

OSPI Reading
Assessment

Grades 6 – High School Reading WASL STEMS

| December 2008



Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
LCO1		1A
Demonstrate understanding of theme/message/main idea and supporting details (Reading GLE 2.1.3)	What is the theme/message/main idea of the story/selection/poem?	The story/selection/poem shows (theme/message/main idea). Provide two details from the story/selection/poem that support this (theme/message/main idea).
		1B
		Any of these titles could be another title for the story/selection/poem. Choose the title you think best fits the story/selection/poem. (title) (title) (title) Provide two details from the story/selection/poem to support your choice. NOTE: Make sure titles capture the theme of the selection.
		1C
		What is the theme/message/main idea of the story/selection/poem? Support your answer with one example from the story/selection/poem.

Target	Multiple Choice Stems	Short Answer Stems
LC02		2A
Summarize with evidence from the text (Reading GLE 2.1.7)	Which sentence best summarizes the story/selection/section/process?	Write a summary of the story/selection/section/process. Include three main events from the story/selection/section/process in your summary. STEM NOTE: Use may be limited with poems. RUBRIC NOTE: Must be built using main events; not retelling through minor details.

NO Extended Response available for this target

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
<p>LC03</p> <p>Make or confirm inferences or predictions based on the text (Reading GLE 2.1.5)</p>	<p>What does the author mean when he/she says, " _____," in paragraph (number) of the story/selection/poem?</p>	<p>3A</p>
	<p>Based on the information in the story/selection/poem, what inference/assumption can the reader make about _____?</p>	<p>What is the most likely reason that (character) (action)? Provide two details from the story/selection/poem in your answer.</p>
	<p>Based on the information in the story/selection/poem, what do you predict (character) will do now that (cite circumstances at end of story/selection/poem)?</p>	<p>3B</p> <p>Based on the information in the story/selection/poem, predict what will most likely happen if (character) (action). Provide information from the story/selection/poem to support your prediction.</p>
	<p>Based on the information in the story/selection/poem, what will most likely happen to (character) after (cite circumstances at the end of the story/selection/poem)?</p>	<p>3C</p> <p>What will (character) do now that (cite circumstances at end of story/selection/poem)? Support your prediction with information from the story/selection/poem.</p>
	<p>How did (character) most likely react to _____?</p>	<p>3D</p> <p>Based on the information in the story/selection/poem, what inference/assumption can you make about (event/theme/character)? Include information from the story/selection/poem to support your inference/assumption.</p>

NO Extended Response available for this target

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
<p>LC04</p> <p>Understand and apply content vocabulary critical to the meaning of the text (Reading GLE 1.3.2)</p>	<p>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the story/selection/poem?</p> <p>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the section titled "_____?"</p> <p>Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase) (word/phrase in italics)?</p>	<p>NO short answer stem available for this target</p>

NO Extended Response available for this target

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LA05</p> <p>Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements (Reading GLEs 2.2.2, 2.2.3, 2.3.3)</p>	<p>What is the main conflict in the story/selection/poem?</p>	<p>5A</p>	<p>5AA</p>
	<p>Based on the story/selection/poem, which word best describes (character/setting)?</p>	<p>How does (character's action/trait) contribute to the conflict in the story/selection/poem? Include two details from the story/selection/poem in your answer.</p>	<p>What problem does (character) experience? What are three steps he/she takes to solve this problem? Include information from the story/selection/poem in your answer.</p>
	<p>What object does the author/poet personify?</p>	<p>5B</p>	<p>5BB</p>
	<p>How does (character) feel about (character/idea/event)?</p> <p>Which two objects does the author/poet compare using a simile/metaphor?</p> <p>NOTE: This item type is passage-dependent, for example, students should have to return to the text to answer the question.</p>	<p>Any of these words could describe (character) in the story/selection/poem. Choose the word you think best describes (character).</p> <p>(Adjective) (Adjective) (Adjective)</p> <p>Provide two details from the story/selection/poem to support your choice.</p> <p>5C</p> <p>How does (character) change in the story/selection/poem? Support your answer with information from the story/selection/poem.</p> <p>NOTE: This stem is passage dependent. Make sure the item is a character driven item, not cause and effect.</p>	<p>According to the story/selection/poem, describe how (character) feels about (character/event/issue). Provide three details from the story/selection/poem to support your answer.</p>

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LA06</p> <p>Compare and contrast using elements of the text(s) (Reading GLE 2.3.1 2.4.6)</p>	<p>Which sentence tells how (two characters in the story/selection/poem) are similar/different?</p> <p>How are _____ in the story/selection/poem and _____ in the story/selection/poem similar/different?</p> <p>How do (character's) feeling about (subject) compare to the author's/poet's feeling about (same subject)?</p>	<p>6A</p> <p>What are two similarities/differences between (character/event/idea) and (character/event/idea)? Include information from the story/selection/poem in your answer.</p>	<p>6AA</p> <p>SCAFFOLDED ER</p> <p>What are two ways (character/event/object in first story/selection/poem) is like (character/event/object in second story/selection/poem)? Include information from (first story/selection/poem) and (second story/selection/poem) in your answer.</p> <p>*****</p> <p>What are two ways (character/event/object in first story/selection/poem) is different from (character/event/object in second story/selection/poem)? Include information from (first story/selection/poem) and (second story/selection/poem) in your answer.</p> <p>NOTE: Do not repeat the titles in the tag lines. This is a 9-line x 9-line scaffolded item.</p>
		<p>6B</p> <p>How do (first author's/subject's/poet's) feelings about _____ compare to (second author's/subject's/poet's) feelings about _____? Include one detail from (first story/selection/poem) and one detail from (second story/selection/poem) in your answer.</p>	
		<p>6C</p> <p>The author of (first story/selection/poem in a pair) states "_____." Provide two examples from (second story/selection/poem in the pair) that (demonstrate the idea in the statement).</p> <p>NOTE: Use above stem for linking two passages together.</p>	
		<p>TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, "they are both girls," will not count as text-based details/information. Use specific text-based details/information found within the passage.</p>	

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LA07</p> <p>Make connections (cause and effect) within a text (Reading GLE 2.3.1)</p>	<p>Which sentence best describes (character's) response to (another character) in the story/selection/poem?</p> <p>Why does (character) (action)?</p> <p>Why does (character) decide to (action)?</p> <p>Which sentence explains why (event) happens in the story/selection/poem?</p> <p>According to the story/selection/poem, what happens when (action)?</p>	<p>7A</p> <p>Explain why (event) happened. Include two details from the story/selection/poem in your answer.</p>	<p>7AA</p> <p>How did (character's experience in story/selection/poem) influence (character's growth or development)? Include three details from the story/selection/poem in your answer.</p> <hr/> <p>7BB</p> <p>What problem does (character) experience in the story/selection/poem? What are three events that happen as a result of the problem? Include information from the story/selection/poem in your answer.</p> <hr/> <p>7CC</p> <p>What problem does (character) experience in the story/selection/poem? What are three events that contribute to the resolution of the problem? Include information from the story/selection/poem in your answer.</p>

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LT08</p> <p>Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion; author's point of view, tone, and use of persuasive devices) (Reading GLEs 2.4.2, 2.4.3, 2.4.4)</p>	<p>In paragraph (number) of the story/selection/poem, why does the author include (technique)?</p> <p>What is most likely the author's purpose for writing this story/selection/poem?</p> <p>Which sentence from the story/selection/poem is an opinion/fact?</p> <p>NOTE: Preferably use only in biographies.</p> <p>NOTE: Answer choices taken directly from the text will appear in quotation marks.</p> <p>Which word/sentence best describes the author's/poet's attitude/feeling about _____ in the story/selection/poem?</p> <p>What is the author's purpose for writing the story/selection/poem?</p> <p>NOTE: Use with To _____ To _____ To _____ To _____</p> <p>Which opinion can be supported with information from the story/selection/poem?</p> <p>NOTE: Each statement must be an opinion.</p>	<p>8A</p> <p>What is the author's /poet's purpose for writing the story/selection/poem? Provide one detail from the story/selection/poem to support your answer.</p> <p>8B</p> <p>Any of these phrases could identify the author's purpose for writing the story/selection/poem. Choose the phrase you think best describes the author's purpose for writing the story/selection/poem.</p> <p>To (verb) To (verb) To (verb)</p> <p>Support your choice with two details from the story/selection/poem.</p> <p>NOTE: Possible verb phrases include: To entertain, To describe and To inform.</p> <p>8C</p> <p>The author's purpose for writing this story/selection/poem may have been to (give purpose). Provide two details from the story/selection/poem to support this purpose.</p> <p>8D</p> <p>The author of the story/selection/poem states, "_____". Do you agree with his/her statement? Support your answer with two details from the story/selection/poem.</p> <p>NOTE: Use statements from the passage that state an opinion.</p>	<p>8AA</p> <p>What is the author's/poet's purpose for writing the story/selection/poem? Provide three details from the story/selection/poem to support your answer.</p>

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LT09</p> <p>Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text (Reading GLEs 2.4.1, 2.4.5)</p>	<p>What is wrong with (character's) reasoning in the story/selection/poem?</p> <p>Which statement is the most important conclusion the reader can draw from the selection?</p> <p>NOTE: This is <u>evaluating</u> a conclusion.</p>	<p>9A</p> <p>Why does (character) do (action)? Include two details from the story/selection/poem in your answer.</p> <p>9B</p> <p>Is (character's) decision to (action) a good idea? Provide two details from the story/selection/poem to support your answer.</p> <p>9C</p> <p>Is the following statement a reasonable conclusion for readers to draw from the story/selection/poem?</p> <p>----- (Statement) -----</p> <p>Provide two details from the story/selection/poem to support your answer.</p>	<p>9AA</p> <p>Does (character's) treatment of (other character(s)) seem fair? Include four details from the story/selection/poem to support your answer.</p>

Given a literary text to read silently (may include poems, stories, biographies, novel excerpts and essays), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>LT10</p> <p>Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text) (Reading GLEs 2.4.1, 2.4.5)</p>	<p>Based on the information in the story/selection/poem, which generalization can the reader make about (concept/event/idea)?</p> <p>Based on the information in the story/selection/poem, which conclusion can the reader draw about (character/event/idea/concept)?</p>	<p>10A</p> <p>One conclusion that a reader can draw from this story/selection/poem is (conclusion). Provide two details from the story/selection/poem to support this conclusion.</p>	<p>10AA</p> <p>What four pieces of advice would (character) give about (topic in passage)? Provide information from the story/selection in your answer.</p>
		<p>10B</p> <p>What conclusion can the reader draw about (character/event/idea)? Provide information from the story/selection/poem to support your conclusion.</p>	

Given an informational text to read silently (may include text-book-like entries, informational essay, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
IC11 Demonstrate understanding of major ideas/main ideas and supporting details (Reading GLE 2.1.3)	What is the main/major idea in the selection/section/paragraph (number)?	11A The selection shows (main/major idea). Provide two details from the selection that support this idea.
		11B Each of these titles could be another title for the selection. Choose the title you think best fits the selection. (title) (title) (title) Provide two details from the selection to support your choice. NOTE: Make sure titles capture the main/major idea of the selection.

Target	Multiple Choice Stems	Short Answer Stems
IC12 Summarize with evidence from the text (Reading GLE 2.1.7)	Which sentence summarizes (selection/section/process)?	12A Write a summary of the selection/section/process. Include three important ideas/events from the selection/section/process in your summary. RUBRIC NOTE: Must be built using main/major events; not retelling through minor details.

NO Extended Response available for this target

Given an informational text to read silently (may include text-book-like entries, informational essay, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
<p>IC13</p> <p>Make or confirm inferences or predictions based on the text (Reading GLE 2.1.5)</p>	<p>What does the author/person mean when he/she says, " _____," in paragraph (number) of the selection?</p> <p>Based on the information in the selection, what inference/assumption can the reader make about _____?</p> <p>Based on the information in the selection, predict what will most likely happen if/when (event/action).</p> <p>Based on the information in the selection, which sentence explains why (person/subject/event) is most likely to (action/occur)?</p>	<p>13A</p>
		<p>Based on the information in the selection, predict what will most likely happen if (event/action). Include information from the selection to support your prediction.</p>
		<p>13B</p>
		<p>Based on the information in the selection, why did (event/action) most likely happen/occur? Include two details from the selection to support your answer.</p>
		<p>13C</p>
		<p>Each of these words could be used to describe (person/subject/event) in the selection. Choose the word you think best describes (person/subject/event).</p> <p>(Adjective) (Adjective) (Adjective)</p> <p>Provide two details from the selection to support your choice.</p> <p>NOTE: To ensure this is a true IC13 target, the adjectives must be inferences from the text.</p> <p>13D</p> <p>What experiences most likely influenced _____? Include two details from the selection in your answer.</p> <p>13E</p> <p>Based on the information in the selection, what inference/assumption can the reader make about (event/idea/character)? Include information from the selection to support your inference/assumption.</p>

NO Extended Response available for this target

Given an informational text to read silently (may include text-book-like entries, informational essay, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
<p>IC14</p> <p>Understand and apply content vocabulary critical to the meaning of the text (Reading GLE 1.3.2)</p>	<p>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the selection?</p> <p>Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase)?</p> <p>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the section titled " _____?"</p>	<p>NO short answer stem available for this target</p>

NO Extended Response available for this target

Given an informational text to read silently (may include text-book-like entries, informational essays, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems
<p>IA15</p> <p>Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions) (Reading GLEs 2.2.2)</p>	<p>What is the purpose of (text feature)?</p> <p>According to (text feature), which statement is true?</p> <p>NOTE: Section headings are in bold.</p>	<p>15A</p> <p>According to (text feature), what are two ways that _____? Include information from (text feature) in your answer.</p>
		<p>15B</p> <p>Explain two ways that (text feature) helps you understand the selection. Include information from (text feature) in your answer.</p>

NO Extended Response available for this target

Strand IA: Analyzes, interprets, and thinks critically in informational texts

6-HS

Given an informational text to read silently (may include text-book-like entries, informational essays, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>IA16</p> <p>Compare and contrast information presented within the text(s) (Reading GLE 2.3.1 2.4.6)</p>	<p>Which sentence tells how (two pieces of information in the selection) are similar/different?</p> <p>What is the main similarity/difference between (information from both selections)?</p> <p>How are _____ and _____ from the two selections alike/different?</p> <p>How are _____ in the selection and _____ in the story/selection/poem similar/different?</p>	<p>16A</p> <p>What are two similarities/differences between (two pieces of information in the selection)? Include information from the selection in your answer.</p>	<p>16AA</p> <p>SCAFFOLDED ER</p> <p>According to the selection, what are two similarities between _____ and _____? Provide information from the selection in your answer.</p> <p>*****</p> <p>According to the selection, what are two differences between _____ and _____? Provide information from the selection in your answer.</p>
		<p>16B</p> <p>How do (first author's/poet's) feelings about _____ compare to (second author's/poet's) feelings about _____? Include one detail from (first story/selection/poem) and one detail from (second story/selection/poem) in your answer.</p>	<p>16BB</p> <p>SCAFFOLDED ER</p> <p>What are two ways (information in first story/selection/poem) is like (information in second story/selection/poem)? Include information from both selections in your answer.</p> <p>*****</p> <p>What are two ways (information in first story/selection/poem) is different from the (information in second story/selection/poem)? Include information from both selections in your answer.</p> <p>NOTE: Do not repeat titles in the tag lines of this 9-line x 9-line scaffolded item.</p>
		<p>16C</p> <p>The author of (first story/selection/poem of a pair) states "_____." Provide two examples from (second story/selection/poem of the pair) that (demonstrate idea in the statement).</p> <p>NOTE: Use above stem for linking two passages together.</p>	
		<p>16D</p> <p>How are (person's) experiences with (person/event) different from (person's) experiences with (person/event)? Include two details from the selection in your answer.</p>	
		<p>TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, "they are both girls," will not count as text-based details/information. Use specific text-based details/information found within the passage.</p>	

Strand IA: Analyzes, interprets, and thinks critically in informational texts

6-HS

Given an informational text to read silently (may include text-book-like entries, informational essays, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
<p>IA17</p> <p>Make connections (cause and effect) within a text (Reading GLE 2.3.1)</p>	<p>Which sentence best explains why (event) happened?</p> <p>Why does (character/subject) (action)?</p> <p>According to the selection, what happens when (action)?</p>	<p>17A</p> <p>Explain why (event) happened. Include two details from the selection in your answer.</p>	<p>17AA</p> <p>What problem does (person) experience in the selection? What are three events that happen as a result of the problem? Include information from the selection in your answer.</p>
		<p>17B</p> <p>What problems are associated with _____? Include one problem from each selection in your answer.</p> <p>NOTE: Use above stem for linking two passages together.</p>	<p>17BB</p> <p>What problem does (person) experience in the selection? What are three events that contribute to the resolution of the problem? Include information from the selection in your answer.</p>

Strand IT: Thinks critically in informational texts

6-HS

Given an informational text to read silently (may include text-book-like entries, informational essays, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT18 Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences (Reading GLEs 2.4.2, 2.4.3, 2.4.4)	In paragraph (number) of the selection, why does the author include (technique)? Which sentence from the selection is an opinion? NOTE: Answer choices taken directly from the text will appear in quotation marks. What is most likely the author's purpose for writing this selection? NOTE: Use: To persuade the reader _____. To entertain the reader _____. To inform the reader _____. To describe _____ to the reader. To explain _____ to the reader. To demonstrate _____ to the reader. Which opinion can be supported with information from the selection? NOTE: Each statement must be an opinion. Which word/sentence best describes the author's attitude/feelings about _____ in the selection?	18A In paragraph (number) of the selection, why does the author include _____? Include two details from the selection in your answer.	18AA What is the author's purpose for writing the selection? Provide three details from the selection to support your answer.
		18B The author uses a _____ tone in the selection. Provide two examples from the selection to illustrate this tone. NOTE: Use the above stem for HS only!	
		18C Any of these phrases could be used to identify the author's purpose for writing the selection. Choose the phrase that best describes the author's purpose for writing the selection. To (verb) To (verb) To (verb) Support your choice with two details from the selection. NOTE: Possible verb phrases include: To entertain, To describe and To inform.	
		18D The author's purpose for writing this selection may have been to _____. Provide two details from the selection to support this purpose.	
		18E The author of the selection states "_____." Do you agree with his/her statement? Support your answer with two details from the selection. NOTE: Use a statement from the passage which conveys an opinion.	

Strand IT: Thinks critically in informational texts

6-HS

Given an informational text to read silently (may include text-book-like entries, informational essays, articles and historical documents), learners respond to items in which they use text-based evidence to:

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT19		19A	19AA
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text (Reading GLEs 2.4.1, 2.4.5)	Based on the information in the selection, what is the most influential idea in the selection?	Is the following statement a reasonable conclusion for readers to draw from the selection? ----- (Statement) ----- Provide two details from the selection to support your answer.	Is (author's or expert's idea from the selection) a good idea? Provide four details from the selection to support your answer.
	Based on the information in the selection, what is the most important concept the author presents? Which statement is the most important conclusion the reader may draw from the selection? NOTE: This is <u>evaluating</u> a conclusion.	19B Many people like to (action related to text that the author may or may not agree with). Would the author think this is a good idea? Provide two details from the selection to support your answer.	

Target	Multiple Choice Stems	Short Answer Stems	Extended Response Stems
IT20		20A	20AA
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, and support the generalization with details from the text) (Reading GLEs 2.4.1, 2.4.5)	Based on the information in the selection, which solution would help (situation outside of text)?	One conclusion that a reader may draw from this selection is (give conclusion). Provide two details from the selection to support this conclusion.	Suppose you are on a committee to (idea related to selection). Provide four ideas from the selection that could be used to encourage people to (committee goal related to selection).
	After reading this selection, which generalization can the reader make about (information in selection)? Based on the information in the selection, which conclusion can the reader draw about (character/event/idea/concept)?	20B What conclusion can the reader draw about (person/event/idea)? Provide information from the selection to support the conclusion.	