

**Reading Grade 6 F**

**Grade Level Standard(s):**

RI.6.2

**Materials:**

- Reading 6 F Smoking Stinks
- Reading 6 F Smoking Stinks Picture Board
- Reading 6 F Attainment Task Questions for Student Use

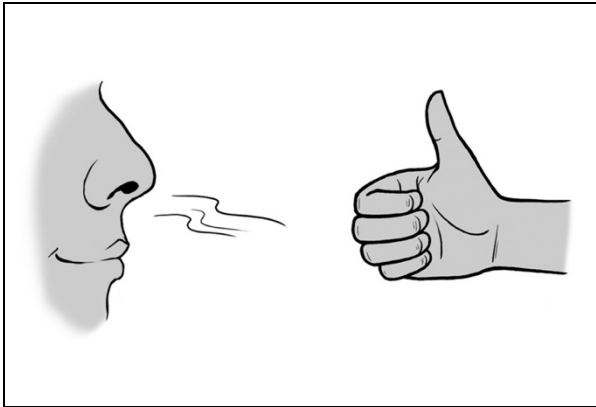
**Response Code:**

- Indicate the answer provided by the student.

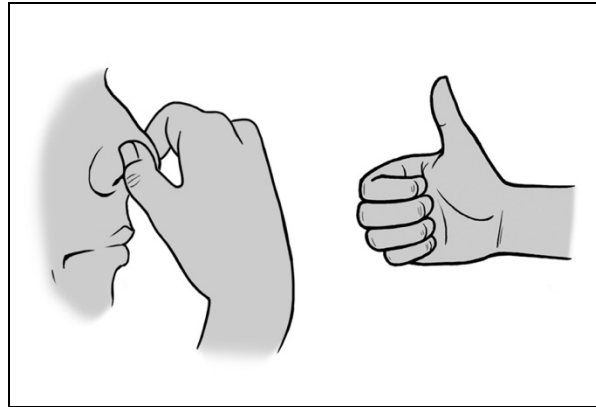
**Text Coding:**

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis ( ) are optional; they may replace or be read in addition to the word(s) immediately preceding.

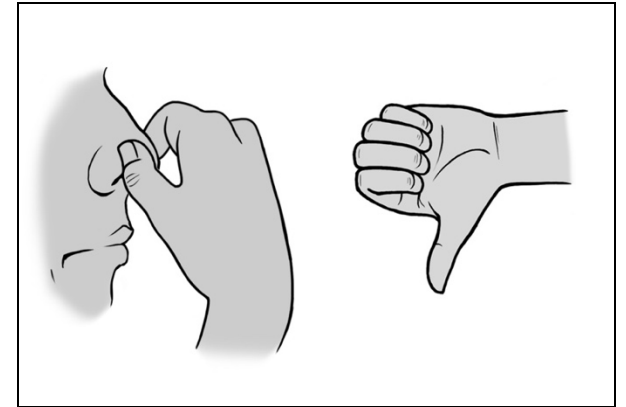
a. Smoking smells good and is good for you.



b. Smoking smells bad but is good for you.



c. Smoking smells bad and is bad for you.



*Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”*

*All questions from this task are available for presentation to the student in the supplemental material Reading 6 F Attainment Task Questions for Student Use.*

*Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 6 F Smoking Stinks (Reading 6 F Smoking Stinks Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 6 F Smoking Stinks.*

2. “The author uses the word ‘stinks’ in the title. Based on information in the passage, what two meanings could ‘stinks’ have?”

| <b>Response Option</b>                                     | <b>Response Rationale</b>  |
|--|--|
| a. Smoking smells good and is good for you.                | <i>The student attempts to determine two possible word meanings of “stinks” in the passage but is incorrect about both connotative and figurative word meanings.</i> |
| b. Smoking smells bad but is good for you.                 | <i>The student attempts to determine two possible word meanings of “stinks” in the passage but is incorrect about the figurative word meaning.</i>                   |
| c. Smoking smells bad and is bad for you. <b>(Correct)</b> | <i>The student correctly determines the connotative word meaning of “stinks” as smelling bad and the figurative word meaning of “stinks” as being bad for you.</i>   |
| <b><i>Depth of Knowledge (DOK) 2</i></b>                   |  |

### Reading 6 F Smoking Stinks

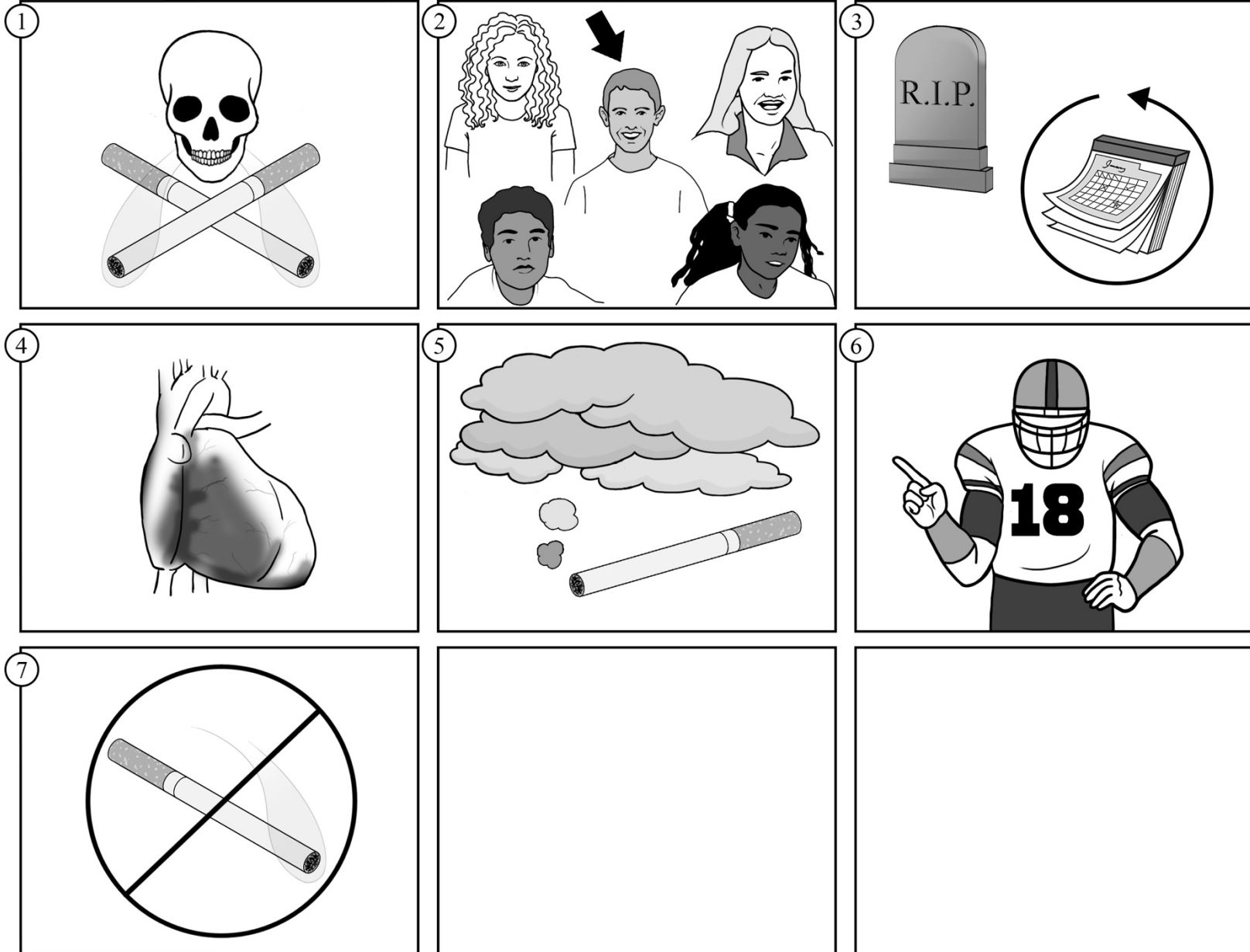
<sup>1</sup>Smoking is one of the worst things people can do to their bodies. But every single day about 3,900 kids between the ages of 12 and 17 start smoking. While most middle school students don't smoke, about 1 in 16 do. <sup>2</sup>By the time students reach high school, about 1 in 5 smoke.

<sup>3</sup>Cigarettes and smokeless tobacco kill lots of people every year. <sup>4</sup>The chemicals used in tobacco cause heart disease and cancer. Some people think they are only hurting themselves when they smoke. <sup>5</sup>However, smoking in areas where other people have to breathe the smoke is bad. Second-hand smoke is more than just smelly, it can be deadly to others.

<sup>6</sup>Famous football player, Peyton Manning has made many public service announcements. He says, "As a Super Bowl MVP (Most Valuable Player), I know I could never run away from charging defenses if my body wasn't in great shape. I will never smoke or use tobacco products!"

<sup>7</sup>So, be smart and never start smoking.

Reading 6 F Smoking Stinks Picture Board



**Reading 6 F Attainment Task Questions for Student Use**

2. The author uses the word “stinks” in the title. Based on information in the passage, what two meanings could “stinks” have?

**Kentucky Academic Standard:** RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**Alternate Assessment Target:** *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

| <b>Student Group</b>                | <b>Number of Students*</b> | <b>Percent Correct</b> |
|-------------------------------------|----------------------------|------------------------|
| All Students                        | 470                        | 72.77%                 |
| <b>Gender</b>                       |                            |                        |
| Female                              | 146                        | 71.23%                 |
| Male                                | 324                        | 73.46%                 |
| <b>Ethnicity</b>                    |                            |                        |
| African American                    | 59                         | 77.97%                 |
| American Indian or Alaska Native    | <10                        | Not Reported           |
| Asian                               | <10                        | Not Reported           |
| Hispanic of Latino                  | <10                        | Not Reported           |
| Native Hawaiian of Pacific Islander | <10                        | Not Reported           |
| White (Non-Hispanic)                | 345                        | 74.20%                 |
| Two or More Races                   | 57                         | 61.40%                 |
| <b>English Learner</b>              | 27                         | 48.15%                 |
| <b>Economically Disadvantaged</b>   | 380                        | 73.68%                 |

\*Number of Students that attempted the item