

The background of the image is a close-up of a wood grain, showing natural patterns and knots. A semi-transparent orange layer is overlaid on the wood, creating a warm, textured backdrop for the text.

**A
GUIDE
TO
CREATING
QUALITY
ASSESSMENTS**

Introduction

In 1993 the Show-Me-Standards were created and adopted. Those thirty-three Performance (Process) standards and forty Content (Knowledge) standards do not represent everything a student should know and be able to do. They form a strong foundation.

The purpose of this document is to provide examples of high-quality, open-ended constructed response and selected response items to support classroom instruction and assessment aligned to the Missouri Learning Standards and the Show-Me-Standards.

Most selected response items can easily become constructed response items by eliminating the choices and adding *use evidence from the text to support your answer*. In the same manner, many constructed response items can be changed to selected response items.

To better utilize this document, resources you may use include:

- The Missouri State Literacy Plan
<http://dese.mo.gov/sites/default/files/cur-ela-state-literacy-plan-0712.pdf>
- The Show-Me Knowledge and Performance Standards
[http://dese.mo.gov/sites/default/files/Show Me Standards Placemat.pdf](http://dese.mo.gov/sites/default/files/Show_Me_Standards_Placemat.pdf)
- The Missouri Learning Standards
www.missourilearningstandards.com

Additional Notes:

Although the MLS Reading Foundational Standards are not specifically addressed in this document, they are an important component of an effective reading program necessary to develop proficient readers.

Passages are referenced, but not provided. Most items can be adapted to a variety of passage types.

Items provided include paper/pencil as well as digital items students may encounter in digital/online assessments.

READING

<p><u>Anchor Standard R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
Literature Text	Informational Text
<p>Performance Standard: 1.5, 1.6, 2.4, 3.5, 4.1 Content Standard: CA 2, CA 7</p>	<p>Performance Standard: 1.5, 1.6, 2.4, 3.5, 4.1 Content Standard: CA 3, CA 7</p>
<p>Elementary: Mary is a caring friend. Pick two sentences from the passage that best support the inference.</p> <p>Middle School: Explain why Allen decided to go to the fair. What is the textual evidence that supports your answer?</p> <p>Which sentence best supports the idea that Allen went to the fair to get back at his sister?</p> <p>High School: The reader can conclude/infer _____. Which evidence (detail, sentence, paragraph) from the text best supports this conclusion/inference?</p> <p>The overall purpose of the description in Paragraph one is.... (answer choices)</p>	<p>Elementary: The reader can conclude that Video Game #1 was more successful than Video Game #2. Highlight two sentences that best support this conclusion.</p> <p>Middle School: Which statement best supports the author's claim that _____? (Answer choices)</p> <p>Highlight two sentences in the text that best support the author's claim that wearing a helmet is important.</p> <p>High School: Which detail/sentence from Text # 1 best shows that the inference or conclusion based on the two passages is true of both texts?</p> <p>Which detail/sentence from Text # 1 best shows that the [inference or conclusion] based on the two passages is true of both texts? (Answer choices provided)</p>

Anchor Standard R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literature Text	Informational Text
<p>Performance Standard: 3.5 Content Standard: CA 2</p>	<p>Performance Standard: 3.5 Content Standard: CA 3</p>
<p>Elementary: Which sentence is the best summary of the passage?</p> <p>Write a summary of what happens during the storm. Use key events from the passage to support your summary.</p> <p>Middle School: Which statement from the text best describes the theme?</p> <p>What is the theme of _____? How does the author develop this theme over the course of the text?</p> <p>Which sentence from the text best summarizes the theme of the text?</p> <p>High School: Which two sentences from the text best explain the theme of the text?</p> <p>Select all choices that support the theme of the passage.</p> <p>After reading the provided materials (video, text, Internet site, etc.) which statement best reflects the theme common in all stimulus materials?</p>	<p>Elementary: Which statement best describes the author's message about recycling?</p> <p>Read this paragraph and the directions that follow. (Paragraph from text)</p> <ul style="list-style-type: none"> • What is the main idea of the paragraph? • Use details from the paragraph to support your answer. <p>Middle School: Read the summary of the text. One key event/idea is missing. Which idea /event is missing?</p> <p>What is the central idea of the text?</p> <p>Write an objective summary of the text.</p> <p>High School: Which sentence/line/detail/statement from the text best summarizes/reveals the theme/central idea?</p> <p>Choose all the details that support the theme/central idea of the text.</p> <p>Summarize the main point the passage makes about Lincoln's motivation for selecting his cabinet members. Support your summary with details from the text.</p>

Anchor Standard R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Literature Text	Informational Text
<p>Performance Standard: 1.6, 3.8 Content Standard: CA 2</p>	<p>Performance Standard: 1.6, 3.1, 3.8 Content Standard: CA 3</p>
<p>Elementary: Select the statement that best describes the relationship between Henry (character) and Mudge (character).</p> <p>Which statements are most true about both Henry and Mudge (characters)? Select all that are correct.</p> <p>Middle School: How does Allen's decision to _____ change the action of the story?</p> <p>Which statement best describes how the main character would be different if the setting were changed to a rural area?</p> <p>High School: How does the author use a character's interactions with the other characters in the text to advance the plot? Use evidence from the text to support your answer.</p> <p>Choose the best statement that describes the change in the relationship between _____ and _____.</p> <p>(Huck and Jim/ Hamlet and Ophelia/ Brutus and Julius Caesar/ George and Lenny)</p>	<p>Elementary: How does the author's point of view affect the way information is described in the article?</p> <p>Both authors include information about space travel. How do the differences between the information included show each author's point of view?</p> <p>Middle School: Based on the information from the text, describe how William Penn was a product of this time?</p> <p>Which statement best describes the impact Dr. Martin Luther King had on the Civil Rights Movement.</p> <p>High School: The reason the author left this (paragraph, passage, text) unclear is so _____</p> <p>Read John Locke's <i>Second Treatise of Government</i> and Susan B. Anthony's Speech arguing for the right of women to vote. Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.</p>

Anchor Standard R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Literature Text	Informational Text
<p>Performance Standard: 1.6, 2.4, 3.5 Content Standard: CA 2</p>	<p>Performance Standard: 1.6, 2.4, 3.5 Content Standard: CA 3</p>
<p>Elementary: Which dictionary definition best defines (word) as it is used in BOTH texts?</p> <p>A synonym is a word that means the same or nearly the same as another word. What is the synonym of (word)?</p> <p>Middle School: Which statement best describes the effect of using the word _____ in paragraph _____?</p> <p>The tone of the text is _____. Highlight the words in the text that help develop this tone.</p> <p>High School: Read the selection from the text/paragraph number. Select the statement that best explains why the author chose to include this selection/paragraph #).</p> <p>What effect does the {text structure/format/features} have on the meaning of the text?</p> <p>What effect does the [structure/format/features] have on the reader's understanding of [tone/point of view/theme]?</p>	<p>Elementary: How does the author's use of the word <u>friction</u> (word) in the text help the reader understand <u>force and motion</u> (concept/idea)?</p> <p>Read these sentences from the passage. _____ (insert text) The word ____ has multiple meanings. What does the word _____ most likely tell the reader about _____ (topic)?</p> <p>Middle School: To keep the same connotation, one might change the word _____ to... (Answer choices)</p> <p>What is the impact of the repetition of the word _____ in paragraph _____?</p> <p>High School: How does the author use specific vocabulary (nautical/mechanical/scientific) to examine the theme or tone of the text?</p> <p>Read this dictionary entry for the word countenance. Countenance (n) 1.calm expression 2.moral support 3. behavior 4. face</p> <p>Which definition best applies to the way the word "countenance" is used in the highlighted sentences above?</p>

Anchor Standard R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Literature Text	Informational Text
<p>Performance Standard: 1.6, 2.4, 3.5 Content Standard: CA 2</p>	<p>Performance Standard: 1.6, 2.4, 3.5 Content Standard: CA 3</p>
<p>Elementary: How do the stanzas in the poem fit together so the poem flows from beginning to end?</p> <p>How do chapters 1 and 2 contribute to the story?</p> <p>Middle School: How does the author create suspense in paragraph nine?</p> <p>Which statement best describes how paragraph 3 contributes to the overall theme of the text?</p> <p>How is paragraph 4 different from the previous paragraphs in the text?</p> <p>High School: How does the author manipulate time (e.g., pacing) to create effects such as tension and/or surprise.</p> <p>Why does the author include the story about _____ as part of the poem, drama, text? What is the effect of the story on the selection? (For instance, In Wilbur’s poem, “The Writer,” why does the author include the story about the bird caught in the room when the poem is about a writer?</p>	<p>Elementary: How is the overall structure used in Text #1 and Text #2 alike and different? Use evidence from the texts to support your comparison.</p> <p>Middle School: After reading (text) and (text), what is the most likely reason each author selected the text structure he/she did? Use evidence from the text in your analysis.</p> <p>Which of the following statements clarifies the author’s argument in paragraph ____? (Answer choice)</p> <p>High School: How does the information in Paragraph 3 contribute to the development of the author’s claim? Use details from the text to support your answer.</p> <p>Explain why the author most likely provided general information about _____ (estuaries) before the _____ (“Principles and Concepts”) section. Support your answer using details from the passage.</p>

Anchor Standard R.6: Assess how point of view or purpose shapes the content and style of a text.

Literature Text	Informational Text
<p>Performance Standard: 2.4, 3.5 Content Standard: CA 2</p>	<p>Performance Standard: 2.4, 3.5 Content Standard: CA 3</p>
<p>Elementary: Why is telling it is a cold, harsh winter from Ma's point of view effective? Use evidence from the story to support your answer.</p> <p>Why does the author tell the story in the third-person point of view instead of the first-person point of view?</p> <p>Middle School: How does telling the story from _____'s point of view create a humorous/suspenseful situation? Use evidence from the text in your analysis.</p> <p>What is the most likely reason the author decided to tell the story from _____'s point of view?</p> <p>What is the most likely reason the author decided to have different narrators in the story? Use evidence from the text as support in your answer.</p> <p>High School What affect does [dramatic/verbal irony] have in paragraph # ____?</p> <p>How does the use of understatement in the text support the author's argument?</p> <p>How is the author's point of view reflected in (a work of literature from outside the U.S.? Use evidence from the text in your analysis.</p>	<p>Elementary: What can you infer about the author's thoughts on [idea/concept in the passage]?</p> <p>Which sentence from the passage best illustrates the [inference/conclusion] made in part A?</p> <p>Middle School: What is the author's viewpoint on _____? Use evidence from the text to support your answer.</p> <p>How does the author distinguish his/her position from others? Use evidence from the text to support your answer.</p> <p>How does the author acknowledge and respond to conflicting viewpoints. Use evidence from the text to support your answer.</p> <p>High School: Which of the following statements from the text contribute to the author's purpose of the text? Choose all that apply.</p> <p>How does the following statement reveal the author's bias towards _____?</p> <p>What is the author's main purpose for writing this text? Analyze how the author uses language and other strategies to reinforce the main purpose. Support your response using specific evidence from the text.</p>

Anchor Standard R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Literature Text	Informational Text
<p>Performance Standard: 1.5, 1.6 Content Standard: CA 2</p>	<p>Performance Standard: 1.5, 1.6 Content Standard: CA 3</p>
<p>Elementary: Why is using [description of passage structure] important to understanding [character name/the central idea/the purpose/the author or character's point of view/the introduction/series of events/the climax/ the conclusion] in the passage?</p> <p>Explain how the illustration helps the reader understand the setting of the story. Use evidence from the story and illustrations in your explanation.</p> <p>Middle School: How is listening to an audio version of a story/poem different from reading the print version? Use specific examples from both versions in your answer.</p> <p>To what extent does the film/production stay faithful to the text/script? Explain whether the choices made by the director were effective. Use evidence from both pieces in your answer.</p> <p>High School: How does Text #1 present a similar theme found in Text #2? Use evidence from both texts to support your answer.</p> <p>What important scene or character was left out of the film version? How does this affect the development of character or plot?</p> <p>Analyze multiple interpretations of a story, drama, poem (recorded or live production of a play or recorded novel) evaluating how each version interprets the source text. (For example: <i>The Scarlet Letter</i> and <i>Easy A</i>; <i>The Crucible</i> (written text and the movie version with Daniel Day Lewis); <i>The Scarlet Letter</i> by Hawthorne and the silent movie of the same name.)</p>	<p>Elementary: The author included [description of text]. What is the most likely reason why the author wrote the text this way?</p> <p>How is reading _____ (text title) the same and different from viewing a filmed version? Use evidence from each version to support your answer.</p> <p>Middle School: Using the information in the text and the diagram, explain how the heart pumps blood throughout the body.</p> <p>After reviewing print, digital, video and/or multimedia presentations on the same topic, what are the advantages and disadvantages of each medium? Use evidence from each source to support your answer.</p> <p>After reading the speech and listening to an audio version, how does Martin Luther King's delivery affect the impact of his words? Use evidence from the written text and audio version in your response.</p> <p>High School: How does the tone of the speaker's voice give emphasis to the speech that was not evident in reading the text?</p> <p>Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account. (person's life story in print and multimedia/ newspaper story and eye witness account)</p>

Anchor Standard R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Literature Text	Informational Text
<p>Performance Standard: Content Standard:</p>	<p>Performance Standard: 1.5, 1.7, 3.4, 3.7 Content Standard: CA 3</p>
<p>Not applicable for Literary Text</p>	<p>Elementary: Explain what the author does to help the reader understand how to assemble the model. Use evidence from the article in your explanation.</p> <p>Do the reasons provided in the article support the points the author is making about _____? Why or why not?</p> <p>Middle School: How does the author develop his/her argument in _____? Use evidence from the text to support your answer.</p> <p>Is the argument effective? Explain why or why not using evidence from the text.</p> <p>Is the reasoning behind the claims sound? Explain why or why not using evidence from the text.</p> <p>Is the evidence relevant and sufficient to support the claim? Use evidence from the text to support your answer.</p> <p>High School: Read the following argument. Identify false statements and faulty reasoning. Explain how you know they are false/faulty.</p> <p>Read the following argument. Is the reasoning of the author sufficient? Use evidence from the text to support your answer. What information would make the author's argument stronger?</p>

Anchor Standard R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature Text	Informational Text
<p>Performance Standard: 1.6, 3.5, 3.6 Content Standard: CA 2</p>	<p>Performance Standard: 1.6, 3.5, 3.6 Content Standard: CA 3</p>
<p>Elementary: How does the author develop the relationship between Elmer and the Dragon?</p> <p>How are <i>Winn Dixie</i> and <i>Shiloh</i> alike and different in their approach to similar topics? Which text is more interesting? Why? Use examples from both texts to support your answer.</p> <p>Middle School: How are the story and poem alike and different in their approach to the theme of _____? Which text is more effective in portraying this theme? Explain why using evidence from both texts as support.</p> <p>How are _____ (historical fiction title) and _____ (an historical account of same time period) alike and different in their portrayal of the _____? Use evidence from both versions as support in your answer.</p> <p>How does _____ (a modern work of fiction) draw upon the theme presented in _____ (a myth or traditional story)? Explain how the author renders the material new. Use evidence from both texts to support your answer.</p> <p>High School: Analyze how John Steinbeck uses Robert Burns' poem "To a Mouse" in developing the theme in <i>Of Mice and Men</i>.</p> <p>Analyze how James Weldon Johnson's poem "The Creation" differs from the Bible's King James version of the Creation story.</p>	<p>Elementary: Given the information provided in two texts, explain why recycling is important to the environment.</p> <p>How are the most important points in the two texts about _____ alike and different? Use evidence to support your answers.</p> <p>Middle School: Which depiction of events do you think is more reliable, the one in _____ (memoir) or _____ (biography about the same person). Explain why using evidence from the texts.</p> <p>After reading two or more articles on the same topic, how did each author emphasize different evidence to shape his/her position? Use evidence from the articles to support your answer.</p> <p>After reading two or more texts on the same topic with conflicting information, identify where the texts disagree. Use evidence from all texts to support your answer.</p> <p>High School: Analyze how Roosevelt's "Four Freedoms" speech and Dr. King's "Letter from Birmingham Jail" address the same concepts and themes. Use evidence from the speeches to support your analysis.</p> <p>Read the excerpt from Thomas Paine's <i>Common Sense</i> and the excerpt from Patrick Henry's <i>Speech to the Second Virginia Convention</i>. Analyze the use of rhetorical devices used in both texts to reinforce the support of the Revolutionary War.</p>

Anchor Standard R.10: Read and comprehend complex literary and informational texts independently and proficiently.

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WRITING

Anchor Standard W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Performance Standard: 2.1, 2.3, 4.1

Content Standard: CA 1, CA 4

Note: Prior to assigning the writing prompt, the teacher will need to provide one of the following: time for the students to research digital and/or print resources OR hard copies of texts and/or video clips.

Elementary:

Recent medical findings show that years of cell phone use can lead to serious health problems. With this in mind, do you think fourth grade students should be allowed to have cell phones? Write an opinion essay that argues for or against the idea of fourth grade students being allowed to have cell phones. Be sure to use sources and give specific evidence from the texts to support your opinion.

Middle School:

Are we a lazy society? Today, more than ever, everything is done for people...fruits and vegetables are already cut for us, tuna salad is already mixed for us, remote controls open doors, open curtains and turn on fans, TVs, radios, etc. And all of these modern conveniences making the people in our society lazy? What do you think? Write an essay that explains whether or not our society is becoming lazy because of all the modern conveniences. Be sure to cite your sources and give specific evidence to support your claims. Your essay will be scored using the rubric provided.

High School:

Are we too dependent on technology? If our technology went on the blink would our society be crippled? Write an essay that explains whether people are becoming too dependent on technology. Be sure to cite your sources and give specific, relevant, and sufficient evidence to support your claims and the counter-claims. Your essay will be scored using the rubric provided.

Anchor Standard W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Performance Standard: 1.8, 2.1, 2.4

Content Standard: CA1, CA 4

Note: Prior to assigning the writing prompt, the teacher will need to provide one of the following: time for the students to research digital and/or print resources OR hard copies of texts and/or video clips.

Elementary:

One of the biggest problems in schools around the nation is bullying, both face-to-face and on the Internet. Fortunately, there are teachers, counselors and peer reporters to “lend a helping hand” to any student who is a victim of bullying. Write an essay that explains how much worse the effects of bullying might be if there were not people available to help the person being bullied. Your essay will be scored using the rubric provided.

Middle School:

To cut down on childhood obesity, lawmakers have created new federal school lunch regulations. According to these new regulations students are to receive smaller portion sizes. As a result, many students are still hungry after eating lunch. Write an essay that gives solutions to the problem of students still being hungry after eating lunch at school. Your essay will be scored using the rubric provided.

High School:

In order to protect certain species of wildlife, laws have been enacted to protect plants and animals from extinction by placing them on the endangered species list. Write a newspaper article explaining the successes mentioned in the provided material. Your essay will be scored using the rubric provided.

Anchor Standard W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Performance Standard: 2.1, 2.5

Content Standard: CA 1, CA 4

Note: Prior to assigning the writing prompt, the teacher will need to provide one of the following: time for the students to research digital and/or print resources OR hard copies of texts and/or video clips.

Elementary:

You have just read _____ (story where the character experienced something new). Write about a time when you experienced something new.

Be sure to —

- organize your writing
- use narrative techniques (dialog, description, pacing)
- develop your ideas in detail; attention to vocabulary

Middle School:

You have just read _____ (fictional story). Write a “fan-fiction” narrative that describes an event or situation one of the characters might have experienced that readers don’t know about. Make sure your narrative stays true to the original setting and traits of the character, and use narrative techniques to move the story forward. Your essay will be scored using the rubric provided.

High School:

You are applying for a job or college. Write a narrative account of an experience which demonstrates/highlights the qualities that make you a good candidate and why you should be chosen for the job or college of your choice.

Anchor Standard W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Standard: 2.1

Content Standard: CA 1, CA 4

Standard W.4 is embedded and integrated within all writing and across all grade levels:

- Students produce opinion/arguments, informational/explanatory and narrative texts as described in Writing Standards 1-3.
- The development, organization and style of the products address grade appropriate task, purpose and audience.

Anchor Standard W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Performance Standard: 2.1, 2.2

Content Standard: CA 1, CA 4

Standard W.5 is embedded and integrated within all writing and across all grade levels:

- Students utilize a writing process to strengthen their writing.
- Editing for conventions will encompass grade appropriate language standards

Anchor Standard W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Performance Standard: 1.4, 2.7, 4.6

Content Standard: CA 1, CA 4, CA 6

Students use technology to produce and publish writing; students interact and collaborate with others as appropriate by grade level.

Anchor Standard W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Performance Standard: 1.1, 1.2, 1.3

Content Standard: CA 4

Students conduct research across the school year to answer questions as is grade appropriate. Students will:

- develop focus questions
- locate appropriate digital and print resources
- narrow focus as appropriate

Anchor Standard W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Performance Standard: 1.4, 1.7, 4.4

Content Standard: CA 4, CA 5

Elementary:

A student is writing a research report about [topic or central idea]. Which sentence has information that the student can use in a paragraph about [subtopic]?

A student made a plan for a research report. Read the plan and the directions that follow.

Research Report Plan

Topic: [topic]

Audience: [audience]

Purpose: to inform

Research Question: [should reflect the central idea of report]

The student found a source for the research report. Which sentence from the source has information that answers the research question? (e.g. Research question is about pandas and their eating habits. Possible answer choices would support the research topic on the eating habits of pandas.)

Middle School:

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 Click on [one/two] sentence(s) in the paragraph that [is/are] plagiarized.

A student took notes about information on _____ from the sources. Choose two notes that correctly paraphrase, or restate, information from both sources.

Which of the following clues can indicate an online source is not credible?

High School:

A student is writing a research report about [topic] for [audience]. After looking at source 2, the student realizes that the information in source 1 may not be accurate. Click on the sentence(s) that make the source questionable.

Read the following original text and the student summary of the information. Highlight any statements that show evidence of plagiarism.

Anchor Standard W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Standard: 1.7, 4.1

Content Standard: CA 2, CA 3, CA 4

Elementary:

A student is writing a report about [topic.] The student wrote the following opinion in his/her report: [opinion]. The student found two sources. Read both sources. Click on the sentences that have information that the student can use to support the opinion. Click on one sentence from each source.

Middle School:

A student found information in different sources. Which piece of information supports [the author's argument/the author's review of [topic]/the author's point of view] in Source 1?

A student found information in different sources. Which piece of information supports the author's analysis or examination of the information in Source 1?

High School:

A student found information from multiple sources. Choose **two** pieces of evidence that support the author's claim/counterclaim/hypothesis/conclusion in Source 1.

A student found information from multiple sources. Identify false statements or faulty reasoning in at least one source.

Which of the following websites would be considered an authoritative source of information? What information shows this authority?

Anchor Standard W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking & Listening

Anchor Standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Performance Standard: 2.3, 4.6

Content Standard: CA 6

Students participate in a variety of conversations and collaborations across the school year with diverse partners as is grade appropriate.

Anchor Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Performance Standard: 1.5, 1.6

Content Standard: CA 5, CA 6

Elementary:

What is the main idea of the presentation?

Based on the presentation, which [number] statements best describe [topic in presentation]?

What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean?

Middle School:

What does the last segment of the video clip mean? How might it be used to develop your research topic?

Based on information from the video clip, list the main ideas and key details that will support your research topic.

What is the purpose of the video clip and who is the intended audience? How do you know? Use evidence to support your answer.

High School:

Which of the following is true of both the written account and the speech given by _____?

How does the graph/illustration reflect the information more clearly than the text?

Which evidence/detail from the presentation **best** supports the conclusion/inference based on the presentation?

Anchor Standard SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Performance Standard: 1.7

Content Standard: CA 5

Elementary:

Choose the [number] details from the presentation that best support the idea/conclusion that [conclusion based on the presentation].

Which idea/statement/conclusion is supported by the presentation?

Middle School:

Which statement best describes the speaker's (argument/claim) in the presentation?

What is the speaker's claim and specific reasoning? Is there sufficient and relevant evidence to support the claim? Explain why or why not.

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

High School:

Which of the following best describes the rhetorical techniques the speaker uses to support the premise of the presentation?

Evaluate the rhetorical techniques the speaker uses in the presentation.

Evaluate the use of evidence the speaker uses in the presentation.

Evaluate the speaker's word choice and points of emphasis to determine the tone and audience of the presentation.

Anchor Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Performance Standard: 2.1

Content Standard: CA 6

Students orally present information with relevant details/evidence in a variety of formats across the school year as is grade appropriate. Students will use grade appropriate presentation techniques.

Anchor Standard SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Performance Standard: 1.4, 1.8, 2.1

Content Standard: CA 4, CA 6

Students express information and enhance understanding through the use of multimedia as is grade appropriate.

Anchor Standard SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Performance Standard: 2.2

Content Standard: CA 1, CA 6, CA 7

Students will communicate effectively through the use of grade appropriate formal English when appropriate.

LANGUAGE

Anchor Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Performance Standard: 2.2

Content Standard: CA 1

Standard L.1 requires a thorough understanding of the grade specific grammar and usage standards. These skills can be assessed using a variety of formats, e.g.:

- selected response
- embedded in writing and speaking
- editing student work
- critiquing oral presentations

Anchor Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Performance Standard: 2.2

Content Standard: CA 1

Standard L.2 requires a thorough understanding of the grade specific capitalization, punctuation and spelling standards. These skills can be assessed using a variety of formats, e.g.:

- selected response
- embedded in writing
- editing student work

Anchor Standard L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Performance Standard: 2.1, 2.2

Content Standard: CA 7

Standard L.3 requires a thorough understanding of grade specific standards to make effective choices for meaning or style to improve communication. These skills can be assessed using a variety of formats, e.g.:

- selected response
- embedded in writing and speaking
- editing student work
- critiquing oral presentations

Anchor Standard L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Performance Standard: 1.6

Content Standard: CA 2, CA 3

Elementary:

Read the sentence(s) from the text. Which phrase best states the meaning of _____?

Read the sentence(s) from the text. Which [dictionary/glossary] entry best defines _____?

Read the sentence(s) from the text. What does the [root/prefix/affix] in the word _____ mean?

Middle School:

In [paragraph, line], what does the phrase _____ mean? What clues from the passage helped you determine the meaning?

Based on what you know about affixes and root words, what is the meaning of the word “unobtainable?” Explain how you figured out the meaning using the root word and affixes.

Use the dictionary meaning of the word poll to answer the question:

- *What is the meaning of the word poll as it is used in sentence 125?*

High School:

In paragraph # or line # what is the meaning of the underlined word?

How does the author’s use of [underlined word] in the text help the reader understand the [concept/idea]? Highlight all sentences that apply.

Anchor Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Performance Standard: 1.6

Content Standard: CA 2, CA 3

Elementary:

Read the sentence(s) from the text. A (n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of/as another word. What is the [antonym/synonym] of [underlined word]?

Why did the author use the word/phrase [insert phrase] in the paragraph? Pick [two/three] choices. OR pick all that are correct.

Middle School:

Read this sentence from the passage (insert sentence with personification, allusion, verbal irony or pun)

Explain what the sentence means and give two clues from the passage that helped you determine the meaning.

If the word _____ means _____, what do you think the word _____ might mean?

Which word might be used as a replacement for the underlined word to have a more positive connotation, keeping the definition clear? (answer choices)

Write the sentence using a word with the same denotation as the underlined word, but a with a negative connotation.

High School:

Which statement best describes how the use of figurative language impacts the meaning or tone of the text.

Interpret the use of figurative language and analyze the role of figurative language in the text. Explain using evidence from the text.

What are more concrete or specific phrases/words to replace the two underlined words/phrases?

Read the sentence from the passage (insert sentence with euphemism, oxymoron, hyperbole, paradox). Explain what the sentence means and give two clues from the passage that help you determine the meaning.

Anchor Standard L.6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Performance Standard: 1.6
Content Standard: CA 2, CA 3

Elementary:

The student wants to make sure that his words convince his audience about _____.
Click on two words that he will need to replace.

Middle School:

Read the sentence(s) from the text.

The underlined word has multiple meanings. What does the underlined word most likely suggest about the idea/event/character/story element in the text? (Answer Choices)

The author of the text wants to replace _____ (the word(s)/phrase). Which replacement most likely fits the author's intended purpose and audience? (answer choices)

High School:

What does the author communicate to the reader with the use of the underlined word/phrase?

How does the word/phrase impact the reader's interpretation of the text? Support with details from the text.

Why did the author use the domain-specific words from paragraph (#) of the text?
Select two or three options OR all that apply.