FLORIDA STANDARDS ASSESSMENTS

6th grade

Skills and question samples

Literature, Informational, & Editing

Reading Literature

SKILL (RL1.1):   Citing evidence that strongly supports an analysis of the text (explicitly and drawing on inferences).

Types of Questions: Hot Text [HT-requires the student to choose words/phrases from the text in support of their answer]

Multiple Choice [MC]

Question Stems:

- Select the sentence from the paragraph that shows why the main character had to leave one job to go work on another [HT]
- Where does the main character get the idea about how to…? [MC]
- Which sentence from the text shows that the main character's situation has not improved? [MC]
- Select a sentence from the text that shows that the family's situation still has not improved. [HT]
- Part A: Reread paragraph _____. Why does Character B believe ____ is so important? [Two Part HT]
    o   Part B: Select the sentence from the text that shows why Character B thinks ____ is so important.

SKILL (RL.1.2):   Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Question Types: HT, MC, Open Response [OR-requires the students to write a short response]

Question Stems:

- How does the author use the description of the ____ to convey its importance? [MC]
- Part A: What is the central idea of the passage? [TP HT]
    o   Part B: Identify the parts of the passage that convey the idea.

SKILL (RL.1.3):   Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Question Types: HT, MC, OR

Question Stems:

- Part A: How does the main character's experience affect his future actions? [TP HT]
    o   Part B: Select two sentences from the text that support your response in Part A.
- Part A: How does the main character feel after creating the pond? [TP HT]
    o   Part B: Which sentence from the passage best shows how the main character feels?
- The main character responds to Character B leaving again by flashing back to the first time he left. What does this response reveal about the main character? [MC]
- Part A: how does Character A respond to Character B leaving again? [TP HT]
    o   Part B: What does this reveal about Character A?
- How does Character A respond to Character B leaving again? What does this response reveal about Character A. Use details from the text to support your response. [OR]

SKILL (RL.2.4):   **Vocabulary**

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. **(L.3.4)**
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. **(L.3.5)**
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)

Question Types: HT, MC, OR

Question Stems:

- What do the descriptions "___" and "___" suggest about the clothes the main character wears? [OR]
- Part A: What does it mean when the main character describes her clothes as (excerpted text)? [TP HT]
  o Part B: What does this meaning imply about the land?
- Why does the author repeat the line (excerpted text) throughout the passage? [MC]
- Part A: Select a phrase from paragraph 1 that helps establish the difference between character A's land and Character B's land. [TP HT]
  o Part B: How does this phrase help convey the character's views of their land?

SKILL (RL.2.5):   Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

Question Types: HT, MC, OR

Question Stems:

- Read these sentences from the text. (Excerpted text) How does this quotation help the reader understand the difference between Character A's land and Character B's land? [MC]
- How does the flashback in paragraphs 5 and 6 contribute to the reader's understanding of Character A's current perception of the land? Use details from the passage to support your response. [OR]

SKILL (RL.2.6):   Explain how an author develops the point of view of the narrator or speaker in a text.

Question Types: HT, MC, OR

Question Stems:

- Which sentences from the passage illustrate information the reader would likely miss if the story were written from a different point of view? [MC]
- Part A: How does the author reveal the narrator's view of the main character? [TP HT]
    o   Part B: Select a sentence from the passage that supports your response from Part A.
- Explain how the author uses Character B's explanation of why he must leave to develop Character A's perspective on the land. [MC]

SKILL (RL.3.7):   Compare and Contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Also, Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.1.2)

Question Types: HT, MC

Question Stems:

- Compare the text of a poem with the recording of the poet reading the poem aloud. What do you hear when listening to the recording? [MC]
- Part A: Compare the text of a poem with the recording of the poet reading the poem aloud. What do you notice when listening to the recording? [TP HT]
    o   Part B: How does this impact what you hear?
- What does the listener learn from the poet's reading of the poem that is not conveyed by the text of the poem? [MC]

SKILL (RL.3.9):   Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Question Types: HT, MC

Question Stems:

- Part A: How is the theme of love revealed in the excerpt from the novel? [TP HT]
    o   Part B: How is the theme of love revealed in the poem?
- Part A: Both the novel and the poem deal with the topic of love. Select a sentence from the novel that reveals the narrator's feelings for the girl. [TP HT]
    o   Part B: Select a line from the poem that reveals the narrator's feelings for the girl.

Reading Informational Texts (Nonfiction)

SKILL (RI.1.1):   Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Question Types: HT, MC, Multi-Select [MS-students must select <u>multiple</u> correct answers from the choices provided]

Question Stems:

- Why do families worry about children who (excerpted text)? [MC]
- Part A: Why do doctors monitor children who (excerpted text)? [TP HT]
    - Part B: Select a sentence from the text that supports your response.
- Why did most scientists at the time believe that ___ was a myth? [MC]
- Select the phrases from the text that show why people believed ___ did not exist? [HT]

SKILL (RI.1.2):   Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Question Types: HT, MC, OR

Question Stems:

- Which sentence from the article best captures the central idea? [MC]
- Part A: What is the central idea of the article? [TP HT]
    - Part B: Which detail from the article best supports your answer in Part A?
- How does the section about ___ contribute to the central idea of the article? [MC]

SKILL (RI.1.3):   Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes)

Question Types: HT, MC, OR

Question Stems:

- The author uses the opinions of other scientists to develop the reader's understanding of ___. Select details from the text that support this development. [HT]
- Part A: How is the explorer introduced in the text? [TP HT]
    - Part B: Select details from the text to support your response in Part A.
- Part A: The text states that (excerpted text). How does the author develop this idea throughout the text? [TP HT]
    - Part B: Select the sentences from the text that support your response in Part A.

SKILL (RI.2.4):   **Vocabulary**

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings.
2. **Determine** or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. **(L.3.4)**
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. **(L.3.5)**
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)

Question Types: HT, MC, OR

Question Stems:

- What is meant when a food is described as (excerpted vocabulary)? [MC]
- Part A: What does the term (excerpted phrase) mean as used in this paragraph? [TP HT]
  - Part B: Select the words from the paragraph that help provide the meaning of the term.
- Which statement best describes the theory of (excerpted phrase)? [MC]

SKILL (RI.2.5):   Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Question Types: HT, MC, OR

Question Stems:

- What is the purpose of section ____ in the article? [MC]
- Part A: How does the ____ section contribute to the reader's understanding of the article? [TP HT]
  - Part B: Select a detail from the section to support your response to Part A.
- Part A: How do paragraphs 8 and 9 contribute to the reader's understanding of ____? [TP HT]
  - Part B: Select a sentence from the paragraphs to support your response in Part A.
- Part A: Which sentence from the text helps to develop the idea that ____ may have been real? [TP HT]
  - Part B: How does this sentence support this idea?

SKILL (RI.2.6):   Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Question Types: HT, MS, OR

Question Stems:

- What is the author's purpose for writing the text? [MC]
- Which sentence from the text reveals the author's primary point of view or message? [MC]
- Part A: What is the author's primary point of view or message? [TP HT]
    - o   Part B: How does the author develop this point of view in the text?

SKILL (RI.3.7):   Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Also, Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (SL.1.2); And, Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.1.3)

Question Types: HT, MC, OR, Grid Item [GI-students will click and drag information into graphic organizers]

Question Stems:

- Which claim in the text is supported by the information presented in the chart? [MC]
- Part A: How could the author use the information presented in the chart to support the argument that ___ produces a positive result? [TP HT]
    - o   Part B: How could the author use the information presented in the chart to support the argument?
- Part A: How could the author use the information presented in the chart to support the argument in the ___ section? [TP HT]
    - o   Part B: How could the author use the information presented in the chart to support the argument in the ___ section?

SKILL (RI.3.8):   Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Question Types: HT, MC, MS

Question Stems:

- Which details does the author use to support the idea that ___? [MS]
- Describe the reasons the author provides to support the idea that it is best to ___. Use at least two details from the text in your response. [OR]
- Part A: How does the author support the idea that ___ may not always be the best choice? [TP HT]
    - o   Part B: Trace the author's argument throughout the text by selecting the sentences that support this idea.

SKILL (RI.3.9):   Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography about the same person)

Question Types: HT, MC, MS

Question Stems:

- Which details about ___ are only available in the biography? [MS]
- What additional information about ___'s character does the reader learn in the autobiography? [MC]
- Part A: What additional information about ___'s character does the reader learn in the autobiography? [TP HT]
  - Part B: Select the paragraph from the text that supports your response in Part A.

QUESTION TYPES KEY:

MC: **Multiple Choice** – students choose the single correct answer out of the responses provided

HT: **Hot Text** – requires the student to choose words/phrases from the text in support of their answer

TP HT: **Two-Part Hot Text** – same as hot text but adds an additional task to complete

MS: **Multi-Select** – students must select <u>multiple</u> correct answers from the choices provided

OR: **Open Response** – requires the students to write a short response

GI: **Grid Item** – students will click and drag information into graphic organizers

EDITING

(Skills L.1.1, L.1.2)

General Description of the Test Item(s)

The students will be given a 3-4 paragraph passage that has 5-6 errors (grammar, spelling, capitalization, punctuation).

The first and last sentences <u>WILL NOT</u> have errors.

The students will have to "edit" the paragraph, fixing the errors.

Passages will be similar to a 6th grade student's essay in quality and difficulty.

EDITING TASKS – HOW THE STUDENTS WILL BE ASKED TO EDIT THE PASSAGE(S):

Multiple Choice with a Drop-Down Menu	The students will choose the correct edit from a drop-down menu
	There will be 5 highlighted words/phrases in the text that may be CORRECT or INCORRECT. The student must click on the highlights and select the word/phrase that is correct (the original word/phrase is always an option).
Typing-In the Answer	Students will type in the correct edit.
	There will be 5 highlighted words/phrases in the text that may be CORRECT or INCORRECT. The student must click on the highlights and then type in the correct word/phrase.