

**FLORIDA
STANDARDS
ASSESSMENTS**

7th grade

Skills and question samples

Literature, Informational, & Editing

Reading Literature

SKILL (RL.1.1): Citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Types of Questions: Hot Text [HT-requires the student to choose words/phrases from the text in support of their answer]
Multi-Select [MS-students must select multiple correct answers from the choices provided]

Question Stems:

- Select two phrases that prove the main character has lost track of time. [HT]
 - Which sentences from the text show that the main character is fascinated by the new experience? [MS]
 - Part A: Select two phrases that reveal the main character has a vivid imagination. [Two-Part HT]
 - Part B: Select the best reason for the main character’s vivid imagination.
 - (Quotation about emotion) Which sentences from the text highlight the same emotion conveyed in the quotation? [MS]
 - Select a sentence that demonstrates the main character’s mood has changed since the beginning of the passage.
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SKILL (RL.1.2): Determine a theme or central idea or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

Question Stems:

- (Excerpted text) What theme does this part of the passage convey? [MC]
 - How does the passage reveal that the main character feels like an outsider? [MS]
 - Select two sentences to support the idea that the main character does not want to change? [HT]
 - Part A: Select what readers learn about the main character through the description of the visitor. [TP HT]
 - Part B: Select a phrase that best conveys the idea.
 - Part A: Select the theme of the passage. [TP HT]
 - Part B: Select two sentences that highlight the development of this theme throughout the passage.
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SKILL (RL.1.3): Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

Question Types: HT, MC, MS

Question Stems:

- Select the description of the landscape that best emphasizes the emptiness the main character feels. [HT]
- Which element of the story establishes an ominous mood? [MC]
- Part A: (Excerpted text) Select how being outdoors impacts the main character’s mood. [TP HT]
 - Part B: Select a sentence to support your answer.
- Part A: (Description of emptiness/landscape) Select the main character’s mood revealed in the scene. [TP HT]
 - Part B: Select the element of the story that most strongly affects the main character’s mood in this scene.
- Part A: What reason does the main character give for going to the beach at the beginning of the passage? [TP HT]
 - Part B: What other reasons for going to the beach are conveyed through the main character’s actions and thoughts throughout the passage?

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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 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., belligerent, bellicose, rebel)
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. **(L.3.5)**
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)

Question Types:

HT, MC, MS

Question Stems:

- What is the meaning of the word “(excerpted text)” as it is used in the passage? [MC]
- Part A: Select the meaning of the word “(excerpted text)” as it is used in the passage. [TP HT]
 - Part B: Select two words or phrases in the text that provide clues to the meaning.
- Part A: (Excerpted text) What does the repetition in these sentences emphasize about the setting? [TP HT]
 - Part B: What does the repetition in these sentences emphasize about the main character?
- Part A: Select how personification conveys meaning in the poem. [TP HT]
 - Part B: Select a line from the poem that highlights your answer.
- Part A: (Section of poem with personification) Select the ways in which the figurative language impacts the poem’s meaning. [TP HT AND MS]
 - Part B: Select a word or phrase that demonstrates this use of figurative language.

SKILL (RL.2.5):

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Question Types:

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

Question Stems:

- How is emphasis created in line 3? [MC]
- What effect does the repetition of the phrase at the beginning and end of each stanza have on the poem’s meaning? [MC]
- Part A: Select the effect of the literary device used in line 3. [TP HT]
 - Part B: Select two words from line 3 that exemplify this device.
- Each line in the poem plays a necessary role, and the poet has purposely organized each section. Drag each word or phrase into the section of the poem it describes. [GI]
- Part A: (First stanza provided to student) Select a line in the poem where repetition occurs. [TP HT]
 - Part B: Select the effect of using repetition to convey the speaker’s point of view.
- Part A: Select the way the poet emphasizes the point of view in the poem. [TP HT]
 - Part B: Select a line in the poem where this emphasis occurs.

SKILL (RL.2.6): Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Question Types: HT, MC, OR

Question Stems:

- What does the first line of the passage convey to the reader? [OR]
 - At the beginning of the passage, what mood is suggested through the main character’s point of view? [MC]
 - Select the text that shows the main character’s point of view. [HT]
 - Part A: Select how the main character’s perspective shifts throughout the passage. [TP HT]
 - Part B: Identify the line where the main character’s perspective shifts.
 - Part A: Select what the title of the poem reveals about its speaker. [TP HT]
 - Part B: Select a line from the poem that conveys a similar meaning.
 - (Excerpted text) What does this line reveal about the main character? [MC]
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SKILL (RL.3.7): Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film).

Also, Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

(SL.1.2)

Question Types: HT, MC, MS

Question Stems:

- (Audio of poem) How does the speaker convey the meaning of the poem? [MC]
 - (Audio of poem) The speaker shifts the tone of voice to convey anger. Select the line in the text where the speaker does this. [HT]
 - Part A: (Audio of poem) Select how the speaker creates emphasis as the poem is read aloud. [TP HT]
 - Part B: Select a line from the poem where the poem’s speaker creates this emphasis.
 - How does reading the poem aloud change its intended meaning? [MC]
 - Part A: Select one line from the poem where the speaker disregards the original poem’s punctuation. [TP HT]
 - Part B: Select how this decision alters an element of the original poem.
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SKILL (RL.3.9): Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Question Types: HT, MC, MS

Question Stems:

- How does the poet add a sense of universality to the poem? [MC]
- Part A: Which element of the poem is different from the historical account? [TP HT]
 - Part B: What effect does this alteration have on the poem’s theme?
- Part A: How does the tone of the poem compare to the tone of the historical account? [TP HT]
 - Part B: Which elements contribute to this effect? [MS]

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, MS

Question Stems:

- Which sentence explains why the author of the first text is confused by the brightened night sky? [MS]
 - Which sentences convey how the bystanders feel seeing the night sky? [MS]
 - (Excerpted text) Select two sentences from the text to support the statement. [HT]
 - Part A: Select how the author feels about the lack of scientific explanations for why the event occurs. [TP HT]
 - Part B: Select the sentences in the text that support this statement.
 - Part A: Select the most likely reason for the title of the first text. [TP HT]
 - Part B: Select two sentences where the author’s description of the scientific event supports your response.
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SKILL (RI.1.2): Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Question Types: HT, MC, MS

Question Stems:

- What are the two central ideas of the first text? [MS]
 - Select two sentences in the first text that highlight or present central ideas [HT]
 - How does the author of the first text develop the central idea that we must care for and rejuvenate old plants and trees? [MC]
 - Part A: Select two central ideas of the text. [TP HT and MS]
 - Part B: Select two sentences to support the central ideas selected.
 - Part A: What are two central ideas of the text. [TP HT and MS]
 - Part B: How do these ideas develop throughout the text?
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SKILL (RI.1.3): Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Question Types: HT, MC, MS

Question Stems:

- What events led to the establishment and countrywide celebration of ___? [MS]
- (Excerpted text) Select an event from the text that helps associate the flag as a symbol of unity. [HT]
- How does the group of individuals play a role in the ___ debate? [MC]
- Part A: How do Group A and Group B differ in the ways they view the ___? [TP HT]
 - Part B: How do these differing views impact the main idea of the text?
- Why do you think the section on the ___ was included at the end of the article? [MC]

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; 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 7 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., belligerent, bellicose, rebel)
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. **(L.3.5)**
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)

Question Types:

HT, MC

Question Stems:

- (Excerpted text) What does the author mean by the phrase (excerpted text)? [MC]
- Part A: (Excerpted text) Select the meaning of the word “(excerpted text)”. [TP HT]
 - Part B: Select the words or phrases that help determine its meaning
- (Excerpted text) How does the phrase “(excerpted text)” create a cynical tone in the text? [MC]
- Part A: (Excerpted text) What does the phrase “(excerpted text)” mean? [TP HT]
 - Part B: What effect does this word choice have on the author’s tone?
- Part A: (Excerpted text) How does the author use figurative language in this excerpt from the first text? [TP HT]
 - Part B: What is the impact of this language on the text’s meaning?

SKILL (RI.2.5):

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Question Types:

HT, MC, GI, MS

Question Stems:

- How does the author structure the text? [MC]
- The author has deliberately structured the text to help develop a central idea. Analyze the structure of the text by dragging and dropping each word or phrase into the section of the text it describes. [GI]
- How does the author use a cause-and-effect structure to develop ideas? [MS]
- Part A: How does the first author organize information in the text? [TP HT]
 - Part B: What does the final paragraph contribute to the text?
- Part A: How does the author structure the text? [TP HT]
 - Part B: How does the author use this structure to develop ideas?
- Part A: Select the way in which the author uses structure to develop ideas. [TP HT]
 - Part B: Select a sentence from the article that signals or exemplifies the text’s structure.

SKILL (RI.2.6): Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Question Types: HT, MC, MS, OR

Question Stems:

- The author is concerned about the loss of ___ in our society. Select a line in the first paragraph that demonstrates how the author distinguishes the point of view. [HT]
 - What is the author’s purpose for writing this text? [MC]
 - (Provide inference) What aspects of the text support this statement? [MS]
 - Part A: (Paragraph provided) Select the author’s purpose for writing this text. [TP HT]
 - Part B: Select a sentence that supports this purpose
 - Part A: Select the author’s purpose for writing this text. [TP HT]
 - Part B: Select a sentence from the text that supports this purpose.
 - Select a sentence where the author uses an external viewpoint to distinguish and reveal his or her own. [HT]
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SKILL (RI.3.7): Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). *Also, Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study (SL.1.2); And, Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.1.3)*

Question Types: HT, MC, MS

Question Stems:

- How do the article and the slideshow differ in their portrayal of the subject matter? [MC]
 - Part A: Select a section of the text that is not portrayed in the slideshow. [TP HT]
 - Part B: Select the best reason for why the slideshow left out this information.
 - Part A: What is an advantage of using images to portray information about the subject? [TP HT]
 - Part B: What aspect of the text version is lost in the slideshow version?
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SKILL (RI.3.8): Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Question Types: HT, MC, MS

Question Stems:

- How does the author ensure sound reasoning throughout the text? [MC]
- Trace the author’s argument throughout the text by selecting two sentences from two different paragraphs that express a central idea. [HT]
- Part A: (Excerpted text) What is the central claim of the paragraph? [TP HT]
- Part B: How does the author develop this claim throughout the paragraph?
- Part A: Select how the author develops an argument throughout the text. [TP HT]
- Part B: Select a sentence where the author uses relevant and sufficient evidence to support the argument.
- How does the author support the claim that the digital issue is not minor? [MC]

SKILL (RI.3.9): Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Question Types: HT, MC, MS

Question Stems:

- Part A: How does the first author’s use of anecdotal and nonscientific evidence differ from the second author’s use of evidence? [TP HT]
 - Part B: How does this difference impact each author’s presentation of key information?
 - How does a differing emphasis of evidence impact each author’s presentation of key information?
 - Part A: The authors have different interpretations of some of the same facts. Show a difference by selecting two sentences, one from each text, in which the authors interpret the same fact in a different way. [TP HT]
 - Part B: What impact does this difference in interpretation have on the author’s presentation of the information?
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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 multiple 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 WILL NOT have errors.

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

Passages will be similar to a 7th 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.