

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	<p>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.</p> <p>This 2017-2018 Guide to State Assessments is an additional valuable resource you can use to familiarize yourself with the M-Step assessment.</p>
M-Step Changes for ELA/Literacy	<p>The MDE has modified the ELA M-Step summative assessment blueprint.</p> <ul style="list-style-type: none"> • For students in grades 3, 4, 6, and 7, the changes only impact Claim 2/Writing. <ul style="list-style-type: none"> ○ For 2018, the constructed response items have been removed and replaced with a single Text-Dependent Analysis (TDA) item (discussed later in this article). ○ 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. <ul style="list-style-type: none"> ○ 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. ○ 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. <ul style="list-style-type: none"> ○ All students in grades 3-8 will be presented with a Text-Dependent Analysis (TDA) item embedded in the Computer Adaptive Test (CAT). ○ A TDA consists of two components – the TDA passage and the TDA writing prompt. <ul style="list-style-type: none"> ▪ 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. ○ 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).

	<ul style="list-style-type: none"> o In addition, the holistic Text-Dependent Analysis Rubric contains elements aligning with the language standards. <p>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.</p>
M-Step ELA Practice Items and Support Materials	<p>Online Practice for M-Step ELA: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-350540--,00.html</p> <p>Text-Dependent Analysis Rubric: Linked above</p> <p>ELA Sample Text-Dependent Analysis (TDA) Essay Prompts: http://www.michigan.gov/mde/0,4615,7-140-22709_70117-455340--,00.html</p> <p>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.</p> <p>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</p>
Support for Grade Level Scope and Sequence	
Working with Complex/Rich Text	<p>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.</p> <p>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.</p> <p>Use this Close Reading Protocol when reading texts in the expert packs.</p> <p>Use this guide to assist with authoring text-dependent questions.</p> <p>Use this document for examples and non-examples of text-dependent questions.</p>
Fluency	<p>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.</p>
Phonics Lesson	<p>These lessons should be used for small group instruction with students who indicate a need for phonics instruction.</p> <p>3rd Grade – i-Ready Phonics Score of Level 2 or below (Use Class Profile Report from i-Ready)</p> <p>4th and 5th Grade – Lexile Level of 545 or below (Use Student Progress Report from NWEA MAP)</p> <p>The lessons link to i-Ready Tools for Instruction, which can also be found on the Resources Tab inside of i-Ready.</p>

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.

7th 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: [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: *Voices of the American Revolution: Stories of the Battlefields Pages 22-25 Deborah Samson: An unlikely Soldier*

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Saying Thanks to My Ghosts (Page 7)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). 	<p>Fluency: Saying Thanks to My Ghosts (Page 7)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. 	<p>Fluency: Saying Thanks to My Ghosts (Page 7)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: Saying Thanks to My Ghosts (Page 7)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: Saying Thanks to My Ghosts (Page 7)</p> <ul style="list-style-type: none"> 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!

Working with Complex/Rich Text:**Expert Pack:** [Lincoln's Assassination](#)

Description: In the first article, "Who Was John Wilkes Booth Before He Became Lincoln's Assassin," students are introduced to and provided background information on Abraham Lincoln's killer. The next resource, "7 Things You Might Not Know: Abraham Lincoln," is an infographic that provides interesting background knowledge about Abraham Lincoln. At this point students read an excerpt from, "Chasing Lincoln's Killer: The Search for John Wilkes Booth," by James Swanson which gives a lead up to the assassination. Students then begin to explore the setting for the assassination using the interactive website, Ford's Theatre Virtual Tour. The next resource, "The Blood Relics From the Lincoln Assassination," further exposes students to the author James Swanson and the surviving objects from Lincoln's murder. The expert pack culminates with, "Wanted! The President's Killer," which ties the rest of texts together.

Connected Texts in myON: No recommended texts

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Emblems of Mem'ry Are These Tears (Page 83)</p> <ul style="list-style-type: none"> • Introduce identified vocabulary to students and locate words in the passage. • Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). 	<p>Fluency: Emblems of Mem'ry Are These Tears (Page 83)</p> <ul style="list-style-type: none"> • Students choral read the passage. Then students partner read. • Teachers should monitor partners and provide feedback on their fluency progress. 	<p>Fluency: Emblems of Mem'ry Are These Tears (Page 83)</p> <ul style="list-style-type: none"> • 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. 	<p>Fluency: Emblems of Mem'ry Are These Tears (Page 83)</p> <ul style="list-style-type: none"> • 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. 	<p>Fluency: Emblems of Mem'ry Are These Tears (Page 83)</p> <ul style="list-style-type: none"> • 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!

Working with Complex/Rich Text:**Expert Pack:** [Harlem Renaissance Artists](#)

Description: The video, “The Harlem Renaissance Story,” provides a broad overview of the time of the Harlem Renaissance that will spark student interest. The next resource, “The Harlem Renaissance: A Celebration of Creativity,” is a book that provides a brief overview of the Harlem Renaissance influence on artists including details about the culture of the times. This is then followed by brief biographies and images of artists such as Claude McKay, Countee Cullen, Duke Ellington, Billie Holiday and others. Students then look at “Drop Me Off in Harlem” which is an infographic that allows for student connection and personal interaction with places, people, and events that have been outlined in previous texts. After taking a look at the infographic and viewing the geography of Harlem during the 1920’s and early 30’s, students will move into looking at specific artists through the use of the article, “A Walk Through Harlem.” After viewing specific artists, the article “Voices of the Harlem Renaissance” allows students to look at specific poems that make them familiar with common themes of the era, which include pride in culture, lost dreams, and race relations. “I’d Like to Show You Harlem” is an authentic text with antiquated sentence structures that provide an actual account of daily life in Harlem. Students then transition into, “Black Stars of the Harlem Renaissance” which provides more detailed biographies of artists. The students will end with the article, “Harlem Renaissance” as a culminating overview of the Harlem Renaissance in order to summarize the concepts they have learned from the previous texts.

Connected Texts in myON: In the Shadow of Lady Liberty: Immigrant Stories from Ellis Island Lexile 920

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: When Mom Is Right, And Tells Police They’re Wrong (Page 13)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). 	<p>Fluency: When Mom Is Right, And Tells Police They’re Wrong (Page 13)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. 	<p>Fluency: When Mom Is Right, And Tells Police They’re Wrong (Page 13)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: When Mom Is Right, And Tells Police They’re Wrong (Page 13)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: When Mom Is Right, And Tells Police They’re Wrong (Page 13)</p> <ul style="list-style-type: none"> 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!

Working with Complex/Rich Text:**Expert Pack:** [Immigration and Citizenship](#)

Description: In “Citizen Actions for Middle School” from goodcitizens.org, students first explore and define characteristics of good citizens. With the first two interactive map exploration activities (“Immigration Explorer” and “America’s Immigrants”), students are introduced to immigration and the large impact it has on the population of the United States. In the first overview article of a series that focuses on children fleeing Central America, “Witch’s Brew: Desperation, Hope and Children on the Border,” students begin reading background information about children and their experiences emigrating to the United States. The next two articles, “A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life” and “Riding ‘The Beast’ Across Mexico to the U.S. Border,” allow students to explore personal accounts of immigration from other children their age. “No Country for Lost Kids” provides a realistic depiction of the struggle young people their age face when they seek to cross the border illegally. Students then read President Obama’s response to this heated immigration issue in “Obama Approves Plan to Let Children in Central America Apply for Refugee Status” and begin to understand a proposed action to help solve the problem. Finally, students begin to personally define an “immigrant” and an “American citizen” by participating in an interactive citizenship test (“Do you know what it takes to be an American citizen?”). Students share their thoughts during a culminating Socratic Seminar in which students respond to “How do we define citizenship for immigrants coming into America today?”

Connected Texts in myON: In the Shadow of Lady Liberty: Immigrant Stories from Ellis Island Lexile 920

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: The Star-Spangled Banner (Page 77)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). 	<p>Fluency: The Star-Spangled Banner (Page 77)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. 	<p>Fluency: The Star-Spangled Banner (Page 77)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: The Star-Spangled Banner (Page 77)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: The Star-Spangled Banner (Page 77)</p> <ul style="list-style-type: none"> 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!

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Connected Texts in myON:

Journey to America: A Chronology of Immigration in the 1900s Lexile 900

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Fluency: Latina Sisters Aimed High, Defying Low Expectations (Page 23)</p> <ul style="list-style-type: none"> Introduce identified vocabulary to students and locate words in the passage. Teacher/volunteer reads the passage aloud to students and class choral reads (repeat). 	<p>Fluency: Latina Sisters Aimed High, Defying Low Expectations (Page 23)</p> <ul style="list-style-type: none"> Students choral read the passage. Then students partner read. Teachers should monitor partners and provide feedback on their fluency progress. 	<p>Fluency: Latina Sisters Aimed High, Defying Low Expectations (Page 23)</p> <ul style="list-style-type: none"> 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. 	<p>Fluency: Latina Sisters Aimed High, Defying Low Expectations (Page 23)</p> <ul style="list-style-type: none"> 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. 	<p>66 Latina Sisters Aimed High, Defying Low Expectations (Page 23)</p> <ul style="list-style-type: none"> 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:
<ul style="list-style-type: none">Throughout the 5-week M-STEP scope and sequence	<ul style="list-style-type: none">Choose the report that works best for your students<ul style="list-style-type: none">3rd Grade – i-Ready assessment4th to 8th Grade – Choose from below:<ul style="list-style-type: none">2017 M-STEP Scores – from your principal or assessment leaderNWEA Student Report – available on the NWEA websiteFormative Classroom Assessments	<ul style="list-style-type: none">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...

2. While working on this assessment, I...

3. My strengths are...

4. I need to improve on...

SET GOALS

4. My goals for the last assessment were...

5. My goals for the ELA M-STEP are...

PLAN

6. To achieve my goals, I will...

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...
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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...
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