This memo serves as a guide to support efforts to prepare teachers and students for the ELA M-Step for grades 3-8. Within this memo, you will find important information regarding the M-Step Assessment, support for the suggested curricula, and a data chat protocol for students. Please use this video to support you with understanding the M-Step Plan.

Understanding M-Step

M-Step Overview	The M-Step is a 21st Century online test given for the first time in the Spring of 2015. It is designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. M-Step results, when combined with classroom work, report cards, local district assessments, and other tools, offer a comprehensive view of student progress and achievement. For additional information, click State Assessment in Michigan: What It Is, What It Means - And What It Offers. This 2017-2018 Guide to State Assessments is an additional valuable resource you can use to familiarize yourself with the M-Step assessment.

M-Step Changes for ELA/Literacy	The MDE has modified the ELA M-Step summative assessment blueprint.
	
	 • **For students in grades 3, 4, 6, and 7, the changes only impact Claim 2/Writing.**
	    o For 2018, the constructed response items have been removed and replaced with a single Text-Dependent Analysis (TDA) item (discussed later in this article).
	    o For students in these grades, Claim 1/Reading, Claim 3/Listening, and Claim 4/Research will be the same as in the 2017 ELA M-Step.
	 • **For students in grades 5 and 8, the MDE has eliminated the ELA Performance Task.**
	    o This requires a change to the grade 5 and 8 blueprint in Claim 2/Writing and Claim 4/Research. As with the students in grades 3, 4, 6, and 7, students in grades 5 and 8 will have a single Text-Dependent Analysis (TDA) item.
	    o To compensate for the loss of points due to the elimination of the Performance Task, grades 5 and 8 will have additional Claim 4/Research items in the Computer Adaptive Test.
	 • **Writing will now be assessed through both selected response items and a single constructed response item in all ELA M-Step grades.**
	    o All students in grades 3-8 will be presented with a Text-Dependent Analysis (TDA) item embedded in the Computer Adaptive Test (CAT).
	    o A TDA consists of two components – the TDA passage and the TDA writing prompt.
	        ▪ The TDA passages are either narrative or informational.
	        ▪ The writing prompt will require students to analyze an element of the passage and support their ideas with evidence from the text.
	    o The TDA item is aligned to Claim 2/Target 4: Compose Full Informational Texts (write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus [main idea]; include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion).

	o In addition, the holistic [Text-Dependent Analysis Rubric](#) contains elements aligning with the language standards. The term "Claim" is from the document titled Crosswalk: English Language Arts on the MDE website. Please continue to use the Michigan Standards for College and Career Readiness for all instruction.
M-Step ELA Practice Items and Support Materials	Online Practice for M-Step ELA: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-350540--,00.html Text-Dependent Analysis Rubric: [Linked above](#) ELA Sample Text-Dependent Analysis (TDA) Essay Prompts: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-455340--,00.html You can use these sample TDAs for teaching and practice purposes. Also, to provide additional instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week. ELA Sample Text-Dependent Analysis (TDA) Prompts and Student Essay Scores: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-456071--,00.html
	Support for Grade Level Scope and Sequence
Working with Complex/Rich Text	The video included at the top of the memo will support you with using the recommended expert packs. It is important to note that the expert packs suggest various materials for reading. The recommended materials include books that may not be readily available. **Please focus on utilizing the free articles, clips, and webpages that are recommended.** You can also find recommended titles that are topically aligned from myON. Additionally, as you read above, the M-Step now includes TDA essay prompts. To provide instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week. [Use this Close Reading Protocol when reading texts in the expert packs.](#) [Use this guide to assist with authoring text-dependent questions.](#) [Use this document for examples and non-examples of text-dependent questions.](#)
Fluency	Follow the directions that have been provided by Student Achievement Partners for utilizing the recommended fluency passages. When possible, we selected passages that are topically aligned with the content of the expert pack referenced above. The scope and sequence recommends a weekly routine. Please feel comfortable varying within that routine to use any of the recommended strategies for [building reading fluency](#) with the suggested grade level text.
Phonics Lesson	These lessons should be used for small group instruction with students who indicate a need for phonics instruction. 3rd Grade – i-Ready Phonics Score of Level 2 or below (Use Class Profile Report from i-Ready) 4th and 5th Grade – Lexile Level of 545 or below (Use Student Progress Report from NWEA MAP) The lessons link to i-Ready Tools for Instruction, which can also be found on the Resources Tab inside of i-Ready.

Data Chat Protocol
Data Chat Protocol and Worksheet	Reflecting on past assessments and setting goals are powerful strategies for improving student performance on assessments. At least once during the M-STEP scope and sequence, please meet with your students individually for a data chat. We have provided the following resources to support your data chat: • ELA Data Chat Protocol – This includes tips and guiding questions as well as suggestions for which assessment to select for the reflection portion. • ELA Data Chat Worksheet – We have provided two versions. Please use the version that will work best for your students. Students should record their reflections, goals, and plans during the data chat and should refer to this document throughout the M-STEP scope and sequence.

6th Grade ELA Scope & Sequence February-April

Based on a deep understanding of the findings of key research, specifically [Reading Between the Lines: What the ACT Reveals about College Readiness in Reading](#) and [Effect of Prior Knowledge on Good and Poor Readers' Memory of Text](#), we understand that the greatest factors that influence student performance on reading comprehension assessments such as the M-STEP are the students' abilities to persevere through complex text and their existing knowledge relating to the topic of the text. As a result, this plan outlines curricula options that empower teachers to engage students in complex text, build knowledge around common academic topics, attend to fluent reading of grade level text, and provide small group instruction in phonics for students performing below grade level. As with any plan, please make adjustments to differentiate instruction based on individual classroom/student data.

This scope and sequence has 2 areas of focus:

1. **Working with Complex/Rich Text:** This section leverages resources from Achieve the Core and Unbounded. A recommended Expert Pack is identified for each week. Each Expert Pack:
   - Centers on a single topic (i.e., insects, desert animals, entrepreneurship) and contains a variety of resources (i.e., books, articles, videos, websites, infographics)
   - Purposely orders resources to support students in building vocabulary and knowledge
   - Includes suggested activities to be completed after each resource to demonstrate comprehension, knowledge building, and/or vocabulary development
   - Is designed to be completed with increasing independence by students

   The Expert Packs recommend books, articles, video clips, etc. The books may or may not be available to you through the school or local library. Be sure to look within myON for the recommended titles or a title of similar complexity on the same topic. **Each Expert Pack does contain articles that can be printed and utilized with students**. Be sure to leverage all of these free and available texts throughout the week. Teachers should **follow the [Close Reading](#) process** that has been introduced through The Standards Series and **collaborate to develop text dependent questions** using this [Quick Guide to Creating Text Dependent Questions](#).

2. **Fluency Pack:** This section leverages Fluency Packets from Achieve the Core. Detailed information on the research behind the packets can be found [here](#). Each identified passage will be used throughout the week to engage in various activities that will build reading fluency. A complete description of the activities can be found [here](#).

Week of: February 26 - March 2

Working with Complex/Rich Text:

This video will support you with understanding and using the recommended Expert Pack.

Expert Pack: Wind Energy

Description: The read aloud narrative "The Boy Who Harnessed the Wind," introduces students to the positive impact wind energy can have on the world. The second resource "Wind Power" offers them an overview about wind energy. In order to understand the process, "Where Does the Wind Come From" explicitly illustrates how wind is created. Then, the "Beaufort Scale Chart" gives students a common language for describing the strength of wind. Now, students are ready to explore ways to capture the wind with directions to build & test their own pinwheels from Teaching Engineering.org. Students read "The History of Wind Energy" and learn how windmills developed into today's turbines. The next four, overlapping resources (one article, one video, one animated website, and one info graphic) explain how turbines harness wind and generate electricity. Students are ready to assess their level of expertise by visiting an interactive website that tests their knowledge of wind energy. Moving beyond the United States, students broaden their understanding of where wind is harnessed in the world, by reading the story "Energy Island." The study concludes by returning students to the last pages of "The Boy Who Harnessed the Wind" to learn more about pioneers, like William Kamkwamba, who are developing wind energy projects in their communities today.

Connected Texts in myON: Bridging the Energy Gap (Express) Lexile 770, Bridging the Energy Gap Lexile 940

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency: *The Crow and the Pitcher* (Page 39) • Introduce identified vocabulary to students and locate words in the passage. • Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).	Fluency: *The Crow and the Pitcher* (Page 39) • Students choral read the passage. Then students partner read. • Teachers should monitor partners and provide feedback on their fluency progress.	Fluency: *The Crow and the Pitcher* (Page 39) • Provide time for students to practice reading passage and prepare for small group presentations. • Teachers should work individually with students continuing to struggle with fluently reading the passage.	Fluency: *The Crow and the Pitcher* (Page 39) • Provide time for students to practice reading passage and prepare for small group presentations. • Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.	Fluency: *The Crow and the Pitcher* (Page 39) • Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. • The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!

Week of: March 5 - 9				

Working with Complex/Rich Text:

Expert Pack: Water Pollution

Description: The first resource, "Polluted Ocean Photos," creates a visual of the pollution impacting our oceans around the world. The second resource, "Pollution of the Food Chain," offers a short video on how humans are contaminating the food chain by releasing pollutants into the water. Students will then read the article, "Living near the Ocean," which describes the fundamental principles of living near the world's water supply. Next, the "Coastal Pollution" infographic provides students with a visual depicting the severity of ocean pollution along the heavily populated coastal regions. Students will further their understanding of how water becomes polluted by watching the video, "Water Pollution." The next three resources continue to explore the types of water pollution and begin to pinpoint more specific problems. Students will read sections of Going Blue, a book discussing how teens are saving the oceans. Using the final resource from BrainPop, "Water Pollution," students will look at a cartoon and decide what they can do to address the problem of water pollution.

Connected Texts in myON: Reducing Pollution and Waste Express (830L), Traditional Version 1080L

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency: *The Price* and *The Soul of the Sea* (Pages 73 and 75) • Introduce identified vocabulary to students and locate words in the passage. • Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).	Fluency: *The Price* and *The Soul of the Sea* (Pages 73 and 75) • Students choral read the passage. Then students partner read. • Teachers should monitor partners and provide feedback on their fluency progress.	Fluency: *The Price* and *The Soul of the Sea* (Pages 73 and 75) • Provide time for students to practice reading passage and prepare for small group presentations. • Teachers should work individually with students continuing to struggle with fluently reading the passage.	Fluency: *The Price* and *The Soul of the Sea* (Pages 73 and 75) • Provide time for students to practice reading passage and prepare for small group presentations. • Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.	Fluency: *The Price* and *The Soul of the Sea* (Pages 73 and 75) • Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. • The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!

Week of: March 12 - 16				

Working with Complex/Rich Text:

Expert Pack: Alexander the Great

Description: Alexander the Great was not only a legend in history, but also a very mythical being! Through embarking on this journey, students will gain knowledge of his life, his rise to power, his massive conquests and the mystery of his death. There are many different types of media in this pack (videos, podcasts, maps, timelines) so technology is important. Also, there is one text that is included in this pack that is chunked, by chapters, across the sequence of resources. In order for students to really understand the magnitude of his conquests, there are two maps and one timeline that can help students understand the area he controlled and the time period in which he lived. Students will need some basic map skills and will gain some understanding of the BC time period.

Connected Texts in myON: Alexander the Great Lexile 880L

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency: *I Am Still The Greatest* (Page 5) - Introduce identified vocabulary to students and locate words in the passage. - Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).	Fluency: *I Am Still The Greatest* (Page 5) - Students choral read the passage. Then students partner read. - Teachers should monitor partners and provide feedback on their fluency progress.	Fluency: *I Am Still The Greatest* (Page 5) - Provide time for students to practice reading passage and prepare for small group presentations. - Teachers should work individually with students continuing to struggle with fluently reading the passage.	Fluency: *I Am Still The Greatest* (Page 5) - Provide time for students to practice reading passage and prepare for small group presentations. - Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.	Fluency: *I Am Still The Greatest* (Page 5) - Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. - The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!

Week of: March 19 - 23				

Working with Complex/Rich Text:

Expert Pack: Remember the Ladies – Women of the American Revolution

Description: In the first resource, "Mumbet's Declaration of Independence," students are introduced to the concept of basic freedom as it relates both to an individual woman and an entire country. The next resource, History.com's brief film clip, draws in students with scenes of historical re-enactors fighting in the American Revolution. The next two articles, "Just Say No—The Daughters of Liberty" and "Remembering the Ladies," expose students to a myriad of roles women played during the war. An extensive informational magazine on "Revolutionary Women" from Discover follows, providing profiles on a number of subtopics relating to women's contributions. Many names are dropped at this point and students may wonder about more details of a particular woman's story. The opportunity for this learning comes by selecting two biography profiles to read from "Founding Mothers: Remembering the Ladies." A recommended film clip and comprehension activity lead to the most complex article in the set, a primary source document, Abigail Adams 1776 letter to John Adams dubbed, "Remember the Ladies." The playful banter between husband and wife bring the Expert Pack full circle with the reminder that not all people in the colonies were considered "free and equal." This provides a foreshadowing of future social revolutions in American history.

Connected Texts in myON: No additional text identified

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency: *When Mom Is Right, And Tells Police They're Wrong* (Page 13) • Introduce identified vocabulary to students and locate words in the passage. • Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).	Fluency: *When Mom Is Right, And Tells Police They're Wrong* (Page 13) • Students choral read the passage. Then students partner read. • Teachers should monitor partners and provide feedback on their fluency progress.	Fluency: *When Mom Is Right, And Tells Police They're Wrong* (Page 13) • Provide time for students to practice reading passage and prepare for small group presentations. • Teachers should work individually with students continuing to struggle with fluently reading the passage.	Fluency: *When Mom Is Right, And Tells Police They're Wrong* (Page 13) • Provide time for students to practice reading passage and prepare for small group presentations. • Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.	Fluency: *When Mom Is Right, And Tells Police They're Wrong* (Page 13) • Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. • The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!

Week of: March 26 - 30

Working with Complex/Rich Text:

Expert Pack: Real Zombies in Real Life

Description: Throughout this Text Set, students will build their understanding of various traits of parasites such as how they survive, how they impact their hosts, how scientists study them and more. The texts are sequenced to support students in developing their understanding about this topic to answer the key question, "How do the behaviors of certain living things help them survive throughout their life cycle?" (Students could create a graphic organizer.)

Connected Texts in myON: Body Snatchers: Flies, Wasps and Other Creepy Crawly Zombie Makers

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency: *Print Your Own Medicine* (Page 17) • Introduce identified vocabulary to students and locate words in the passage. • Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).	Fluency: *Print Your Own Medicine* (Page 17) • Students choral read the passage. Then students partner read. • Teachers should monitor partners and provide feedback on their fluency progress.	Fluency: *Print Your Own Medicine* (Page 17) • Provide time for students to practice reading passage and prepare for small group presentations. • Teachers should work individually with students continuing to struggle with fluently reading the passage.	Fluency: *Print Your Own Medicine* (Page 17) • Provide time for students to practice reading passage and prepare for small group presentations. • Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.	Fluency: *Print Your Own Medicine* (Page 17) • Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance. • The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!

ELA Data Chat Protocol: Preparing for M-STEP

When:	Report to Use:	What to Do:

• Throughout the 5-week M-STEP scope and sequence	• Choose the report that works best for your students
	  o 3rd Grade – i-Ready assessment
	  o 4th to 8th Grade – Choose from below:
	    o 2017 M-STEP Scores – from your principal or assessment leader
	    o NWEA Student Report – available on the NWEA website
	    o Formative Classroom Assessments
		• Plan in advance by reviewing student data and progress.
		• Consider the individual student while sharing data by adjusting the conversation to the student's needs and personality.
		• Approach the conversation as a partnership with the student.

Guiding Questions

Part 1: Reflect

1. What was your score on the last ELA assessment?
2. What habits did you demonstrate while working on the assessment?
3. What are your strengths?
4. What are your areas for improvement?

Part 2: Set Goals

5. What were your goals for the assessment? Did you meet them?
6. What are your goal(s) for the ELA M-STEP?

Example Goals

- *I will read every answer choice.*
- *I will preview the questions before reading the passage.*
- *I will plan my essay before writing.*
- *I will check my answers if I have extra time.*

Part 3: Plan

7. What steps do you need to take to achieve your goal(s)?
8. How will you track your progress?

Tips

- **Keep the conversation grounded in data, but provide context.** For example: *"We are looking at your data so that we can help you learn and set personal goals."*
- **Encourage students to take ownership** over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
- **Focus on each student's individual performance and goals.** Avoid making comparisons to peers.
- **Encourage students to reflect on the habits they used during the last assessment.** Were they actively engaged? Did they use scratch paper when necessary? Did they read every passage? Did they answer every question?
- **Ensure student goals are not limited to scores.** Consider including learning goals that focus on specific domains, standards, habits, and/or skills.
- **Suggest a broad range of actions** that include effective habits (i.e., staying focused, taking notes, and asking for help) and measurable actions during lessons.
- **Follow up after your conversation** to keep students committed to their plan. Consider visibly tracking their progress in the classroom.

ELA Data Chat Worksheet

Name: _____

REFLECT

1. My score on the ELA assessment was…

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2. While working on this assessment, I…

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3. My strengths are…

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4. I need to improve on…

SET GOALS

4. My goals for the last assessment were…

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5. My goals for the ELA M-STEP are…

PLAN

6. To achieve my goals, I will…

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7. I will track my progress by…

ELA Data Chat Worksheet

Name: _____

REFLECT

We look at data so that we can learn and set personal goals.

My score on the ELA assessment was…	While working on the assessment, I…
My strengths are…	I need to improve on…

SET GOALS

Setting goals can help you focus on specific areas to grow.
Example goals might include reading every answer choice, previewing questions before reading a passage, planning your essay, or checking your answers if you have extra time.

My goals for the last assessment were…	My goals for ELA M-STEP are…

PLAN

Working toward your goals during our lessons will set you up for success!

To achieve my goals, I will…	I will track my progress by…