample Stems</u> |
|---|--|
| | <p>Classify which sentences from the passage describe a cause and which ones describe an effect.</p> <p>How does the author's choice of structure in paragraph ____ contribute to the overall meaning of the passage?</p> <p>How do authors of both texts use text structures to help the readers understand both passages?</p> <p>How does the author's conclusion of (paragraph or line) contribute to the overall meaning of the passage?</p> |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.2.B |
|---|--|--|
| 2 B MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will analyze how an author develops his/her point of view (perspective) and distinguishes it from those of others in a text.</p> <p>The student will analyze how an author develops his/her purpose and distinguishes it from those of others in a text.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Note: <i>point of view</i> and <i>perspective</i> are used synonymously.</p> | | <p>With which statement would the author most likely disagree?</p> <p>How does the author share his/her opinion in this passage?</p> <p>What is the author’s purpose in writing this passage?</p> |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.2.C |
|---|--|--|
| 2 C MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how word choice contributes to meaning and tone. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will analyze how word choice contributes to meaning in a text. The student will analyze how word choice contributes to tone in a text. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Stimulus material should provide enough context for student to comprehend the meaning, function, and/or purpose of the specific word choices and how the word choice impacts understanding of the text. | | The overall tone this passage evokes is one of _____. The tone of the passage is _____. Highlight three phrases in the text that help develop this tone. |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.2.D |
|---|--|--|
| 2 D MLS | Analyze Craft and Structure (Approaching Texts as a Writer) Argument/Evidence Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will evaluate an author's argument in a text.</p> <p>The student will assess whether the reasoning in a text is sound.</p> <p>The student will assess whether the evidence in a text is relevant and sufficient to support the claims in a text.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Sample Stems

Highlight two sentences in the text that best support the author's claim that (topic).

Identify the statement that clarifies the author's argument in paragraph XX.

The author wants the reader to know _____.

Which best describes the author's attitude toward _____? ?

Which of the following items support the author's claim?

Which claim best offers the author's perspective?

The author claims _____. Some of the evidence clearly supports the claim and some does not. Which sentences support and which sentences do not support the claim?

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.3.A |
|---|--|--|
| 3 A MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Texts/Forms Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will compare and contrast information presented in different media. The student will analyze how the techniques unique to each medium contribute to meaning. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Media forms such as Internet, video, audio, graphics Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <i>For state testing, text could include print combined with screenshots of digital (web page); however, video and audio options are not currently available.</i> | | After reviewing print, digital, video, and/or multimedia presentations on the same topic, identify the advantages and disadvantages of each medium. Select evidence from each source to support your answer. |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.3.B |
|---|--|---|
| 3 B MLS | <p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Relationships/ Texts</p> <p>Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will compare and contrast how two or more authors writing about the same topic make decisions about craft.</p> <p>The student will compare and contrast how two or more authors writing about the same topic make decisions about structure.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | <p>How does the information in the first passage differ from the information in the second passage?</p> <p>What contrast can be made between the two paragraphs?</p> <p><i>Why did [AUTHOR A] most likely use cause-and-effect structure to cover [TOPIC] instead of chronological order such as that used by [AUTHOR B]?</i></p> |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.3.C |
|---|--|---|
| 3 C MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how the text reflects historical and/or cultural contexts. | |
| <u>Expectation Unwrapped</u> The student will explain how multiple texts reflect historical contexts. The student will explain how multiple texts reflect cultural contexts. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| <u>Content Limits/Assessment Boundaries</u> Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material. <i>Items must not require prior knowledge.</i> | | <u>Sample Stems</u> Which statement best describes the impact Dr. Martin Luther King Jr. had on the civil rights movement? Based on both passages, which best describes the most significant impact _____ has on _____? |

Grade 7 English Language Arts

| Reading Informational Text | | 7.RI.3.D |
|---|---|--|
| 3 D MLS | Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will read and comprehend informational texts independently and proficiently. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels. |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Grade-appropriate text pieces should be used when assessing this expectation. <i>Locally assessed.</i> | | |

Grade 7 English Language Arts

| Writing | | 7.W.1.A |
|--|--|---|
| 1 A MLS a | Approaching the Task as a Researcher Research Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will conduct research to answer a question. The student will gather relevant print and digital sources. The student will integrate information using a standard citation system. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |

Grade 7 English Language Arts

| <u>Content Limits/Assessment Boundaries</u> | <u>Sample Stems</u> |
|---|--|
| <p>Items should not assess a specific standard citation system.</p> | <p>A student is reviewing websites for research about _____. Which details from each website indicate that the site is credible or not credible?</p> <p>A student has taken some notes on _____ for a report. He/She has decided to write one paragraph with the claim _____. Which of the notes would NOT be useful in supporting his claim?</p> <p>A student found a source for a report about _____. The student wants to include this information. Read his/her paragraph. Which sentence is plagiarized?</p> <p>Select the source that would give the most accurate information.</p> <p>Which research question best guides the students' research?</p> |

Grade 7 English Language Arts

| Writing | | 7.W.1.A |
|---|---|--|
| 1 A MLS b | Approaching the Task as a Researcher Research Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will use search terms effectively. The student will gather relevant information from multiple print and digital sources. The student will assess the credibility of multiple print and digital sources. The student will assess the accuracy of multiple print and digital sources. The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism. The student will follow a standard format for citation. | | <u>Item Format</u> Selected Response Technology Enhanced |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Items should not assess a specific standard citation system. | | A student wants to include information from the sources in his/her report about _____ but does not want to plagiarize the authors' ideas. Read the paragraph from the student's report and choose [one/two] sentence(s) in the paragraph that [is/are] plagiarized. A student took notes about _____ from the sources. Choose two notes that correctly paraphrase, or restate, information from both sources. <i>Which search terms would be most likely to return relevant results for the topic?</i> |

Grade 7 English Language Arts

| Writing | | 7.W.2.A.a |
|---|--|---|
| 2 A MLS a | Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will follow a writing process to develop a narrative. The student will produce clear and coherent narrative writing with development, organization, style, and voice. The student will produce narrative writing appropriate to the task, purpose, and audience. The student will develop narrative writing using narrative writing techniques. The student will develop narratives, including poems, about real or imagine experiences, with clearly identified characters, well-structured event sequences, and relevant descriptive details. | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels. <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf | | You are applying for a job or college. Write a narrative account of an experience that demonstrates/highlights the qualities that make you a good candidate and why you should be chosen for the job or college of your choice. |

Grade 7 English Language Arts

| Writing | | 7.W.2.A.b |
|--|---|--|
| 2 A MLS b | Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will follow a writing process to develop expository writing. The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice. The student will produce informative/explanatory writing appropriate to the task, purpose, and audience. The student will produce informative/explanatory writing using expository techniques. The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. The students will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence. | | <u>Item Format</u> Writing Prompt |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> |
| Item types must contain all needed information in order to <i>produce</i> the expository <i>essay</i> ; no prior knowledge of the expository topic should be necessary. The application of these expository techniques should increase qualitatively and quantitatively through the grade levels. <i>This standard can be assessed using the state and/or district scoring guide</i> https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf | | <u>Sample Stems</u> One of the biggest problems in schools across the nation is bullying, both face to face and on the <i>Internet</i> . Write an essay that explains the effects of bullying. |

Grade 7 English Language Arts

| Writing | | 7.W.2.A.c |
|---|--|---|
| 2 A MLS c | Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will follow a writing process to develop argumentative writing.</p> <p>The student will produce clear and coherent argumentative writing with development, organization, style, and voice.</p> <p>The student will produce argumentative writing appropriate to the task, purpose, and audience.</p> <p>The student will develop argumentative writing using argumentative techniques.</p> <p>The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p> <p>The student will develop argumentative writing by acknowledging counterclaims.</p> <p>The student will develop argumentative writing by establishing relationships between claims and supporting evidence.</p> | | <u>Item Format</u> Writing Prompt |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> |
| <p>Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument's topic should be necessary.</p> <p>The application of these argumentative techniques should increase qualitatively and quantitatively through the grade levels.</p> <p><i>This standard can be assessed using the state scoring guide https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-argumentative-grades-6-8.pdf</i></p> | | <u>Sample Stems</u> Are we too dependent on technology? If technology suddenly became unavailable, would society be crippled? Write an essay that explains whether people are becoming too dependent on technology. |

Grade 7 English Language Arts

| Writing | | 7.W.3.A.a |
|---|---|---|
| 3 A MLS a | Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.</p> <p>The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.</p> <p>The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.</p> <p>The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.</p> | | <u>Item Format</u> Selected Response Technology Enhanced Writing Prompt |
| | | <u>Text Types</u> |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

The organization and content of the writing should increase qualitatively and quantitatively through the grade levels.

Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).

Sample Stems

Which sentences should be deleted/added to clarify meaning?

Choose the best transitional word.

Which sentence would make the best introduction?

A student has written a draft essay about _____. Read the draft. Which two sentences should be removed to make the paragraph have a clearer focus?

A student has written a paragraph about _____. Read the draft. Which subheading would best introduce the paragraph?

Which sentences are the best introductory and concluding sentences for the paragraph?

Choose two sentences the author could omit without changing the purpose of the passage.

Grade 7 English Language Arts

| Writing | | 7.W.3.A.b |
|---|--|--|
| 3 A MLS b | Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will choose appropriate, precise language for the style, task, and audience. The student will convey the relationship among ideas through varied sentence structures appropriate for the task, purpose, and audience. | | <u>Item Format</u> Selected Response Technology Enhanced Writing Prompt |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The application of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels. | | Choose the language that adds precise language to the passage. Select the best sentence to replace the underlined sentence and maintain the tone and style. Which sentence would provide the best conclusion? Select the most precise word to complete the sentence within the student's report. Choose the best way to combine the underlined sentences so that sentence structure is varied. |

Grade 7 English Language Arts

| Writing | | 7.W.3.A.c |
|--|---|---|
| 3 A MLS c | Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will demonstrate a command of the conventions of standard English grammar in a text. The student will demonstrate a command of the conventions of standard English usage in a text. The student will demonstrate a command of spelling in a text. The student will demonstrate a command of punctuation in a text. | | <u>Item Format</u> Writing Prompt |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> |
| The application of the effective use of the conventions of Standard English and usage should increase qualitatively and quantitatively through the grade levels. On a large scale assessment, this expectation can only be assessed through a writing prompt. | | <u>Sample Stems</u> |

Grade 7 English Language Arts

| Writing | | 7.W.3.A.d |
|---|--|---|
| 3 A MLS d | Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience. | | <u>Item Format</u> Selected Response Technology Enhanced Writing Prompt |
| The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience. | | |
| The student will use effective transitions to connect ideas and claims appropriate for the task, purpose, and audience. | | |
| The student will use effective transitions to signal time shifts appropriate for the task, purpose, and audience. | | |
| | | <u>Text Types</u> |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

Writing complexity, including the effective use of transitions, should increase qualitatively and quantitatively through the grade levels.

Sample Stems

Which transitional word or phrase best replaces the original word or phrase without changing the meaning of the sentence?

A student has written an informative paragraph that needs revision. Read the paragraph. Which transition would best complete the paragraph?

A student is writing a counterclaim in an argument. Read the counterclaim and decide which transitional phrase/word would be appropriate to fill the blank.

Read the paragraph. Which transitional word or phrase would best link the second and third sentences while maintaining chronological order?

Grade 7 English Language Arts

| Writing | | 7.W.3.A.e |
|--|--|--|
| 3 A MLS e | Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use technology, including the Internet, to produce and publish writing. The student will use technology, including the Internet, to link to and cite sources for a text. The student will use technology, including the Internet, to interact and collaborate with others. | | <u>Item Format</u> Selected Response Technology Enhanced Performance Event |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> |
| Writing complexity should increase qualitatively and quantitatively through the grade levels. Using technology, including the Internet, to interact and collaborate with others will be locally assessed. | | <u>Sample Stems</u> |

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.1.A |
|--|--|---|
| 1 A MLS | Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | |
| <u>Expectation Unwrapped</u> The student will follow rules for collegial discussions and decision-making while collaborating. The student will track progress toward specific goals and deadlines while collaborating. The student will define individual roles as needed while collaborating. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Classroom Assessment—Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.1.B |
|---|---|---|
| 1 B MLS | <p>Collaborating Questioning Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will delineate a speaker’s argument and claims.</p> <p>The student will evaluate reasoning of the speaker.</p> <p>The student will pose questions that elicit elaboration and that bring the discussion back on topic as needed.</p> <p>The student will respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> | | <u>Item Format</u> Selected Response Technology Enhanced Classroom Assessment—Performance Event |
| | | <u>Text Types</u> Media, audio, and/or audio-visual clips |

Grade 7 English Language Arts

Content Limits/Assessment Boundaries

The collaboration component is locally assessed.

This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item.

This expectation can only be partially assessed within a state assessment by asking the student to delineate a speaker's argument and to pose questions.

Sample Stems

Based on information from the presentation, which argument and questions would elicit elaboration?

Which statement(s) from the presentation is/are relevant/irrelevant to the argument?

What conclusion does the presentation support?

What is the speaker's opinion/attitude about _____?

Which conclusion would the speaker support?

Part A – Which statement best expresses the speaker's claim?

Part B – Which piece of evidence supports the answer to Part A?

With which statement would the author most likely agree?

According to the presentation, why was _____?

According to the presentation, people feel _____ about _____.

How does the speaker reveal _____?

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.1.C |
|---|---|--|
| 1 C ML S | <p>Collaborating Viewpoints of others</p> <p>Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will acknowledge new information expressed by others, including those presented in diverse media.</p> <p>The student will, when warranted, qualify or justify his/her own views in light of evidence presented from other’s viewpoints.</p> | | <p><u>DOK Ceiling</u> 3</p> <p><u>Item Format</u> Selected Response Technology Enhanced Classroom Assessment—Performance Event</p> <p><u>Text Types</u> Media, audio, and/or audio-visual clips</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>The collaboration component is locally assessed. This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item.</p> | | <p><u>Sample Stems</u></p> <p>Part A – What conclusion does the presentation support? Part B – Which evidence from ___ best supports the answer in Part B?</p> <p>What additional information could the speaker offer that would most help listeners apply the ideas in the presentation to their lives?</p> <p>What question remains unanswered?</p> <p>According to the speaker, what should be done about _____?</p> |

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.2.A |
|---|---|----------------------------|
| 2 A MLS | <p>Presenting</p> <p>Verbal Delivery</p> <p>Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will speak clearly and audibly as appropriate to the task, purpose and audience.</p> <p>The student will speak to the point as appropriate to the task, purpose, and audience.</p> <p>The student will speak using conventions of language as appropriate to the task, purpose and audience.</p> <p>The student will use appropriate volume at an understandable pace when presenting.</p> | | 4 |
| | | <u>Item Format</u> |
| | | Performance Event |
| | | <u>Text Types</u> |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Locally assessed</p> <p>This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</p> | | |

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.2.B |
|--|--|--|
| 2 B MLS | Presenting Nonverbal Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. | |
| <u>Expectation Unwrapped</u> The student will position body to face the audience when speaking. The student will make eye contact with listeners at various intervals when presenting. The student will use effective gestures to communicate a clear viewpoint when presenting. | | <u>DOK Ceiling</u> 4 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation. | | <u>Sample Stems</u> |

Grade 7 English Language Arts

| Speaking and Listening | | 7.SL.2.C |
|---|---|---|
| 2 C MLS | Presenting Multimedia Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 4 |
| The student will plan and deliver appropriate presentations based on the task, audience, and purpose. The student will include multimedia components in presentations to clarify claims and findings and emphasize significant points appropriate for the task, audience, and purpose. | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation. | | |