

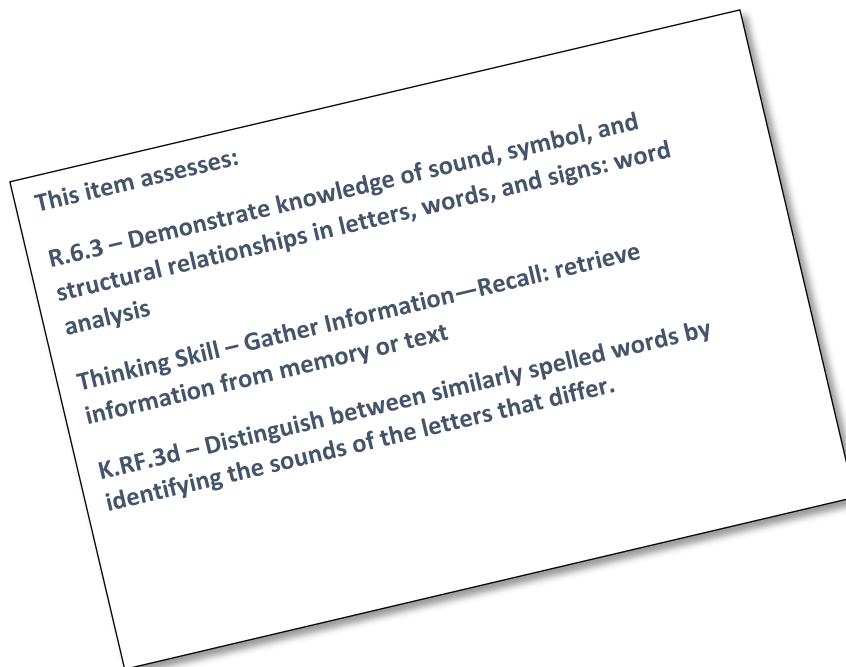
# Reading Language Arts—Sample Content Levels 10 and 11

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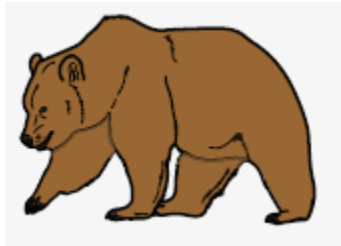


**SAY** Find the word “mat . . . mat.” Fill in that circle.

- ☐ man
- ☒ mat
- ☐ mad



**SAY** Find the picture of something that has the same beginning sound as “run . . . run.” Fill in that circle under the picture.



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This item assesses:

R.6.2 – Demonstrate knowledge of sound, symbol, and structural relationships in letters, words, and signs: sound/visual recognition

Thinking Skill – Organize Information—Compare: note similarities and differences

K.RF.2d – Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**SAY** Look at the sentence that begins with “The children at school.” Some of the words in the sentence are missing. Which words make the sentence complete? Fill in that circle.

The children at school \_\_\_\_\_.

- ☐ fun and games
- ☐ with many books
- ☒ are playing outside

This item assesses:

R.5.13 – Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding: writing development

Thinking Skill – Analyze Information—Recognize Relationships and Patterns: identify patterns and the way elements are related

1.L.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**SAY** *Listen carefully to this story titled “Lunch at the Park.” The story is about Sam, his Dad, and his Grandma.*

One day, Dad and Sam decide to have lunch at the park. Grandma says she wants to come too.

“What should we bring to eat?” asks Dad.

“I think we should bring sandwiches and carrots,” Grandma says.

“How about some watermelon too?” adds Sam.

Dad begins to make the sandwiches. Grandma cuts the carrots and watermelon. Sam takes a blanket out of the closet and puts on his shoes.

“Let’s walk to the park,” says Dad.

When Dad, Sam, and Grandma get to the park, they decide to walk around the pond. Sam tosses a few rocks into the water. Splash! Splash! Grandma watches the ducks. She hopes to see some baby ducks.

Dad spreads the blanket out on the ground. Everyone sits down on it. Sam hands out the sandwiches. He puts the bowl of carrots in the middle for all to share. The carrots are fresh and crunchy. After they finish their sandwiches and carrots, they each enjoy a piece of watermelon.

“Can I go play on the swings?” Sam asks.

“Sure,” says Dad.

“Let’s see how high you can go!” adds Grandma.

Sam giggles while he tries to go higher and higher on the swing.

After a while, Dad says it is time to go back home.

“That was a fun day! Thank you for coming with us, Grandma!” says Sam.

This story is read aloud to the student. This story would appear only in the Test Directions. The student would see the passage title and a related illustration in the test book. (See next page for an example of student content.)

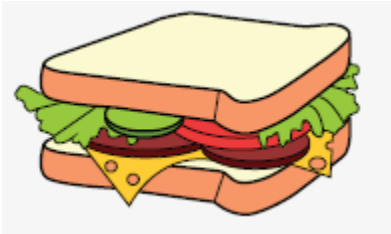
NOTE: The story and questions can be repeated for orally administered items.

## Lunch at the Park

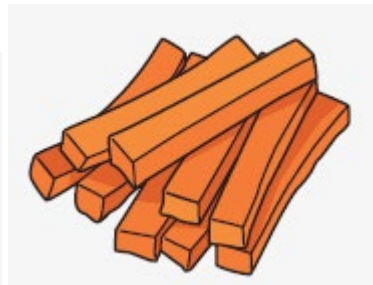
This story is read orally to the student.  
The student sees the passage title and a  
related illustration in the test book.



**SAY** Find the picture that shows what Sam wants the family to bring for lunch. Fill in the circle under that picture.



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This item assesses:

R.1.1 – Demonstrate both literal and interpretive understanding of passages that are read aloud: literal

Thinking Skill – Gather Information—  
Recall: retrieve information from memory or text

K.RL.1 – With prompting and support, ask and answer questions about key details in a text.

**SAY** Find the picture that shows what the family does first at the park.  
Fill in the circle under that picture.

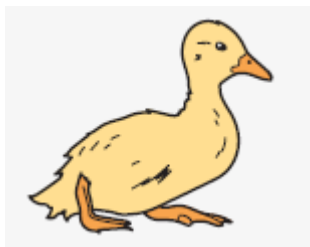
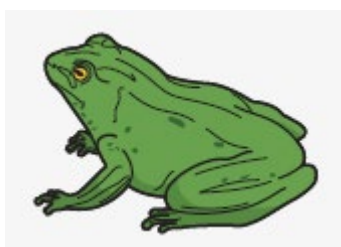


This item assesses:  
R.1.2 – Demonstrate both literal and interpretive understanding of passages that are read aloud: interpretive

Thinking Skill – Analyze Information—Identify Attributes and Components: determine characteristics or parts of something

K.RL.1 – With prompting and support, ask and answer questions about key details in a text.

**SAY** Find the picture that shows what Grandma hopes she sees at the park. Fill in the circle under that picture.



This item assesses:

R.1.1 – Demonstrate both literal and interpretive understanding of passages that are read aloud: literal

Thinking Skill – Gather Information—Recall: retrieve information from memory or text

K.RL.1 – With prompting and support, ask and answer questions about key details in a text.