

RLA Summative Blueprint

Create a blueprint before creating your summative to make the process smoother and easier.

Step 1: Analyze the Unit Curriculum document. Notice the genres covered.

Step 2: Identify the Boulders

Step 3: Discuss what you want the summative to look like. Notice the available passage and questions under “Optional Assessments.” What needs to be added? Which genres? How many passages?

Step 4: Complete the following chart.

- begin by placing boulders under TEKS

- Add any additional TEKS that need to be assessed (vocabulary, context clues, editing, revising, supporting standards)

 - ***If a standard is covered in multiple focus lessons, it will probably need to be assessed. Context Clues will need to be on every test.

- Fill in the questions already created from the “optional assessment” section

- Find additional passages needed

- Using the [Critical Questions](#), create questions to align with the standards listed in the chart

Distribution:

- Passage Genres Determined: _____
- _____ MC/Other interactive question types
- _____ Revising & Editing Questions
- _____ Short Response
- _____ Essay based on a passage

RLA Unit 7 Summative Blueprint

TEK	Boulder (Y/N)	How many times is the standard addressed in Focus Lessons?	Question #	Question Type
3.6.E - make connections to ideas in other texts	N	1		
3.6.F - make inferences and use evidence to support understanding	Y	4	4 8	Multiple choice SCR
3.6.G - evaluate details read to determine key ideas	Y	1	8	SCR
3.7.B - write a response to an informational text that demonstrates understanding	Y	5	8	SCR
3.7.C - use text evidence to support an appropriate response	Y	7	1, 3 5	Multiple choice Two part multiple choice Two part multiple choice
3.7.D - paraphrase texts in ways that maintain meaning and logical order	Y	1		
3.8.A - infer the theme of a work, distinguishing theme from topic	N	1		
3.8.B - to explain the relationships among the major and minor characters	Y	1	1,	Multiple choice

3.8.C - analyze plot elements, including the sequence of events, the conflict, and the resolution	Y	1	2 4	Select 2 Multiple Choice
3.9.D(i) - the central idea with supporting evidence	Y	1	5	Two part multiple choice
3.9.D (ii) - recognize characteristics and structures of informational text - features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	N	1		
3.9.D (iii) - recognize characteristics and structures of informational text - organizational patterns such as cause and effect and problem and solution	N	1		
3.10.A - explain the author's purpose and message within a text	Y	3	3 6	Two part multiple choice Multiple Choice
3.10.B - explain how the use of text structure contributes to the author's purpose	N	2		
3.10.C - explain the author's use of print and graphic features to achieve specific purposes	N	2		
3.10.D - describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	N	1		
3.10.F - discuss how the author's use of language contributes to voice	N	1		

3.8D-explain the influence of setting on the plot			11	Multiple choice
3.3B use context to determine the meaning of unfamiliar words				
3.9C discuss the elements of a drama			12	Multiple Choice

[A View from Left Field](#) (fiction)

A View from Left Field



"The View from Left Field" by Jeffrey Ebbeler is used

with permission.

- (1) "Grace, you're on second base. Meghan, you're on third." Kylie's softball coach called out each Comet's position for today's game. Their star pitcher was out of town on a family trip, so someone else would be pitching.
- (2) *It has to be me*, thought Kylie. *I've practiced every day this week!* She crossed her fingers as their coach continued.
- (3) "Catcher — Samantha. Pitcher — Jasmine."
- (4) Kylie slumped onto the bench. *There goes my chance. Please, please don't say left field!*

- (5) “Left field — Kylie.”
- (6) Kylie sighed. She was always in left field.
- (7) “A few of you are playing new positions today. Just give it your best,” said Coach.
- (8) *I’m not playing a new position*, Kylie thought as she began the long walk to left field, staring at the dirt on her cleats.
- (9) Left field was so far from the pitcher’s mound that the other players looked like action figures. She could hardly hear the crack of the bat as each of the Gators swung. The ball would bounce to the infield or fly high and drop into the pitcher’s glove. It would go anywhere except left field.
- (10) There’s just no action out here! Kylie yawned.

Something on the ground caught her eye — a perfectly round dandelion, with seeds waiting to be blown into the wind. Snapping the stem, she held the tiny globe of seeds near her mouth and blew. A cloud of seeds drifted into the air.

WHOOOOOSH!

Kylie looked up. Courtney, the Gators’ best hitter, had sent the softball sailing through the air above. It landed in fair territory then bounced toward the foul line. Kylie scrambled after the ball, farther and farther into the outfield. She finally grabbed it and threw it to third. By then, two of the Gators had already scored. “Timeout!” called Coach and walked out to left field. “What happened?” Coach asked Kylie. “I guess I got distracted,” Kylie admitted. “Try to pay attention. Left field is important.” Kylie nodded and the umpire signaled the timeout was up. This time, Kylie focused. Finally, it was the last inning. One more out, and the game would be over. The score was 7-5, and the Comets were winning. But the Gators were at bat. Courtney was up again. “Everybody, back up!” called Coach. She wanted the Comets to be ready for Courtney’s hit. That means me! Kylie backed up and held her glove out. Jasmine wound up¹⁴ the pitch, snapped her wrist,¹⁵ and let the ball fly. Courtney swung harder than Kylie had ever seen her swing before.

SMACK!

The ball shot into the air above Jasmine and kept climbing into the sky. Meghan jumped to catch it, but it flew high above her. It was heading for left field!

Kylie ran forward, watching every turn of the ball. Get ready for the drop, she thought.

The ball rose toward the sky and disappeared into the sun’s glow. Where was it? And then, five feet to her left, it dropped. As Kylie scooped up the ball, a Gator safely crossed home plate. The score was now 7-6.

Courtney was racing past third. “Kylie! Throw it home!” shouted Meghan. Kylie threw the ball as hard as her arm would let her.

The ball was spinning so fast that the seams became a blur. Samantha stretched out her glove, and everyone

could hear the ball's smack. Courtney slid toward the plate, and Samantha dusted the plate with her glove. Did she tag her? Kylie stopped in her tracks as she heard the wonderful word:

"OUT!"

The Comets had won! And Kylie had helped make it happen.

"Great job!" said Jasmine and Samantha as they high-fived Kylie.

"Thanks," she said, grinning. "You played a great game too."

1. Which sentence from the text supports the idea that the coach is frustrated with Kylie? (3.7C/3.8B)

A. "A few of you are playing new positions today. Just give it your best" (paragraph 7)

B. "Try to pay attention. Left field is important." (paragraph 17)

C. "There's just no action out here!" Kylie yawned (paragraph 10)

D. She crossed her fingers as her coach continued. (paragraph 2)

2. How is paragraph 29 important to the plot? (3.8C)

a. It shows when her feelings changed towards playing in left field.

b. It shows that left field can be an exciting position to play.

c. It shows the problem Kylie has with her teammates.

d. It emphasizes Kylie's feelings about Courtney and Samantha.

e. It describes how Kylie is bored with softball.

3. Part A. What is the main message of the text? (3.10A/3.7C)

A. Sometimes players do not know what is best for their team.

B. Winning is not as important as spending time with friends.

C. When you work hard, you always get what you want.

D. Everyone has an important part on a team.

Part B Which sentence best supports the message of the text?

a. Please, please don't say left field! (paragraph 4)

b. The Comets had won! And Kylie had helped make it happen. (paragraph 31)

c. That means me! Kylie backed up and held her glove out. (paragraph 22)

d. It has to be me, thought Kylie. I've practiced every day this week! (paragraph 2)

4. The details in paragraph 4 are important to the plot of the story because- (3.6F/3.8C)

- a. it explains the rules of softball.
- b. it shows the reader how Kylie is feeling.
- c. it shows the reader the setting of the story.
- d. it explains why Kylie wasn't chosen at pitcher.

What_a_Pro_Knows__Playing_to_Win-teacher-12 (1).pdf (non fiction)

What a Pro Knows: Playing to Win

By Christine Louise Hohlbaum

2016



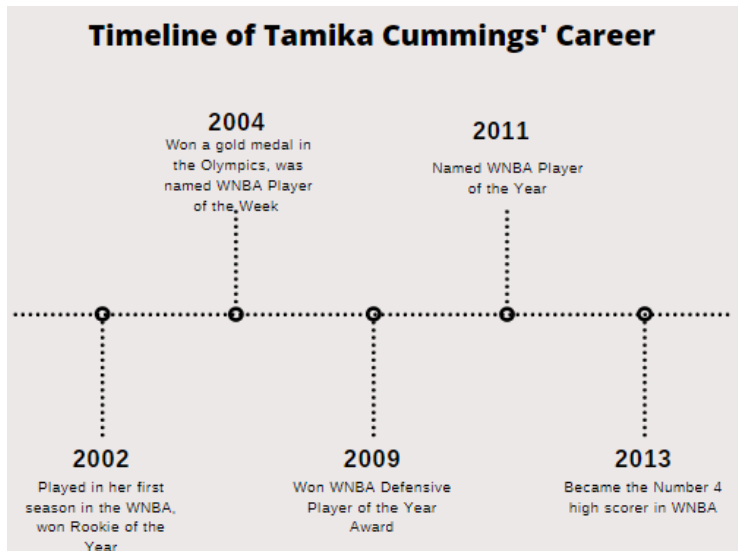
"Catchings wears number 24. Her dad wore 42!" by
Courtesy of Frank McGrath/Pacers Sports &
Entertainment is used with permission.

- (1) Olympic gold medalist Tamika Catchings is a star both on and off the court. The daughter of NBA player Harvey Catchings is a Women's National Basketball Association (WNBA) All-Star. She is also the creator of a foundation that helps children. It may surprise some people to know Catchings was born partially deaf. She says that's exactly what motivated her to become the star she is today.

Meeting the Challenge

- (2) Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids. Her classmates teased her constantly. She would run home from school and hide in her room for hours. "I cried and prayed a lot," she admits.
- (3) Catchings spent a lot of time at school playing basketball. She was good at it and she worked hard. She worked hard on her class subjects, too. She began to dream of a career in sports.
- (4) "Being good at sports [and at school] was my challenge to those who made fun of me," she says. "People...couldn't say that I wasn't smart, and they couldn't challenge me on the court, field, or wherever. That was my challenge to them."

(5) Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player. But she knew what she wanted and was willing to work for it. The fact that there was no professional women's basketball team at the time didn't stop her from reaching for her goal. She just thought she would have to join a men's team. Then in 1996, the WNBA was formed.



(6) Today, Catchings plays for the Indiana Fever. She does not wear her hearing aids on the court. She does wear them when she speaks publicly and whenever else she thinks she needs them. She travels the world to play basketball and to speak out on behalf of hard-of-hearing people.

(7) Catchings's dedication to her family is constant. "There were plenty of times that I wanted to give up, but my family was there to support me to strive for bigger and better things," she says. "Giving up was not an option."

5. Part A What is the central idea of the selection? (3.9Di/3.7C)

- A. Tamika Catchings is a well known basketball player for the WNBA.
- B. Tamika Catchings is a motivational speaker for people with disabilities.
- C. Tamika Catchings worked through challenges to achieve her goal.
- D. Tamika Catchings worked hard to prove she was better than her dad.

Part B Which detail best supports the central idea?

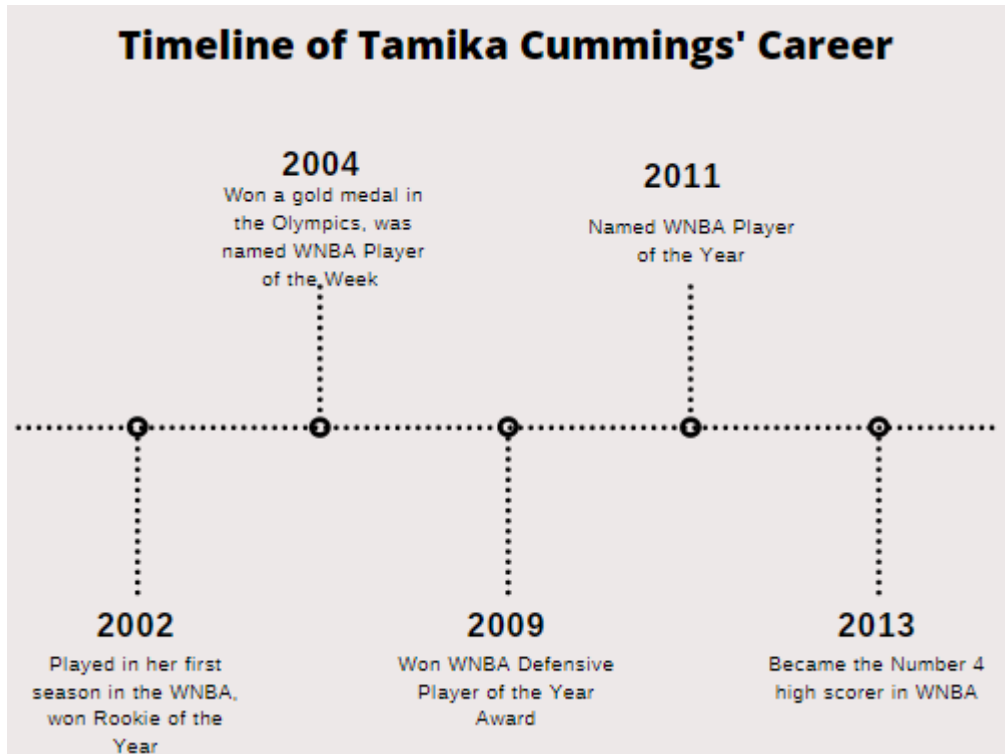
- A. Her classmates teased her constantly.
- B. But she knew what she wanted and was willing to work for it.
- C. She does not wear her hearing aids on the court.
- D. Catchings' dedication to her family is constant.

6. What is the most likely reason the author wrote this selection? (3.10A)

- a. To convince the reader that all people who are hard of hearing should wear hearing aids.
- b. To teach the reader how the WNBA was formed
- c. To convince the reader to put Tamika Cummings in the Basketball Hall of Fame
- d. To teach the reader about how Tamika Cummings overcame challenges to be successful

7. Why did the author include the timeline after paragraph 5? (3.9Dii/3.6F)

- a. To teach the reader about Tamika Cummings' life
- b. To teach the reader about Tamika Cummings' achievements in the WNBA
- c. To teach the reader about the history of WNBA
- d. To teach the reader about Tamika Cummings' team accomplishments



8. How did the way Cummings' peers treat her contribute to her commitment to basketball and school? SCR (3.7B/3.6F/3.6G)

PAIRED Questions:

9. Use "The View from Left Field" and "What a Pro Knows: Playing to Win" to answer the following question.

Which sentence best describes a SIMILARITY between the article "What a Pro Knows: Playing to Win" and the story "The View from Left Field"?

- A. Both stories include people that teased the girls for being athletes.
- B. Both stories include people encouraging the girls to do their best.
- C. Both stories include people who play basketball who play unfavored positions
- D. Both stories include people who overcame obstacles.

Use “What a Pro Knows: Playing to Win” and The View from Left Field” to answer the following question.

What is one difference between Kylie and Tamika’s experiences playing sports?

- A. Tamika played professional basketball, while Kylie played professional softball.
- B. Kylie always enjoyed playing the same position in softball, while Tamika played many positions in basketball.
- C. Kylie learned that she is a valuable member of her team, while Tamika learned that hard work helped her overcome challenges.
- D. Kylie learned that softball is a hard sport to play, while Tamika learned that basketball is easy.

[The Mystery Mess](#)

The Mystery Mess

Characters

NASSIM, a boy

MOM, Nassim’s mother

DAD, Nassim’s father

ACT 1, SCENE 1

Nassim’s kitchen

- (1) (It is early in the morning. Nassim enters and opens the refrigerator. He takes out the milk and pours some into a glass on the table.)
- (2) NASSIM: Oh, I forgot my book. (Nassim leaves.)
- (3) (The lights go out. There is a loud bang and the sound of glass breaking. The lights come back on. There is a broken glass on the floor and milk spilled everywhere.)
- (4) NASSIM: (rushing back in) What happened?
- (5) MOM: (entering the room) Nassim, look at the mess you made! You’ll have to clean it up.
- (6) NASSIM: But Mom, I wasn’t even in the room.
- (7) MOM: Glasses don’t fall and break by themselves.
- (8) (Nassim grabs a paper towel and helps Mom clean up the spill.)

ACT 1, SCENE 2

Nassim’s dining room

- (9) (It is the middle of the afternoon. A racing-car game is set up on one end of the table. Papers are scattered all over the other end of the table and on the floor.)
- (10) MOM: Nassim, come here right now!
- (11) NASSIM: (entering the room) Yes?
- (12) MOM: Look at this mess! I was writing a report for work. I left the room for a few minutes. When I came back, I found your game set up and my papers all over the floor. I expect you to pick them all up.
- (13) NASSIM: Mom, I did come down a little while ago to set up the game, but then I went back upstairs to get my cars. I didn't knock over your papers. It sure is a mess, though.
- (14) MOM: Well, I know I didn't do it, and neither did your father. You are the only other person in this house.
- (15) NASSIM: I feel bad, Mom, but I don't know what's going on either! I've tried to think of a reason for it, but my mind is a blank page.
- (16) (He bends down and begins picking up papers.)

ACT 1, SCENE 3

Nassim's kitchen

- (17) (It is early evening. There is an open bag of flour on the table, and flour is covering the table and part of the floor like fresh snow.)
- (18) DAD: Nassim! Come here!
- (19) NASSIM: (entering) Wow! What a mess!
- (20) DAD: It certainly is! I was about to start cooking dinner, but you have to clean up this mess first.
- (21) NASSIM: Something strange is going on because I'm not the one making all these messes. (He looks down at the flour-covered table.)
Wait a minute. See those little spots in the flour, and the white marks on the floor? Those are paw prints!
- (22) (Nassim follows the paw prints to a low shelf near the back door. He kneels down and pulls out a kitten.)
- (23) NASSIM: Mom, Dad, look! Here is our mess maker. He has flour all over him!

- (24) MOM: Oh my! He must have crept in through an open window. He is a mess, but he's still very cute. Nassim, I've made a mistake, and I'm sorry. I think this little fellow has been very busy today—getting into trouble and then running and hiding when he heard someone coming.
- (25) NASSIM: Can we keep him, please? I'll take good care of him, I promise! I'll even clean up any more messes that he makes.
- (26) MOM: First, we will have to try to find out if he belongs to someone else. If he doesn't already have an owner, you can keep him.
- (27) NASSIM: (grinning and petting the kitten) Thank you! (to the kitten) You caused a lot of trouble for me today. I think I'll call you Mushkila. It means trouble. That's the perfect name for you.

1. Why is Act 1 Scene 3 important to the story's plot? (3.8C/3.6F)

- A. It is where they keep blaming Nassim for the messes being made.
- B. It is where the mom and dad are making the messes
- C. It is where they discover the kitten that was making the messes.
- D. It is where Nassim is doing his homework.
 - a.

2. The reader can tell that "The Mystery Mess" is a drama because it has a – 3.9C

- a. A common theme
- b. A setting
- c. A list of characters
- d. A plot

3. Read the sentence from Act 1, Scene 3.

If he doesn't already have an owner, you can keep him.

Think about the suffix -er, What is the meaning of owner above?

- a. the person that a thing belongs to.
- b. The person who does a certain job
- c. A person who is better at something
- d. A person who has more of something

4. PART A. Read line 3.

(The lights go out. There is a loud bang and the sound of glass breaking. The lights come back on. There is broken glass on the floor and milk spilled everywhere.)

What is the most likely reason the author includes this stage direction in Act 1, Scene 1? (3.9C)

- a. It shows the setting
- b. It introduces the characters
- c. It explains the resolution
- d. It shows where the conflict begins

PART B. Which line from Act 1, Scene 1 supports your answer to Part A.

- a. NASSIM: Oh, I forgot my book. (*Nassim leaves.*) (Line 2)
- b. MOM: (*entering the room*) Nassim, look at the mess you made! You'll have to clean it up. (line 5)
- c. MOM: Glasses don't fall and break by themselves. (*Nassim grabs a paper towel and helps Mom clean up the spill.*) (lines 7-8)
- d. MOM: Well, I know I didn't do it, and neither did your father. You are the only other person in this house. (line 14)

Revising/Editing

Cousin Frances

(1) Last week my uncle called to give me some exciting news. (2) "You have a new cousin" he said, "and her name is Frances".

(3) Usually I am not that interested in babys, but Frances is different. (4) Her is my first cousin! (5) Before Frances was born there were only two childs in our family, my sister, Kayla, and me. (6) "I can't wait to see Frances," kayla said! (7) Mom showed Kayla and me some pictures of our cousin. (8) Frances is very small with dark hair and light eyes.

(9) Kayla asked my mom when we will get to meet Frances in person. (10) My aunt and uncle live far away in Denver, but mom says we will go visit him soon. (11) I am ready to go. (12) My suitcase is already packed.

1. Read sentence 3 from the story.

Usually I am not that interested in babys, but Frances is different.

What is the correct way to write the underlined word?

- a. baby's
- b. babys'
- c. babies
- d. No change is needed

2. What change should be made in sentence 4?

- a. Change **Her** to Him.
- b. Change **Her** to Them.
- c. Change **Her** to I.
- d. Change **Her** to She.

3. What change should be made to sentence 6?

- a. Change **Frances** to frances.
- b. Change **kayla** to Kayla.
- c. Change **said!** to said.
- d. No change is needed.

4. What is the correct way to combine sentences 11 and 12? (SCR) 2 pts

***My suitcase is packed and I am ready to go!

***I am ready to go, my suitcase is packed.

CFA

“Brave Bessie” Coleman

Bessie Coleman had a dream. She wanted to be an airplane pilot. But two big things stood in her way—she was a woman, and she was African American.

Coleman was born in 1892 in Texas. She was one of thirteen children. Her family was very poor. Coleman went to school in a one-room schoolhouse. After she finished high school, she worked and saved her money so that she could continue in school. She went to a college in Oklahoma, but she had to leave after less than a year. She did not have enough money to pay for her classes.

In 1915 Coleman moved to Chicago. She lived with her brothers and went to beauty school. World War I had begun in Europe the year before. While in Chicago, Coleman listened to stories about pilots who had fought in the war. She fell in love with airplanes. She read every book she could find about airplanes and flying.

Her brother John had been a soldier in the war. He said Coleman would never fly. Coleman was different from pilots in the United States. In the United States, most pilots were men, and Coleman was a woman. Also, most pilots were not African American, and Coleman was African American. She could not find a school that would teach her to fly.

Coleman refused to give up her dream. She found a way to tackle her problem. She learned that she could get a pilot's license in France. Having a license allows someone to do something. She needed a license if she wanted to learn to fly a plane.

France was not like the United States. Unlike the United States, France had many female pilots. Also, flight schools in France were less worried about race than flight schools in the United States. Flight schools in the United States would not accept an African American woman as a student. However, flight schools in France would.

Coleman learned to speak French, saved her money, and moved to Paris. In 1921 she became the first American woman and first African American woman in the world to get a pilot's license. Bessie Coleman could now fly planes.

[Pdf Link](#)

1. Which sentence from the selection best supports the central idea of paragraph 3? (3.9.Di)
A In 1915 Coleman moved to Chicago.
B She lived with her brothers and went to beauty school.
C World War I had begun in Europe the year before.
D She fell in love with airplanes.
2. What does the timeline help readers understand? (3.9.Dii)(3.10c)
A who was important to Coleman's life
B the number of flights Coleman took during school
C when important events happened in Coleman's life
D how Coleman became better known than other pilots
3. What is the central idea of the biography? Use details from the biography to support your answer. (3.9.D(i))
A. Bessie Coleman worked hard to save her money to get a good education
B. Bessie Coleman overcame adversity to become one of the first African American woman pilot.
C. Bessie Coleman learned to fly in France.

D. Bessie Coleman learned to fly from her brother John in World War 1.

4. What is the most likely reason the author wrote the selection? (3.10A)
- A to tell the reader about the accomplishments of Bessie Coleman**
 - B to convince the reader that everyone should get a pilot's license
 - C to inform the reader how to speak French
 - D to inform the reader about Bessie Coleman's childhood
5. Read the sentence from paragraph 5 of the biography. (3.3B)

“She found a way to tackle her problem.”

Now read the dictionary entry.

tackle (‘ta-kəl) verb

1. to push someone to the ground
2. to ask questions in a tough way
3. to begin to solve
4. to put a rope on a horse

Which definition best matches the way tackle is used above?

- A definition 1
- B definition 2
- C definition 3**
- D definition 4

6. Read the sentence from the text.
“After her shows, people would ask for her **autograph**.”

What is the meaning of **autograph** above? (3.3b)

- A A person's plans for what to do next
- B A person's writing of his or her own name**
- C A person's items used during an important event
- D A person's thoughts about how he or she is doing

7. Why is paragraph 5 important in the selection? (3.9diii)(3.10b)
- A. It shows that France is better than America
 - B. It shows how Betsy solved her problem of not being allowed to fly**
 - C. It shows why she wasn't allowed to fly
 - D. It shows why her brother went to war
8. Which statement best explains why Bessie Coleman wasn't allowed to fly planes? (3.6F) (3.7C)
- A. "In the United States, most pilots were men, and Coleman was a woman. Also, most pilots were not African American, and Coleman was African American."**
 - B. "Coleman learned to speak French, saved her money, and moved to Paris"
 - C. "She lived with her brothers and went to beauty school. World War I had begun in Europe the year before."
 - D. "She was one of thirteen children. Her family was very poor."

SCR

What can the reader conclude about how Bessie Coleman challenged herself to achieve her dreams? Use text evidence to support your answer.

9. How did Bessie Coleman's childhood contribute to her determination to become a pilot? Use text evidence to support your answer.