

# NSCAS Summative Assessment

English Language Arts

Item Specifications

Grade 4

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# Stimuli for Assessing ELA Standards

The 2021 revised Nebraska College and Career Ready Standards for English Language Arts (ELA) illustrate a text-centered approach to instruction in which all students become proficient readers through deliberate practice, and all students have access to grade-level, complex texts. Since high-quality, grade-level complex texts provide the basis for instruction in reading and other ELA domains such as vocabulary acquisition, text complexity will also be integral to the assessment of ELA standards. This introductory section of the item specifications document provides guidelines on the length, text complexity, and genres of stimuli to be used for assessing ELA standards. It also provides an overview of available item types.

## Reading Standards

The purpose of the **Reading Prose and Poetry** and **Reading Informational Text** standards is for students to learn and apply reading skills and strategies to comprehend grade-level literary and informational texts. For this reason, measures of text complexity must be aligned with college and career readiness expectations for all students.

The **Lexile** guidelines in the table below are based on the range and complexity of texts outlined in the revised standards, which move students to proficiency as they progress through the grades. Meanwhile, the **Word Count** guidelines are based on the type of passage—**common stimulus** or **standalone**—and its intended use in the assessment. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text’s central idea(s) and key particulars. **Standalone** passages are much shorter texts that assess just one Reading, Vocabulary, or Writing standard.

Grade	Common Stimulus Passages for Reading				Standalone Passages for Reading			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

## Vocabulary Standards

The purpose of the **Vocabulary** standards is for students to build and use **conversational**, **academic**, and **discipline-specific**, grade-level vocabulary.

- **Conversational vocabulary** refers to words used in everyday, real-life situations.
- **Academic vocabulary** refers to words likely to appear in a variety of content area texts.
- **Discipline-specific vocabulary** refers to words with precise meanings in one content area.

To assess vocabulary standards, target words/phrases must be embedded in context-rich assets that enable students to determine the word/phrase's meaning through context clues or other word-solving strategies (e.g., morphology, word relationships). Whenever possible, vocabulary should be assessed within the context of grade-level complex texts, after doing a careful review of challenging language that is central to understanding the meaning of the text, including figurative language. In addition, many of the vocabulary standards require that stimuli have above-grade-level words so that students must use context clues or other word-solving strategies to determine meaning.

Depending on the type of passage—**common stimulus** or **standalone**—being used to assess a specific vocabulary standard, follow the **Lexile** and **Word Count** guidelines in the table below. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text's central idea(s) and key particulars, including its vocabulary. **Standalone passages** are much shorter texts that assess just one Vocabulary standard.

Grade	Common Stimulus Passages for Vocabulary				Standalone Passages for Vocabulary			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

## Writing Standards

The purpose of the **Writing** standards is for students to learn and apply writing skills and strategies to communicate effectively for a variety of purposes.

### Production of Writing Standards

The **Production of Writing** standards focus on writing skills and strategies related to **grammar**, **usage**, and **mechanics**.

- **Grammar** is the rules by which sentences are constructed.
- **Usage** is the way words and phrases are commonly used.
- **Mechanics** are norms of written language and include only spelling, punctuation, and capitalization.

Stimuli used to assess the Production of Writing standards should be as short as possible, and some standards may require no stimulus. However, other standards may require assets ranging from a short sentence to a short paragraph to assess the targeted writing skill. For example, an item might ask students to correctly place prepositional phrases within a sentence or identify and fix errors in pronoun-antecedent agreement within a short paragraph. In these cases, follow the **Lexile** and **Word Count** guidelines in the table below.

Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

### Modes of Writing Standards

The Modes of Writing standards focus on four broad modes of writing—**Narrative**, **Opinion** (3–5) or **Argumentative** (6–8), **Informative/Explanatory**, and **Research**. The forms that might be used to assess each genre are as follows:

- **Narrative forms** include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- **Opinion, or argumentative, forms** include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.

- **Informative/explanatory forms** include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

When deciding what form to use, consider the grade-level appropriateness of the form and how well the form can assess the given standard.

**Research** standards emphasize the importance of conducting short as well as more sustained research projects to answer a question or solve a problem. They focus on gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. While many research standards are assessed locally, items on state summative tests may give students a research scenario and ask them to do a specific research task (e.g., take notes, organize information, paraphrase details from a source without altering the meaning).

Stimuli used to assess the Modes of Writing standards should be an excerpt of writing that represents the work of a high-achieving student at the target grade level.

To ensure items assess the writing standards without inadvertently assessing the reading standards too, follow the **Lexile** and **Word Count** guidelines in the table below. In general, stimuli should be as short as possible but as long as necessary to assess the targeted writing skill.

Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

# Item Types for Assessing ELA Standards

The following item types are available for assessing ELA standards.

**Multiple-Choice (Choice):** Students select one response from multiple options. (1 pt)

**Multi-select (Choice Multiple):** Students select two or more responses from multiple options. Some multi-select items are also two-point items for which students can earn partial credit. (1–2 pts)

**Hot Text:** Students select a response from within a piece of text or a table of information (e.g., word, section of a passage, number, symbol, or equation), which highlights the selected text. Some hot text items are also two-point items for which students can earn partial credit. (1–2 pts)

**Composite:** Students interact with multiple interaction types included within a single item. Students may receive partial credit for composite items. (always 2 pts)

**Gap Match:** Students select an option or options in an area called the toolbar and move or “drag and drop” these options (e.g., words, phrases, sentences, quotations) into a defined area, or “gap.” (1–2 pts)

**Constructed Response:** Students can write a short text of 1–2 sentences in response to a question assessing a Modes of Writing standard.

There are three main considerations when deciding which item type to use:

## 1. Consider various item types.

The item specifications in this document describe possible item approaches and may refer to a specific item type to illustrate an approach. Consider how a similar approach could be used with a different item type, or how the item approach could be adapted to work more naturally with a different item type.

## 2. Consider the appropriateness of an item type.

To consider the appropriateness of an item type for a specific grade level and to assess a specific standard, ask these questions:

- How complex is the item type for the grade level? Will the item’s functionality make the task too complex?
- Based on the item type, how easy will it be for students to understand what the item is asking them to do?
- How well or how authentically can the item type assess the targeted standard?
- Does the point value for the item type adequately reflect the difficulty of the task?
- Should students be able to earn partial credit for this standard?
- Can the item type increase student engagement without making the task overly complex?

**3. Consider the pros and cons of using a technology-enhanced item (TEI).**

Use of TEIs should be both intentional and appropriate for the intended grade level and the standard being assessed. TEIs should never be used for technology's sake alone. For example, TEIs should not be used to increase student engagement if they also make the task overly complex (e.g., students must move many parts into many different containers). Such construct-irrelevant complexity is unfair and detracts from students being able to show what they know and can do. Therefore, the best way to ensure TEIs are used intentionally and appropriately is to consider the pros and cons of using a TEI for each item.

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# Item Specifications for Reading Prose and Poetry Standards

## LA.4.RP.1

<b>Content Strand</b>	Reading Prose and Poetry
<b>Anchor Standard</b>	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
<b>Standard</b>	LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RP.1 asks students to both:</p> <ul style="list-style-type: none"> <li>• Determine a <b>theme</b> in a <b>literary text</b>; and</li> <li>• Explain how that theme is conveyed through <b>key details</b>.</li> </ul> <p>A <b>theme</b> is a big idea about life or human nature that the author of a literary text wants to share with the reader.  A <b>literary text</b> at this grade might be a story, drama, or poem.  <b>Key details</b> are important pieces of information in the text that help to support and develop the theme.</p> <p>Describing what a literary text is mostly about (e.g., family, kindness) is not the same as stating its theme, which should be a statement that offers some insight into life or human nature (e.g., Family provides comfort in difficult times; Small acts of kindness can make a big difference.).</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on identifying the central message or lesson and explaining how key details support that central message or lesson. The Grade 4 standard introduces the term theme, focusing on determining a theme in a literary text and understanding how that theme is supported and developed through key details.

Achievement Level Descriptors		
Developing	On Track	Advanced
<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely:</p> <p><b>Identify</b> a theme in a literary text. DOK: 1–2</p>	<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely:</p> <p><b>Determine</b> a theme in a literary text <b>and how it is conveyed through key details.</b> DOK: 2–3</p>	<p>With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely:</p> <p><b>Analyze</b> a theme in a literary text and explain how it is conveyed through key details. DOK: 3</p>
Possible Item Approaches		
<p>Students will identify a statement of the theme in a literary text. The theme should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask what the theme of a story, drama, or poem is. The correct answer should be a complete sentence and could be a direct quotation from the text. Distractors should refer to other ideas in the text but have an incorrect theme or have a common misconception about the intended theme.</li> </ul>	<p>Students will identify a statement of the theme in a literary text (Part A) and then identify a key detail that supports this idea (Part B). The theme should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text.</li> <li>Stems for Part B should focus on which detail supports or develops the theme. The correct answer for Part B should be a direct quotation or paraphrased detail from the text, and distractors should be minor details that are somewhat related to the distractors in Part A.</li> </ul>	<p>Students will analyze a literary text to determine its theme (Part A) and then identify the key detail(s) that support this idea (Part B). The theme should be implied and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Part A can be similar to the item approach for On Track, but the correct answer should require students to make a deeper inference from the text to arrive at the theme.</li> <li>Part B can be similar to the item approach for On Track, though it may require two selections. Also, the correct answer(s) and distractors for Part B must be direct quotations from the text rather than paraphrased details.</li> </ul>

## LA.4.RP.2

Content Strand	Reading Prose and Poetry		
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.		
Standard	LA.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character’s thoughts, words, or actions.		
Indicator	N/A		
Central Aspects to Be Measured	<p>An item that fully measures LA.4.RP.2 asks students to both:</p> <ul style="list-style-type: none"><li>• Determine the <b>key elements</b> of a <b>literary text</b>, including <b>characters</b>, <b>settings</b>, and/or <b>events</b>; and</li><li>• Analyze a character, setting, or event, <b>drawing on specific details</b> from the text, which may include analyzing the relationships between key elements.</li></ul> <p><b>Key elements</b> of a literary text refer to the fundamental components that make up a story, drama, or poem and contribute to its overall meaning and impact (e.g., conflict, plot). This standard focuses on the key elements of characters, settings, and events. <b>Characters</b> are the individuals who take part in the action of the story, including main and supporting characters. <b>Settings</b> are the time(s) and place(s) where the story occurs. <b>Events</b> are the significant actions or occurrences that move the plot forward. These events are the building blocks of the story.</p> <p><b>Drawing on specific details</b> refers to textual evidence. This part of the standard may be addressed with direct quotations from the text or with paraphrased details. The analysis component of the standard requires an in-depth description of a character, setting, or event.</p>		
Progression from Previous Grade	The Grade 3 standard focuses on explaining how characters respond to major events and challenges in stories. The Grade 4 standard progresses to include settings, another key element of literary texts. The focus on analyzing a character, setting, or event, drawing on specific details from the text requires a deeper level of analysis and use of text evidence than the Grade 3 standard.		
Achievement Level Descriptors			
Developing	On Track	Advanced	

With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Determine</b> the key elements of a literary text (including character, setting, and events). DOK: 2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Analyze</b> a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: Analyze <b>and explain</b> the relationships between key elements of a literary text (including character, setting, and events), drawing on specific details such as a character's thoughts, words, or actions. DOK: 2–3
Possible Item Approaches		
<p>Students will determine a key element (character, setting, and/ or event) of a literary text.</p> <ul style="list-style-type: none"> <li>• Stems can ask who the main character is, what the setting is for the story or for a particular scene in the story, or which event is most important to the text. The correct answer should be the name of the character, description of the setting, or summary of an event important to the story.</li> </ul>	<p>Students will analyze a character, setting, or event, drawing on specific details from the text.</p> <ul style="list-style-type: none"> <li>• Stems can include a specific detail from the text and ask students to analyze what that detail shows about the character, setting, or event. The correct answer should be central to the story and well supported by the text, and the distractors should be less important aspects of the character, setting, or event from other parts of the text, or plausible misconceptions about the character, setting, or event.</li> <li>• Alternatively, Part A of an item might ask which statement best describes an important element (character, setting, or event) in a literary text with the correct answer also noting that element's importance to the text (e.g., The setting is in nature, which makes the beginning of the story feel peaceful). Or Part A might ask what a specific paragraph in the text reveals about an important character, setting, or event. With either approach, Part B would ask students to select the piece of textual evidence that best supports the correct answer to Part A, with all options being direct quotations or paraphrased details from the text.</li> </ul>	<p>Students will analyze a literary text and explain a relationship between key elements (character, setting, events) of a literary text, drawing on specific details from the text.</p> <ul style="list-style-type: none"> <li>• Stems for Part A can ask about the relationship between like elements in a literary text (e.g., how one character's thoughts, actions, or words affect another character, how two characters are alike or different, or how a character changes from the beginning of a story to the end; the importance of a change in setting; or how an earlier event influences a later event). Or Part A can ask about the relationship between unlike elements in a literary text (e.g., why a character decides to say or do something; how a setting affects a character or a major event in the plot; or how a character's actions impact or change the setting).</li> <li>• With any of these approaches, Part B would ask students to select one or possibly two pieces of textual evidence that best support the correct answer to Part A.</li> </ul>

### LA.4.RP.3

<b>Content Strand</b>	Reading Prose and Poetry
<b>Anchor Standard</b>	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
<b>Standard</b>	LA.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RP.3 asks students to:</p> <ul style="list-style-type: none"> <li>Determine the <b>perspective</b> and <b>point of view</b> of the <b>narrator</b> or a <b>character</b> in a literary text; and</li> <li>Distinguish <b>reader perspective</b> from the perspective and point of view of the narrator or a character.</li> </ul> <p><b>Perspective</b> refers to an attitude or belief that is based on personal knowledge and/or experience. On the other hand, <b>point of view</b> refers to the vantage point from which a narrative is told (first person, third person, etc.). The <b>narrator</b> is the person or character who tells the story. The narrator can be a character within the story or an outside observer. <b>Characters</b> are the individuals who take part in the action of the story, including main and supporting characters. <b>Reader perspective</b> refers to what can be known or inferred about a literary text based on the point of view (first person, third person, third-person limited, third-person omniscient, etc.). However, this standard is not about labeling the point of view using literary terms. Instead, it is meant to encourage students to think about how a story's point of view and perspectives affect the way the story is told, what happens in the story, and its meaning.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on determining and explaining the point of view (the vantage point from which a story or poem is told). The Grade 4 standard progresses to determining the perspective (attitudes and beliefs) of the narrator or the characters in a literary text and distinguishing this perspective from that of the reader. This reflects a deeper understanding of how point of view affects what the reader can know or infer about a literary text and how the attitudes and beliefs of the narrator or the characters can differ from the reader.
<b>Achievement Level Descriptors</b>	

Developing	On Track	Advanced
<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely:</p> <p><b>Determine</b> the perspective and point of view of the narrator or the characters in a literary text. DOK: 1–2</p>	<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Distinguish</b> reader perspective from the perspective and point of view of the narrator or the characters in a literary text. DOK: 2</p>	<p>With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Describe</b> how reader perspective influences the understanding of the perspective and point of view of the narrator or the characters in a literary text. DOK: 2</p>
Possible Item Approaches		
<p>Students will determine the perspective and point of view of the narrator or a character in a literary text. The perspective should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>• Stems can ask what the narrator or a character thinks, feels, knows, or believes about something in the text to assess understanding of perspective. Stems can also ask how the reader knows or learns this information (i.e., through the narrator's or a character's words, thoughts, or actions) to assess understanding of point of view.</li> </ul>	<p>Students will distinguish the reader's perspective from the perspective and point of view of the narrator or a character in a literary text. Both the reader and narrator/character perspectives should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>• Stems for Part A can ask what the narrator or a character thinks, feels, knows, or believes about something in the text that the reader or another character does not think, feel, know, or believe. (This approach addresses both the perspective and point of view by revealing how the reader/narrator/character(s) learn about events through the way the story is told, including that they sometimes have access to different information.) Stems for Part B would ask students to select the piece of textual evidence that best supports the correct answer to Part A, with all options being direct quotations from the text.</li> <li>• Alternatively, stems for Part A can ask what a specific word, phrase, or sentence from the text shows about what the narrator or a character thinks, feels, knows, or believes about something in the text. Stems for Part B would ask for additional textual evidence to support the correct answer to Part A, with all options being direct quotations from the text. With this approach, students distinguish their own perspective as the reader from that of the narrator or a character, and they use the point of view, or how the story is told, to understand how these perspectives are developed and communicated.</li> </ul>	<p>Students will describe how the reader's perspective influences the understanding of the perspective and point of view of the narrator or character(s) in a literary text. The reader's and narrator's or characters' perspectives should be implied and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>• Stems can ask what the author expects the reader to think, feel, know, or believe about something in the text. The correct answer should explain both the expectation and the reason for it. (This approach addresses both the perspective and point of view by revealing how the reader's perspective is influenced by the point of view, or how the story is told.)</li> </ul>

## LA.4.RP.4

Content Strand	Reading Prose and Poetry		
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.		
Standard	LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).		
Indicator	N/A		
Central Aspects to Be Measured	<p>An item that fully measures LA.4.RP.4 asks students to both:</p> <ul style="list-style-type: none"><li>Identify and describe the <b>structural elements</b> of literary texts, such as dramas, narratives, and poems; and</li><li>Compare and/or contrast the structural elements of literary texts, which may include explaining how these elements contribute to meaning.</li></ul> <p>The <b>structural elements</b> of a literary text refer to the different parts that make up its framework (e.g., chapters in a book, scenes in a play, or stanzas in a poem) and contribute to its overall form and meaning. These parts of a text are often determined by its genre. For example, the structure of a narrative includes a conflict, events, and a resolution. The structure of a poem may include stanzas and rhyme schemes, which help tell a story or provide a description about a topic. The structure of a drama may include acts, scenes, and stage directions, which help the reader visualize the performance.</p> <p>The intent of this standard is for students to think more deeply about how and why a particular form or structure was chosen to convey a particular message or theme. Because comparison is needed, the standard should be assessed with a pair of passages rather than a single text.</p>		
Progression from Previous Grade	The Grade 3 standard focuses on how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning. The Grade 4 standard progresses to comparing and contrasting structural elements within and across texts. This progression shows that students are expected to have a better understanding of the structural elements of literary texts.		
Achievement Level Descriptors			
Developing	On Track	Advanced	



With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> and/or describe the structural elements of literary texts (e.g., dramas, narratives, and poems). DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Compare and contrast</b> the structural elements of literary texts (e.g., dramas, narratives, and poems). DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems) <b>and explain</b> how these elements contribute to meaning. DOK: 3
<b>Possible Item Approaches</b>		
<p>Students will identify and describe the structural elements of literary texts, such as dramas, narratives, and poems.</p> <ul style="list-style-type: none"> <li>• Stems can ask which sentence best describes the structure of Text 1 and/or Text 2. The correct answer should provide an accurate description of the structural element(s) used in one or both texts (e.g., dialogue and stage descriptions, stanzas with rhyming lines, the internal thoughts or descriptions of a narrator). The distractors should provide inaccurate but plausible descriptions of structural elements rather than focus on other aspects of each text (e.g., characters, settings, themes). For the Developing ALD, this standard can be assessed with a single text or a pair of texts.</li> </ul>	<p>Students will compare and/or contrast the structural elements of literary texts, such as dramas, narratives, and poems.</p> <ul style="list-style-type: none"> <li>• Stems can ask how the structures of Text 1 and Text 2 are similar and/or different in how they tell about events, with the correct answer providing an accurate description of the structures used and the distractors providing inaccurate but plausible descriptions of structural elements rather than other aspects of each text (e.g., characters, settings, themes).</li> <li>• Alternatively, a Gap Match item might be used to ask students how two texts in the same genre and possibly on the same topic are presented. The options provided in a table would either apply to Text 1, Text 2, or both texts. For example, if students are being asked to compare and contrast two poems about a forest, the options might include: the poem has stanzas, the poem rhymes, the poem is told as a story, the poem is mostly a description, the poem is mostly about the tall trees in the forest, the poem is mostly about the animals that live in the forest, etc. The parts to move into the table would be the title of each poem and a generic "both poems."</li> </ul>	<p>Students will compare and/or contrast the structural elements of literary texts, such as dramas, narratives, and poems, and explain how these elements contribute to meaning.</p> <ul style="list-style-type: none"> <li>• Stems can ask how a specific part of each text contributes to its meaning. The specific part of each text that is targeted in the item should be clearly tied to a structural element (e.g., stage directions for dramas, conflicts for narratives, or stanzas for poems.). The correct answer should provide an accurate description of the part's contribution to its meaning (e.g., the stage directions show that the character in a drama is feeling X about Y, paragraph X reveals that the problem of the story is Y, stanza X introduces the topic of the poem as Y).</li> </ul>

## LA.4.RP.5

<b>Content Strand</b>	Reading Prose and Poetry
<b>Anchor Standard</b>	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
<b>Standard</b>	LA.4.RP.5 Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RP.5 asks students to both:</p> <ul style="list-style-type: none"> <li>Identify or describe the treatment of similar <b>themes and topics</b> or <b>patterns of events</b> in literary texts by different authors or from different cultures; and</li> <li>Compare and contrast the treatment of similar themes and topics or patterns of events in those literary texts, which may include evaluating how different authors or cultures present similar themes or patterns of events.</li> </ul> <p>A <b>theme</b> is a message about life or human nature that the author wants to share with the reader. A <b>topic</b> is a subject that is discussed or explored in a text. Two texts that share a theme and topic about hard work may treat the theme and topic differently. For example, one text might emphasize that working hard leads to success, while the other may show that working hard with others achieves the best results. A <b>pattern of events</b> is the sequence and structure of events that occur in stories (e.g., a mystery that needs to be solved, a legend that explains how something came to be).</p> <p>Literary texts should be paired and conceptually related by topic and theme and/or pattern of events. Texts for this standard must be written by different authors and/or from different cultures. To compare and/or contrast sufficiently, students should be asked to consider how an area of similarity or difference is treated in each text.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on comparing and contrasting themes, settings, and plots of stories written by the same author and about the same or similar characters. The Grade 4 standard progresses to comparing and contrasting the themes and topics, and patterns of events, in literary texts, including texts written by different authors and/or from different cultures. In this way, students continue to build knowledge about literature and the world from a wide reading of literary texts.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify and/or describe</b> the similar themes, and topics, and/or patterns of events in literary texts by different authors or from different cultures. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Compare and contrast</b> the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Evaluate</b> how different authors or different cultures influence the presentation of similar themes and topics and patterns of events in literary text. DOK: 3
Possible Item Approaches		
<p>Students will identify or describe similar themes and topics or patterns of events in literary texts by different authors or from different cultures. The themes should be explicitly stated in the texts or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify a similar theme from two literary texts, with the options being complete sentences (e.g., Hard work can be rewarding.). Stems can also ask students to identify or describe similar topics or patterns of events. Students developing the skills needed for this standard will not yet be able to compare and contrast the treatment of similar themes and topics or patterns of events, but they should be able to identify or describe the similarity.</li> </ul>	<p>Students will compare and/or contrast the treatment of similar themes and topics or patterns of events in literary texts by different authors or from different cultures. The themes should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Stems can ask students how the author of each text treats a similar theme (e.g., Hard work can be rewarding) or pattern of events (e.g., solving a mystery). Themes should not be phrases that describe only the topic (e.g., hard work) but rather complete ideas that include the author's message about the topic (e.g., Text 1 shows that working hard can make you feel proud, while Text 2 shows that working hard with a team can bring you closer). Patterns of events should also be complete ideas and specific to each text (e.g., Text 1 shows that finding clues to a mystery can be exciting, while Text 2 shows that solving clues to a mystery can be frustrating).</li> </ul>	<p>Students will evaluate the effect of similar themes and topics or patterns of events across two literary texts written by different authors or from different cultures. The themes should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students to evaluate how each author presents a similar theme (e.g., the author of Text 1 uses characters' actions while the author of Text 2 uses characters' words) or a similar pattern of events (e.g., Text 1 shows how a group of soccer players learns teamwork from cleaning up a local park, and Text 2 shows how a young boy gains pride from taking care of a neighbor's unusual pet). Part B, if included, can ask students for a piece of evidence from each text that best supports the correct answer to Part A, with the options being direct quotations or paraphrased details from the text.</li> </ul>

## LA.4.RP.6

<b>Content Strand</b>	Reading Prose and Poetry
<b>Anchor Standard</b>	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
<b>Standard</b>	LA.4.RP.6 Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RP.6 asks students to both:</p> <ul style="list-style-type: none"> <li>• Identify and explain what the text says <b>explicitly</b>; and</li> <li>• Draw <b>inferences</b> when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.</li> </ul> <p>What the text says <b>explicitly</b> means any information that is clearly and directly stated in the text. To draw <b>inferences</b> means to make logical conclusions or interpretations based on evidence and reasoning from the text, rather than relying on what the text says explicitly.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on explaining what a literary text says explicitly and drawing inferences when asking and answering questions about the text. The Grade 4 standard progresses to include quoting or paraphrasing specific evidence from the text as appropriate, showing a greater understanding of the role of text evidence in supporting the meaning of a literary text.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> what the text says explicitly <b>and/or draw inferences</b> when asking or answering questions. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Explain</b> what the text says explicitly and draw inferences when asking or answering questions, <b>quoting or paraphrasing</b> specific evidence from the text as appropriate. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Analyze</b> what the text says implicitly; ask <b>and answer inferential questions</b> , quoting or paraphrasing specific evidence from the text as appropriate. DOK: 2–3
Possible Item Approaches		
<p>Students will identify what the literary text says explicitly about a particular point, meaning what is directly stated, or they will draw minor inferences when answering questions about important ideas or key particulars of the text.</p> <ul style="list-style-type: none"> <li>Stems can ask students which sentence from the passage explains how the author feels about something or what happens because of a particular event. The options can be direct quotations or paraphrased details.</li> </ul>	<p>Students will explain what the literary text says explicitly about a particular point, or they will draw inferences when answering questions about important ideas or key particulars of the text, quoting or paraphrasing specific evidence from the text as appropriate.</p> <ul style="list-style-type: none"> <li>Stems can ask students about an important idea or key particular of a text, with the correct answer being a direct quotation or paraphrased detail from the text.</li> <li>Alternatively, Part A stems might ask students about an important idea or a key particular of a text that requires drawing an inference. Part B stems would ask for textual evidence that supports the correct answer to Part A, either in the form of direct quotations or paraphrased details.</li> <li>With either approach, any questions should have the answers within the four corners of the text, not requiring outside knowledge.</li> </ul>	<p>Students will analyze what the literary text says implicitly when answering inferential questions about important ideas or key particulars of the text, quoting or paraphrasing specific evidence from the text as appropriate.</p> <ul style="list-style-type: none"> <li>Part A stems can ask students to draw a text-based inference about an important idea or a key particular from the text, and then cite supporting evidence in Part B. The evidence should be direct quotations from the text or paraphrased details.</li> </ul>

## LA.4.RP.7

<b>Content Strand</b>	Reading Prose and Poetry
<b>Anchor Standard</b>	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
<b>Standard</b>	LA.4.RP.7 Explain an author or narrator/speaker’s treatment of similar themes and/or patterns of events in a wide range of literary texts.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RP.7 asks students to:</p> <ul style="list-style-type: none"> <li>Explain an author or <b>narrator/speaker's</b> treatment of similar <b>themes</b> or <b>patterns of events</b> in literary texts, which may include analysis and quoting or paraphrasing specific evidence.</li> </ul> <p>The <b>narrator</b> is the person or character who tells the story. The narrator can be a character within the story or an outside observer. The <b>speaker</b> is the person or character who is talking in the poem. The speaker can be the poet, a character within the poem, or an outside observer.</p> <p>A <b>theme</b> is a message about life or human nature that the author wants to share with the reader. Two texts that develop a similar theme about the benefits of friendship may treat the theme differently. For example, the author/narrator/speaker of each text may develop the theme differently, or each text may emphasize different benefits. A <b>pattern of events</b> is the sequence and structure of events that occur in stories (e.g., an adventure story that involves taking a journey, a quest that helps the main character discover a talent).</p> <p>Literary texts should be paired and conceptually related by theme and/or pattern of events.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on comparing and contrasting themes, topics, and patterns of events across a range of literary texts. The Grade 4 standard addresses themes and patterns of event, with no mention of topics, reflecting a more sophisticated understanding of theme as being a message about life or human nature that the author is sharing with the reader rather than the topic that the text is about. Students are asked to apply this more sophisticated understanding of theme when comparing and contrasting literary texts.
<b>Achievement Level Descriptors</b>	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify and/or describe</b> an author or narrator/speaker's treatment of themes and/or pattern of events in literary text(s). DOK: 2–3	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Explain</b> an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Analyze</b> an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts, <b>quoting or paraphrasing specific evidence</b> as appropriate. DOK: 3
Possible Item Approaches		
<p>Students will identify or describe similar themes or patterns of events from two literary texts. The themes should be explicitly stated in the texts or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify a similar theme from two literary texts, with the options being complete sentences (e.g., Both texts show how friendship can help people learn and grow). Stems can also ask students to identify or describe similar patterns of events (e.g., The main characters of both texts go on adventures that require bravery). Students developing the skills needed for this standard will not yet be able to explain the treatment of similar themes or patterns of events, but they should be able to identify the similarity. Alternatively, students may be asked to focus on one of the two texts in the pairing for the Developing ALD.</li> </ul>	<p>Students will explain an author/narrator/speaker's treatment of similar themes or patterns of events in two literary texts. The themes should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Stems can ask students how the author/narrator/speaker of each text treats a similar theme (e.g., Friendship has many benefits) or pattern of events (e.g., a character goes on a journey to achieve a specific goal and faces many challenges along the way). The correct answer should clearly distinguish the two texts. For example: Text 1 shows how friendship helps people feel like they belong, and Text 2 shows how friendship helps people appreciate differences.</li> </ul>	<p>Students will analyze an author/narrator/speaker's treatment of similar themes or patterns of events in two literary texts. The themes should be implied in the texts and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Part A stems can ask students to analyze how the author/narrator/speaker of each text treats a similar theme (e.g., It is important to be honest with yourself) or a similar pattern of events (e.g., a quest that helps the main character discover a talent). Part B can ask students for a sentence/detail from each text that supports the correct answer to Part A, with the options being direct quotations or paraphrased details from the text.</li> </ul>

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# Item Specifications for Reading Informational Text Standards

## LA.4.RI.1

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
<b>Standard</b>	LA.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key details.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.1 asks students to both:</p> <ul style="list-style-type: none"> <li>Identify the <b>central idea</b> of an informational text; and</li> <li>Explain how that idea is conveyed through <b>key details</b>, which may include analysis and supporting text evidence.</li> </ul> <p>A <b>central idea</b> is the main point or primary message the author wants to convey in the text.  <b>Key details</b> are important pieces of information or facts in the text that help to support and develop the central idea.</p>
<b>Progression from Previous Grade</b>	<p>The Grade 3 standard focuses on identifying the central idea and explaining how key details support that idea. The Grade 4 standard progresses to determining the central idea, which suggests that central ideas may be more implicit in nature. It also asks students to explain how the central idea is conveyed through key details, suggesting they have a deeper understanding of how authors develop central ideas using different details and techniques.</p>

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> the central idea of an informational text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Determine</b> the central idea of an informational text <b>and how it is conveyed through key details</b> . DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Analyze</b> how the central idea of an informational text <b>is supported with specific details</b> . DOK: 3
Possible Item Approaches		
<p>Students will identify a statement of the central idea in an informational text. The central idea should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask what the central idea is in an informational text. The correct answer should be a complete sentence and could be a direct quotation from the text. Distractors should be other ideas in the text that are not a central idea but rather just a detail or should express likely misinterpretations of the central idea.</li> </ul>	<p>Students will identify a statement of the central idea in an informational text (Part A), and they will identify how it is conveyed through key details (Part B). The central idea should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text.</li> <li>Stems for Part B should ask how the author develops or supports the correct central idea from Part A, with the options being paraphrased descriptions of key details from the text (e.g., by giving specific examples of how sharks are misunderstood).</li> </ul>	<p>Students will analyze an informational text to determine its central idea (Part A), and they will identify one or more specific details that support this idea (Part B). The central idea should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Part A can be similar to the item approach for On Track, but the correct answer should require students to make a deeper inference from the text.</li> <li>Part B can be similar to the item approach for On Track, though it may have multiple correct answer(s). Also, the correct answer(s) and distractors for Part B must be direct quotations from the text rather than paraphrased descriptions of key details.</li> </ul>

## LA.4.RI.2

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
<b>Standard</b>	LA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.2 asks students to:</p> <ul style="list-style-type: none"> <li>Analyze a key individual, <b>event</b>, <b>scientific idea or concept</b>, or <b>steps in a process</b> in an informational text, which may include drawing on supporting details.</li> </ul> <p>An <b>event</b> is a significant occurrence described in the text that has some impact on the topic(s) of the text. A <b>scientific idea or concept</b> is a theory, principle, or notion related to science. <b>Steps in a process</b> are the sequence of actions or stages involved in completing a task or procedure.</p> <p>The intent of this standard is for students to think deeply about the important elements in an informational text (e.g., people, events, ideas/concepts, processes).</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on explaining the relationships between individuals, historical events, scientific ideas/concepts, or steps in a process. The Grade 4 standard progresses from explaining these relationships to analyzing one individual, event, scientific idea/concept, or steps in a process more deeply.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> key individuals, events, scientific ideas or concepts, and/or steps in a process. DOK: 2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Analyze</b> an individual, event, scientific idea or concept, or steps in a process. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: Analyze <b>and explain the relationships between</b> individuals, events, scientific ideas or concepts, and/or steps in a process, <b>drawing on supporting details from an informational text or texts.</b> DOK: 2–3
Possible Item Approaches		
<p>Students will identify a key individual, event, scientific idea/concept, or steps in a process in an informational text. The importance of the element should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students who/what the text is mostly about, which event or scientific idea/concept is most important to the text and why (e.g., led to solving a problem), or to explain the general purpose of a process or the importance of a specific step in a process that is described in the text.</li> </ul>	<p>Students will analyze a key individual, event, scientific idea/concept, or steps in a process in an informational text. The importance of the element should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Stems should ask students for a more in-depth analysis of a key element in the text (e.g., individual, event, scientific idea/concept, steps in a process) than is asked for in the Developing item approach. For example, stems might refer to specific sentence(s) or paragraph(s) in the text and ask students what the sentence(s)/paragraph(s) reveal about the key element.</li> </ul>	<p>Students will analyze and explain the relationships between individuals, events, scientific ideas/concepts, or steps in a process in an informational text (Part A), drawing on supporting details from the text (Part B). The importance of the element should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students how two or more individuals are related, how two or more events are connected, how two or more concepts within a science idea are related, or why particular steps in a process must occur, what their purpose is, or how they are interdependent or purposefully sequenced. The relationships can also be about any two elements described above (e.g., an individual and an event).</li> <li>Part B, if included, should ask for specific details from the text, either direct quotations or paraphrased descriptions, that support the relationship described in Part A.</li> </ul>

### LA.4.RI.3

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
<b>Standard</b>	LA.4.RI.3 Compare and contrast authors' perspectives in multiple informational texts of the same topic.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.3 asks students to both:</p> <ul style="list-style-type: none"> <li>Identify <b>authors' perspectives</b> in multiple informational texts about the same topic; and</li> <li>Compare and contrast authors' perspectives in multiple informational texts about the same topic, which may include analyzing how authors' perspectives influence the texts.</li> </ul> <p>An <b>author's perspective</b> is an attitude or belief about the general subject or specific topics within an informational text. These attitudes or beliefs are based on the author's personal knowledge and/or experience.</p> <p>Informational texts for this standard must be paired and conceptually related by topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on determining and explaining the author's purpose in a single informational text. The Grade 4 standard progresses to comparing and contrasting authors' perspectives in multiple informational texts on the same topic, requiring students to both synthesize and analyze the texts.

Achievement Level Descriptors		
Developing	On Track	Advanced
<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely:</p> <p><b>Identify</b> one or more authors' perspectives in informational text(s) on the same topic. DOK: 2–3</p>	<p>With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely:</p> <p><b>Compare and contrast</b> authors' perspectives in multiple informational texts of the same topic. DOK: 3</p>	<p>With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Analyze</b> how authors' perspectives influence the treatment of the same topic in multiple informational texts. DOK: 3</p>
Possible Item Approaches		
<p>Students will identify one or more authors' perspectives in informational text(s) on the same topic.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify each author's perspective about a topic, without the need to compare or contrast those perspectives. This may be best accomplished with a Gap Match item type, with various perspectives on the same topic provided in the toolbox and students being asked to move the correct perspective to each author. For example, authors' perspectives on the topic of dolphins might include: dolphins are very smart; dolphins talk to each other through chirps; dolphins can show humans how to protect oceans; dolphins and humans can work together.</li> </ul>	<p>Students will compare and contrast authors' perspectives in multiple informational texts about the same topic.</p> <ul style="list-style-type: none"> <li>Stems can ask students what the authors think/feel/believe about the same topic, with the options being specific to each text. For example, "Both authors think forests should be protected because they provide homes for many animals." Or "One author believes that astronauts should be sent to explore Mars, while the other author believes that robots make better space explorers."</li> </ul>	<p>Students will analyze how authors' perspectives influence the treatment of the same topic in multiple informational texts.</p> <ul style="list-style-type: none"> <li>Stems can ask students how each author's perspective influences the way they write the text. These questions may focus on techniques used by the author to develop or support their perspective. Due to the need for multiple pieces of information, this might be best accomplished with a Gap Match item type. Each statement in the toolbox could combine an author's perspective and influence (e.g., gives examples of how trees and animals depend on each other to show why forests are important), and students would be asked to move the correct perspective/influence to each author.</li> </ul>

## LA.4.RI.4

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
<b>Standard</b>	LA.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.4 asks students to both:</p> <ul style="list-style-type: none"> <li>Identify the <b>overall structure</b> of an informational text, which may be clued by the use of <b>text features</b> or <b>signal words and phrases</b>; and</li> <li>Describe how the overall structure contributes to a text's meaning, which may include evaluating its effectiveness.</li> </ul> <p>The <b>overall structure</b> of an informational text refers to the primary way an author organizes information in a text. Because authors sometimes use different structures for different sections within a larger piece, items that assess this standard may need to target a section rather than the text as a whole. Common text structures used in informational texts include but are not limited to: description, sequence, chronology, cause-effect, compare-contrast, and problem-solution.</p> <p><b>Text features</b> are elements of a text that help organize, highlight, or present important information, such as in a visual format. <b>Signal words and phrases</b> help writers arrange events in a logical sequence, making it clear to the reader what happens first, next, and last. Common signal words and phrases in informational texts include but are not limited to: first, to begin with, at the start, next, then, after that, last, finally, in the end, because, since, as a result.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on explaining how text features contribute to the meaning of informational texts. The Grade 4 standard progresses to describing the overall structure of an informational text and how it contributes to meaning. This progression shows that students are expected to have a deeper understanding of how authors organize information in a text, including knowledge of common text structures in informational texts.



Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> the structure found within an informational text <b>using text features</b> (e.g., titles, headings, text boxes) <b>or key words and phrases</b> (e.g., next, because, as a result) as clues. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Describe</b> the overall structure of an informational text and <b>how it contributes to meaning</b> . DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Evaluate</b> the effectiveness of the overall structure in contributing to the meaning of an informational text. DOK: 3
Possible Item Approaches		
<p>Students will use text features (e.g., titles, headings, text boxes) or key words and phrases (e.g., next, because, as a result) to identify the structure of an informational text.</p> <ul style="list-style-type: none"> <li>Stems can direct students to a particular text feature or to key words/phrases used in the text and then ask what the information shows or suggests about the text's structure. For example, "What do the words 'like' and 'unlike' in paragraph 1 suggest about the structure of the text?" or "What do the headings show about how the text is organized?" The correct answer should clearly identify the text structure and also be specific to the text. For example, "The author explains how cats in the wild are different from cats as pets." Or "The author tells about the problem of space junk and some ways to fix it." Items that ask students to identify a boilerplate structure (e.g., chronological order, compare-contrast, problem-solution) will not fulfill the standard.</li> </ul>	<p>Students will describe the overall structure of an informational text and how it contributes to the meaning.</p> <ul style="list-style-type: none"> <li>Part A stems can ask students how the text is mainly organized, how the author mainly presents information in a significant section of the text (e.g., paragraphs 8–10), or which statement best describes the overall structure of the text. All options should clearly identify a text structure and be specific to the text. For example, "The author explains the stages of how a caterpillar turns into a butterfly." or "The author tells how caterpillars and butterflies are the same and different."</li> <li>Part B stems can ask students how the structure affects the meaning of the text, with each option describing an effect and having a plausible connection to one or more options in Part A. For example, "It shows how much a caterpillar must change to become a butterfly." or "It shows how caterpillars and butterflies both eat plants."</li> </ul>	<p>Students will evaluate the effectiveness of the overall structure in contributing to the meaning of a text.</p> <ul style="list-style-type: none"> <li>Part A stems can be similar to the item approach for On Track.</li> <li>Part B stems can ask students why the author's choice about how to structure or organize the text is effective. All options should present a clear reason and have a plausible connection to one or more options in Part A. For example, "It builds excitement about how the caterpillar will look as a butterfly." or "It is surprising that caterpillars and butterflies are alike in some ways."</li> </ul>

## LA.4.RI.5

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.
<b>Standard</b>	LA.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.5 asks students to both:</p> <ul style="list-style-type: none"> <li>• Explain information from two informational texts on the same topic; and</li> <li>• <b>Integrate information</b> from multiple informational texts on the same topic to demonstrate knowledge of the topic.</li> </ul> <p>To <b>integrate information</b> means to combine facts, ideas, and/or details from different sources to get a more complete understanding of the topic.</p> <p>Informational texts for this standard must be paired and conceptually related by topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on comparing and contrasting the important ideas and key details presented in multiple informational texts on the same topic. The Grade 4 standard progresses to integrating information from multiple informational texts on the same topic to demonstrate knowledge of the topic. This progression shows that students are expected to read widely and gain deep knowledge about a topic from the texts they read.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Explain</b> information from one or more texts on a given topic in order to demonstrate some knowledge of the topic. DOK: 2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Integrate</b> information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Synthesize</b> information from multiple informational texts on the same topic in order to expand knowledge about the topic. DOK: 3
Possible Item Approaches		
<p>Students will explain information from one or two texts on a given topic, demonstrating some knowledge of the topic.</p> <ul style="list-style-type: none"> <li>Stems can ask students to explain the most important ideas or key particulars from a text, with the options being complete sentences (e.g., Paleontologists study fossils to learn about ancient life and Earth's history.). Stems can also ask students to identify key details (e.g., There are different types of fossils, such as body fossils and trace fossils). Students developing the skills needed for this standard may not yet be able to integrate information from multiple texts, so items written to the Developing ALD can address only one of the texts at a time. Or questions can address very basic similarities in both texts (e.g., Both texts tell about the job of a paleontologist).</li> </ul>	<p>Students will integrate information from two informational texts on the same topic, demonstrating knowledge of the topic.</p> <ul style="list-style-type: none"> <li>Stems should ask students a key question about the topic that is addressed in both texts, which will make integrating important ideas and/or key details from the two texts possible. For example, a stem might ask, "Based on the information in both texts, how are robots useful to people?" The correct answer would combine information from both texts, such as, "Robots help people by doing dangerous jobs in factories and space." The distractors would paraphrase an important idea or key detail from one text or the other.</li> </ul>	<p>Students will synthesize information from two informational texts on the same topic, expanding knowledge about the topic.</p> <ul style="list-style-type: none"> <li>Stems can include a quotation about an important idea or key detail from one text and then ask how the two texts expand upon this knowledge about the topic. The correct answer should be synthesized information from both texts, while the distractors can be paraphrased information from one text or the other. Part B, if included, could ask students for evidence that supports the correct answer from Part A.</li> </ul>

## LA.4.RI.6

<b>Content Strand</b>	Reading Informational Text
<b>Anchor Standard</b>	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.
<b>Standard</b>	LA.4.RI.6 Identify an author’s claim(s) and explain how the author supports the claim(s) in the text.
<b>Indicator</b>	N/A
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.RI.6 asks students to both:</p> <ul style="list-style-type: none"> <li>Identify an author's <b>claim(s)</b>; and</li> <li>Explain how the author <b>supports the claim(s)</b> in the text, which may include analyzing their development.</li> </ul> <p>A <b>claim</b> refers to an author’s primary argument. An author typically <b>supports their claim(s)</b> with evidence, reasoning, or examples that help develop the claim and make it more convincing to readers.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on identifying an author’s claim(s) and explaining how the author supports the claim(s) in the text. The Grade 4 standard remains the same, which suggests that analyzing an author’s argument is a critical skill that takes more than one year to develop.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> an author's claim(s) in the text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: Identify an author's claim(s) <b>and explain</b> how the author supports the claim(s) in the text. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Analyze</b> an author's claim(s) and how the author develops the claim(s) in the text. DOK: 3
Possible Item Approaches		
<p>Students will identify the author's claim in an informational text. The claim should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify the author's claim (e.g., What point is the author making in paragraphs 1–3?). The claim may be explicit, requiring students to identify the sentence from the text, or implicit, requiring students to paraphrase. For example, a correct answer might be: "We need to protect coral reefs because many ocean plants and animals live there."</li> </ul>	<p>Students will identify an author's claim in an informational text and explain how the author supports the claim made. The claim should be accessible for students in Grade 4.</p> <ul style="list-style-type: none"> <li>Students may first be asked to identify the claim (Part A) and then provide textual evidence of how the author supports that claim (Part B). The evidence can be direct quotations from the text or paraphrased details.</li> <li>Students may also be provided with a claim in the stem and asked, "Which detail from the passage best supports the author's point in this sentence?" Or, they may be given a key detail in the stem and asked, "Which point is the author supporting by including this sentence in the passage?"</li> </ul>	<p>Students will analyze an author's claim in an informational text and explain how the author develops the claim throughout the text. The claim should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> <li>Stems for Part A can ask students to analyze the text for the author's claim, with the claim requiring a deeper inference on the part of the student than for the On Track ALD. Stems for Part B can ask students to explain how the claim is developed by citing more than one piece of textual evidence, such as direct quotations from the text or paraphrased details, such as "by explaining how trash can harm coral reefs" or "by showing how people are helping new coral reefs grow."</li> </ul>

## LA.4.RI.7

Content Strand	Reading Informational Text		
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.		
Standard	LA.4.RI.7 Explain an author or speaker’s treatment of similar topics and/or patterns of events in a wide range of informational texts.		
Indicator	N/A		
Central Aspects to Be Measured	<p>An item that fully measures LA.4.RI.7 asks students to:</p> <ul style="list-style-type: none"><li>Explain an author or <b>speaker's</b> treatment of similar <b>topics</b> and/or <b>patterns of events</b> in informational texts, which may include quoting or paraphrasing specific evidence from the texts.</li></ul> <p>A <b>speaker</b> of an informational text refers to the person who delivers the content in formats like speeches, podcasts, presentations, etc.</p> <p>A <b>topic</b> is a subject that is discussed or explored in a text.</p> <p>A <b>pattern of events</b> is the sequence or structure of events in an informational text, such as chronological order, steps in a process, or problem-solution.</p> <p>Informational texts for this standard should be paired and conceptually related by topic, though they may differ in genre (e.g., an expository text paired with a speech).</p>		
Progression from Previous Grade	The Grade 3 standard focuses on comparing and contrasting topics and/or patterns of events in a range of informational texts. The Grade 4 standard requires students to explain how topics and/or patterns of events are treated in a wide range of informational texts. The similarities between these standards are evidence that explaining an author or speaker's treatment of topics or patterns of events is a complex skill that takes more than one year to develop.		
Achievement Level Descriptors			
Developing	On Track	Advanced	

With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> way(s) in which an author or speaker treats topics and/or patterns of events in informational text(s). DOK: 2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Explain</b> an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Evaluate</b> the treatment of similar topics and/or patterns of events in a wide range of informational texts, <b>quoting or paraphrasing specific evidence</b> from the texts as appropriate. DOK: 3
<b>Possible Item Approaches</b>		
<p>Students will identify how an author or speaker treats a topic or pattern of events in an informational text or a pair of informational texts.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify how a topic is presented in a text or how a pattern of events unfolds. For example, "How does the author introduce the topic of ancient Egypt?" or "How does the author explain how the Great Pyramid of Giza was built?" Students developing the skills needed for this standard may not yet be able to explain treatments across texts, so items written to the Developing ALD should address only one of the texts at a time. Or questions can address very basic similarities or differences in how topics or patterns of events are treated in both texts (e.g., Both texts explain how pyramids were built.)</li> </ul>	<p>Students will explain how authors or speakers treat a similar topic or pattern of events in a pair of informational texts.</p> <ul style="list-style-type: none"> <li>Stems can ask students to compare and/or contrast across texts, focusing on how topics or patterns of events are treated the same or different. For example, "How do both authors tell about ancient Egypt in the same way?" or "How is the purpose of pyramids explained differently in each passage?"</li> </ul>	<p>Students will evaluate the treatment of similar topics or patterns of events in a pair of informational texts, quoting or paraphrasing specific evidence from the texts as appropriate.</p> <ul style="list-style-type: none"> <li>Part A stems can ask students to evaluate the treatment of similar topics or patterns of events, focusing on the approaches used (e.g., talking about what a pharaoh did every day in ancient Egypt vs. talking about the deserts around ancient Egypt and why the Nile River was important.) Part B stems can ask for two pieces of textual evidence that support the correct answer to Part A, one from each text.</li> <li>Alternatively, stems can ask students to evaluate the topics or patterns of events discussed and how thoroughly each author develops them, identifying which author covered the topic more thoroughly and why.</li> </ul>

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# Item Specifications for Vocabulary Standards

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## LA.4.V.1.a

<b>Content Strand</b>	Vocabulary
<b>Anchor Standard</b>	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
<b>Standard</b>	LA.4.V.1 Acquire and use grade level academic vocabulary appropriately.
<b>Indicator</b>	LA.4.V.1.a Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.V.1.a asks students to:</p> <ul style="list-style-type: none"> <li>-Use <b>context clues</b> to determine the meanings of <b>words or phrases</b>.</li> </ul> <p><b>Context clues</b> are hints given within a text that help to define an unfamiliar word or phrase. Context clues can take the form of definitions, examples, restatements, synonyms, antonyms, or explanations that surround the target word or phrase. These clues can be explicit in the text or implicit, and they can appear at the sentence level, paragraph level, or passage level.</p> <p>For assessment, this standard should focus on unknown <b>words or phrases</b>, meaning those that are above grade level and likely unfamiliar to students. In addition, priority should be given to assessing above-grade-level academic vocabulary embedded in complex, grade-level texts. Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). However, target words and phrases for this standard may also include conversational or discipline-specific vocabulary. Finding appropriate target words and phrases requires carefully reviewing the text for challenging language that is also central to the text's meaning. The target word or phrase should be one not typically known by students at this grade, so context is needed. Finally, there must be sufficient context in the text to determine meaning.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on using sentence-level context clues to determine the meaning of a word or phrase. The Grade 4 standard progresses to using context clues more generally (e.g., definitions, examples, or restatements), including use of implicit or explicit clues at the paragraph level or explicit clues at the passage level, to determine the meaning of words and phrases. This shows that students at this grade are expected to have more sophisticated word-solving skills.
<b>Achievement Level Descriptors</b>	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Use explicit paragraph-level context clues</b> to determine the meanings of words and phrases. DOK: 1	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Use context clues</b> (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Use implicit paragraph-level or explicit passage-level context clues</b> to determine the meanings of words and phrases. DOK: 1–2
Possible Item Approaches		
<p>Students will use explicit paragraph-level context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to choose the meaning of an unknown, above-grade-level word or phrase that is central to the text based on an explicit context clue in the same paragraph. For example, in an informational text about fossils, a sentence might read, "Scientists noticed footprints in the rock, a type of <u>trace fossil</u>." Later in the paragraph, the author defines "trace fossil" as "signs of an animal's actions from long ago." This explicit context clue (definition) reveals what the above-grade-level phrase "trace fossil" means.</li> </ul>	<p>Students will use explicit or implicit context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the meaning of the word or phrase can be based on either an explicit or implicit context clue in the same paragraph. For example, an informational text about fossils might begin with the sentence, "Fossils are interesting <u>remains</u> of ancient life that help us look back into the past." Later in the paragraph, the author refers to fossils as "leftover pieces or traces of plants and animals from long ago." This implicit context clue (restatement) shows that the sixth-grade-word "remains" means "what is left behind."</li> <li>Stems can also ask students to identify the word or words in the paragraph that best help the reader understand the meaning of an above-grade-level word such as <u>remains</u>.</li> <li>Alternatively, a two-part item might ask students for the meaning of the word or phrase in Part A and the context clue(s) that best support that meaning in Part B.</li> </ul>	<p>Students use implicit paragraph-level or explicit passage-level context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the meaning of the word or phrase must be based on an implicit context clue in the same paragraph or an explicit context clue elsewhere in the passage. For example, an informational text about fossils might include the sentences, "Paleontologists find fossils through careful <u>excavation</u>. They use tools like brushes and small chisels to gently take away the rock around the fossil. Once a fossil is uncovered, it is taken to a lab to be studied." Here, students must use the implicit context clues "gently take away the rock around the fossil" and "once a fossil is uncovered" to determine that the above-grade-level word "excavation" means the process of digging up something.</li> <li>Alternatively, a two-part item might ask students for the meaning of the word or phrase in Part A and the context clue(s) that best support that meaning in Part B.</li> </ul>

## LA.4.V.1.b

<b>Content Strand</b>	Vocabulary
<b>Anchor Standard</b>	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
<b>Standard</b>	LA.4.V.1 Acquire and use grade level academic vocabulary appropriately.
<b>Indicator</b>	LA.4.V.1.b Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.V.1.b asks students to both:</p> <ul style="list-style-type: none"> <li>Identify commonly occurring <b>affixes</b> (prefixes and suffixes) and <b>roots</b>; and</li> <li>Use knowledge of affixes and roots to determine the meaning of <b>words or phrases</b>.</li> </ul> <p><b>Affixes</b> refer to both prefixes and suffixes. A prefix is an affix placed at the beginning of a word to modify its meaning (e.g., "pre-" in "preview"). A suffix is an affix placed at the end of a word to modify its meaning (e.g., "-ible" in "visible"). A <b>root</b> word is the basic part of a word that carries its main meaning. It is often combined with prefixes and/or suffixes. For example, "photograph" and "autograph" both share the root word "graph," which means something written.</p> <p>For assessment, this standard should focus on unknown <b>words or phrases</b>, meaning those that are above grade level and likely unfamiliar to students.</p> <p>Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). Academic vocabulary should be prioritized, as it includes many words with the same root word but different affixes (e.g., use, useless, reuse).</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on using affixes to determine the meaning of unknown words. The Grade 4 standard progresses to using both commonly occurring affixes and roots to determine the meaning of words and phrases, expanding the focus to include a broader range of word parts and more complex word meanings.
<b>Achievement Level Descriptors</b>	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify Latin affixes and roots</b> in sets of words and/or phrases. DOK: 1	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Use commonly occurring Latin affixes and roots</b> to determine the meanings of words and phrases (e.g., photograph, autograph). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Apply knowledge of less common Latin affixes and roots</b> to determine the meanings and/or relationship of words and phrases (e.g., interview, structure). DOK: 1–2
Possible Item Approaches		
<p>Students will identify affixes and/or roots in sets of words or phrases.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify affixes and/or roots in words or phrases to show they understand the concept of word parts. Students should not be asked to explain the meaning of affixes or roots, but rather only identify them. For example, "Which word from the article includes a suffix?" or "What root word is shared by this set of words: reuse, usable, useful, useless?" The options would include the correct answer, "use," along with plausible distractors like "able," "re," and "us."</li> </ul>	<p>Students will use commonly occurring affixes and/or roots to determine the meaning of an unknown word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to determine the meaning of an unknown word or phrase that includes an affix or root word that is common for the grade level. The stem may include a culled sentence from the text that includes the target word. For example: "This sentence is from the passage. 'Volunteers worked tirelessly to <u>rebuild</u> the playground for the children in the neighborhood.' What does the word <u>rebuild</u> mean in the sentence?" The correct answer should emphasize the meaning of the prefix re-, which means again (e.g., "to make something again"). The distractors should be plausible meanings of the word based on the context (e.g., to make something better, to fix something broken, to try something new).</li> <li>Stems can also provide the meaning of the affix and/or root word and ask students to determine the meaning of an unknown word or phrase. For example: "This sentence is from the passage. 'The new <u>portable</u> speaker was perfect for taking to the park and listening to music with friends.' Based on the root word -port-, which means 'to carry,' what does the word <u>portable</u> mean in the sentence?" The correct answer should emphasize the meaning of the suffix -able (e.g., "easy to carry").</li> </ul>	<p>Students will apply knowledge of less common affixes and/or roots to determine the meaning or relationship of words or phrases in a literary or informational text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but they should focus on more complex affixes/roots and/or provide fewer explicit definitions of affixes/roots. For example: "This sentence is from the passage. 'The school bus <u>transported</u> students to the space museum where they imagined living on the planet Mars.' The root word -port- means 'to carry.' What does the word <u>transported</u> mean in the sentence?" The correct answer should emphasize the meaning of the root word -trans- (e.g., "carried <u>from one place to another</u>"), while the distractors should be plausible meanings of the word based on the context.</li> </ul>

## LA.4.V.2.a

<b>Content Strand</b>	Vocabulary
<b>Anchor Standard</b>	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
<b>Standard</b>	LA.4.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
<b>Indicator</b>	LA.4.V.2.a Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.V.2.a asks students to both:</p> <ul style="list-style-type: none"> <li>Identify commonly occurring <b>similes</b> and <b>metaphors</b>; and</li> <li>Explain the meaning of commonly occurring similes and metaphors in grade-level text.</li> </ul> <p>A <b>simile</b> is a figure of speech that compares two different things using the words "like" or "as." For example, "Curtis felt awkward dancing, <u>like a fish out of water</u>" or "Evelyn was <u>as busy as a bee</u>, watching over every plant in her garden."</p> <p>A <b>metaphor</b> is a figure of speech that directly compares two different things by stating that one thing is another. For example, "<u>Time is a thief</u> that steals special moments." or "He was loved by everyone in the kingdom because he had a <u>heart of gold</u>."</p> <p>The target simile or metaphor should be embedded in a context-rich passage to avoid cultural or linguistic bias.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on distinguishing between the literal and nonliteral meanings of words and phrases in context. The Grade 4 standard progresses to explaining the meaning of commonly occurring similes and metaphors, reflecting deeper knowledge of how authors use figurative language in different forms of writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> similes and metaphors in grade-level text. DOK: 1	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Explain the meaning of commonly occurring similes and metaphors</b> (e.g., light as a feather) in grade-level text. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: Explain the meaning of <b>less common similes and metaphors</b> (e.g., heart of a lion; she is a shining star). DOK: 2
Possible Item Approaches		
<p>Students will identify a simile or metaphor in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can ask students which phrase or sentence from the text contains figurative language or a particular type of figurative language, or which means something other than what it says. For example, “Which sentence contains a simile? Or “Which sentence uses figurative language?” Students choose “Sonya’s smile was as bright as the sun.” from a list of four options to show they understand Sonya’s smile was not really as bright as the sun.</li> </ul>	<p>Students will explain the meaning of a commonly occurring simile or metaphor in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to explain the author’s intended meaning when using a commonly occurring simile or metaphor. For example: “This sentence is from the passage. ‘Curtis felt awkward dancing, like a fish out of water.’ What does the phrase ‘like a fish out of water’ suggest about Curtis? The correct answer would be, “Dancing feels unnatural to him.” The distractors would include plausible but inaccurate meanings of the simile, such as “He likes to pretend he is swimming when dancing.”</li> </ul>	<p>Students will explain the meaning of a less common simile or metaphor in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the approach for On Track, but they should assess a less common simile or metaphor in a grade-level text. For example, the metaphor “Time is a thief” might appear in a poem that provides rich context about its meaning (e.g., “Time steals special moments from today, / while we are busy thinking about yesterday or tomorrow.”).</li> </ul>

## LA.4.V.2.b

<b>Content Strand</b>	Vocabulary
<b>Anchor Standard</b>	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
<b>Standard</b>	LA.4.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
<b>Indicator</b>	LA.4.V.2.b Recognize and explain the meaning of commonly occurring idioms and adages.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.V.2.b asks students to both:</p> <ul style="list-style-type: none"> <li>• Recognize commonly occurring <b>idioms</b> and <b>adages</b>; and</li> <li>• Explain the meaning of commonly occurring idioms and adages.</li> </ul> <p>An <b>idiom</b> is a phrase or expression whose meaning is different from the literal meaning of the words. For example, "spill the beans" means to share a secret, and "hold your horses" means to wait or be patient. An <b>adage</b> is a short, traditional saying that expresses a general truth or piece of wisdom in figurative terms. "Better late than never." and "Don't judge a book by its cover." are examples of common adages for this grade.</p> <p>Such commonly occurring idioms and adages should be embedded in a context-rich passage to avoid cultural or linguistic bias.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on identifying the real-life connections between words and their use, such as describing people who are friendly or helpful. The Grade 4 standard progresses to recognizing and explaining the meaning of commonly occurring idioms and adages, which requires a more sophisticated understanding of how people use figurative language in everyday contexts.



Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Identify</b> idioms and adages in grade-level text. DOK: 1	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Recognize and explain the meaning of commonly occurring idioms and adages.</b> DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: Recognize and explain the meaning of <b>less common idioms and adages.</b> DOK: 2
Possible Item Approaches		
<p>Students will identify an idiom or an adage in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can ask students which phrase or sentence from the text means something other than what it says. For example, students choose "spill the beans" from a list of four options to show they understand the character did not really spill the beans but instead shared a secret.</li> <li>Be careful to avoid the terms idiom and adage, as this standard is not about correctly labeling different types of figurative language but understanding how it is used in a meaningful way.</li> </ul>	<p>Students will recognize and explain the meaning of a commonly occurring idiom or adage in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to explain the author's intended meaning when using a commonly occurring idiom or adage. For example: "This sentence is from the passage. 'Momma just shook her head at Pappa and said, 'Actions speak louder than words.'" What does the adage 'Actions speak louder than words' mean in the passage?" The correct answer would be, "What people do tells more about them than what they say." The distractors would include plausible but inaccurate meanings of the adage, such as "People who talk loudly are bossy."</li> </ul>	<p>Students will explain the meaning of a less common idiom or adage in a grade-level text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but they should assess a less common idiom or adage in a grade-level text. For example, the idiom "hold your horses" or the adage "The early bird catches the worm" might be used if the idiom/adage appears in dialogue in a literary text. However, keep in mind that less familiar expressions are often based on what was once an everyday situation or common knowledge, such as a time when many people traveled by horse or most people knew about local birds. For this reason, the grade-level text must provide rich context about the idiom or adage, so the item does not rely on prior knowledge.</li> </ul>

## LA.4.V.2.c

<b>Content Strand</b>	Vocabulary
<b>Anchor Standard</b>	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
<b>Standard</b>	LA.4.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
<b>Indicator</b>	LA.4.V.2.c Use knowledge of words by relating them to their antonyms and synonyms.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.V.2.c asks students to:</p> <ul style="list-style-type: none"> <li>Use knowledge of words by relating them to their <b>antonyms</b> and <b>synonyms</b>.</li> </ul> <p>An <b>antonym</b> is a word that means the opposite of another word. For example, words like "brave and cowardly" or "ancient and modern" are antonyms.</p> <p>A <b>synonym</b> is a word that has the same or nearly the same meaning as another word. For example, words like "studied and noticed" or "bright and clever" are synonyms.</p> <p><b>Technical language</b> is subject-specific, Tier 3 vocabulary.</p> <p>The intent of this standard is for students to begin using their knowledge of word relationships (e.g., antonyms and synonyms) to understand the precise meaning of words. Since knowledge of word relationships requires a deeper understanding of words, target words should be on or below grade level and embedded in a context-rich asset.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on distinguishing nuances of meaning between related words that describe states of mind or degrees of certainty. The Grade 4 standard progresses to using knowledge of words by relating them to their antonyms and synonyms, reflecting a broader level of word knowledge.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely: <b>Use knowledge of simple words</b> by relating them to their antonyms and/or synonyms. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely: <b>Use knowledge of words</b> by relating them to their antonyms and synonyms. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in Advanced can likely: <b>Use knowledge of complex words</b> by relating them to their antonyms and synonyms. DOK: 2
Possible Item Approaches		
<p>Students will use their knowledge of simple words by relating them to an antonym or a synonym.</p> <ul style="list-style-type: none"> <li>Stems can ask students about the word relationships between on or below-grade-level words from a passage. For example: "These sentences are from the passage. 'The knight was <u>brave</u> in battle. The thief was <u>cowardly</u> and ran away.' What do the words <u>brave</u> and <u>cowardly</u> show in the passage?" The correct answer should emphasize that the words are antonyms (e.g., "The knight is not scared, but the thief is very scared."). The distractors can focus on inaccurate word relationships and/or meanings, such as "The knight and the thief are both very smart."</li> </ul>	<p>Students will use their knowledge of words by relating them to an antonym or a synonym.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the focus should be on more sophisticated words and/or more implicit context clues. For example, target sentences from the passage might be: "Cecelia Payne-Gaposchkin studied the stars in the early 1920s. She noticed they are made of hydrogen and helium before other scientists did." The stem might say, "Which pair of words in the sentences have a similar meaning?" with the correct answer being, "studied and noticed" and the distractors being word pairs that have other relationships (e.g., noticed and made, studied and scientists, early and before).</li> </ul>	<p>Students will use their knowledge of complex words by relating them to an antonym or a synonym.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the focus should be on even more sophisticated words or more implicit context clues, and/or the target words should appear in more complex sentence structures. For example, the target sentence from the passage might be: "The <u>ancient</u> ruins seem out of place standing next to the <u>modern</u> skyscrapers." The stem might say, "What do the words <u>ancient</u> and <u>modern</u> show about the two kinds of buildings?" with the correct answer being, "Their differences are very noticeable." The distractors can focus on inaccurate word relationships or meanings, such as "One kind is more beautiful than the other."</li> </ul>

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# Item Specifications for Writing Standards

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## LA.4.W.1.a

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.a Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.a asks students to:</p> <ul style="list-style-type: none"> <li>Apply standard capitalization rules for <b>proper nouns</b>, with a focus on capitalizing the names of organizations, geographic regions, monuments, and landmarks.</li> </ul> <p>A <b>proper noun</b> is the name of a specific person, place, thing, or idea and is always capitalized. Examples include: the American Red Cross and the United Nations (organizations); the Pacific Ocean and the Sahara Desert (geographic regions); the Statue of Liberty and Lincoln Memorial (monuments); and the Golden Gate Bridge and the Great Wall of China (landmarks).</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on capitalizing proper nouns, such as historic periods, nationalities, and languages. The Grade 4 standard progresses by adding other categories of proper nouns (organizations, geographic regions, monuments, and landmarks), showing that students are expected to have an even broader understanding of capitalization rules.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Capitalize familiar proper nouns.</b> DOK: 1	Capitalize <b>proper nouns</b> (e.g., organizations, geographic regions, monuments and landmarks). DOK: 1	<b>Recognize and apply capitalization rules for proper nouns</b> (e.g., organizations, geographic regions, monuments and landmarks). DOK: 1
Possible Item Approaches		
<p>Students will correctly capitalize familiar proper nouns.</p> <ul style="list-style-type: none"> <li>Stems can ask students to capitalize a familiar proper noun. The item should be presented without an asset, as context is unnecessary to assess the skill. Stems can simply ask, "Which proper noun is correctly capitalized?" Options should be variations of the same proper noun, and in keeping with the spirit of the standard, should be a familiar organization, geographic region, monument, or landmark. For example, "Pacific Ocean (correct answer), Pacific ocean, pacific Ocean, pacific ocean."</li> </ul>	<p>Students will correctly capitalize proper nouns.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but they should ask students to capitalize a less familiar proper noun. Also, the answer options do not need to be variations of the same proper noun. For example, "Which name of an organization is correctly capitalized?" with options such as American Museum of natural history, international Red Cross, World Health Organization (correct answer), or United nations.</li> </ul>	<p>Students will recognize and apply capitalization rules for proper nouns.</p> <ul style="list-style-type: none"> <li>Stems should focus on the actual rules used to determine correct capitalization as demonstrated through the student's ability to apply the rule. For example, the student reads the rule, "The first word and any other important words should be capitalized, but small, unimportant words should not. Which name of a landmark is correctly capitalized?" Valley of the Kings (correct answer), Grand Canyon national park, tower of London, Statue of liberty.</li> </ul>

## LA.4.W.1.b

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.b Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.b asks students to do one or more of the following:</p> <ul style="list-style-type: none"> <li>• Correctly use commas and quotation marks to indicate <b>direct speech</b>; or</li> <li>• Correctly use commas and quotation marks in <b>quotations from a text</b>; or</li> <li>• Correctly use a comma before a <b>coordinating conjunction</b> in a <b>compound sentence</b> (e.g., ); or</li> <li>• Correctly use a comma with <b>dependent clauses</b>.</li> </ul> <p><b>Direct speech</b> is writing down exactly what someone says, using their exact words. For example: Helen said, "I can't wait to go to the zoo this weekend!"</p> <p><b>Quotations</b> from a text are a phrase or sentence taken directly from a book or other written work, using quotation marks to show that the words are not the author's own. For example: In the book, the author writes, "The brave knight fought the dragon with all his might."</p> <p><b>Coordinating conjunctions</b> (e.g., and, but, or) connect words, phrases, or clauses of equal importance. A <b>compound sentence</b> is a sentence that has two or more independent clauses joined by a coordinating conjunction. For example, "I wanted to play outside, but it started to rain."</p> <p><b>Dependent clauses</b> are not complete sentences and cannot stand alone (e.g., when the bell rang); they depend on an independent clause to make sense. For example, "When the bell rang, the students quickly packed their bags."</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on using commas in addresses, quotation marks in dialogue, and apostrophes in possessives. The Grade 4 standard progresses to using commas and quotation marks to indicate direct speech and quotations from text and using a comma before a coordinating conjunction in a compound sentence and with dependent clauses. These additions require a more advanced understanding and application of punctuation rules.



Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Use commas and quotation marks to indicate direct speech and quotations from a text.</b> DOK: 1	Use commas and quotation marks to indicate direct speech and quotations from a text; <b>use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.</b> DOK: 1	<b>Recognize and apply punctuation rules</b> for using commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses. DOK: 1
Possible Item Approaches		
<p>Students will use commas and quotation marks to indicate direct speech or quotations from a text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify correctly written direct speech or quotations that include commas and quotation marks. Because context is unnecessary, there is no need to have a stimulus sentence. Instead, items can simply ask, "Which sentence uses commas and quotation marks correctly?" with the sentence then being variations of the correctly punctuated direct speech (Helen said, "I can't wait to go to the zoo this weekend!") or the correctly punctuated quotation (In the book, the author writes, "The brave knight fought the dragon with all his might.").</li> </ul>	<p>Students will use commas and quotation marks to indicate direct speech or quotations from a text; or they will use a comma before a coordinating conjunction in a compound sentence or in a sentence with a dependent clause.</p> <ul style="list-style-type: none"> <li>For the first option, stems can be similar to the item approach for Developing.</li> <li>For the second option, stems can ask students to identify the correctly written sentence. Because context is unnecessary, there is no need to have a stimulus sentence. Instead, items can simply ask, "Which sentence uses commas correctly?" The answer options can be variations of the correctly punctuated compound sentence ("I wanted to play outside, but it started to rain." or sentence with a dependent clause (e.g., "Because it was raining, we stayed indoors and played board games."), with the comma placed in different locations. Or the item can present four unique sentences with commas placed in different locations.</li> </ul>	<p>Students will recognize and apply punctuation rules for using commas and quotation marks to indicate direct speech or quotations from a text (see Developing ALD) or using a comma before a coordinating conjunction in a compound sentence or in a sentence with a dependent clause (see On Track ALD).</p> <ul style="list-style-type: none"> <li>Stems should focus on the actual rules used to determine correct punctuation for the named elements above as demonstrated through the student's ability to apply the rule. For example, the student reads the rule, "When a dependent clause comes at the beginning of a sentence, it should be followed by a comma." Then the student is asked which sentence is written correctly based on this rule. The answer options can be sentences with dependent clauses at the beginning or end, with or without commas. For example, "Because it was raining, we stayed indoors and played board games." (correct answer) and "We stayed indoors and played board games, because it was raining."</li> </ul>

## LA.4.W.1.c

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.c Identify and use simple appositive phrases.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.c asks students to both:</p> <ul style="list-style-type: none"> <li>• Identify simple <b>appositive phrases</b>; and</li> <li>• Use simple appositive phrases, which may include descriptive, detailed phrases.</li> </ul> <p>An <b>appositive phrase</b> is a group of words that follows a noun or pronoun and gives more information about it. For example, "My friend, <u>a talented artist</u>, painted this beautiful picture of the sea." In this sentence, "a talented artist" is the appositive phrase that gives more information about "my friend." Appositive phrases usually add extra details or clarify the noun it follows. For example, "My dog, <u>a playful golden retriever</u>, loves to catch the ball."</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard (LA.3.W.1.g) focuses on using frequently occurring prepositions and prepositional phrases. The Grade 4 standard progresses to identifying and using simple appositive phrases, which shows that students are expected to have a greater understanding of the purpose and use of different types of phrases.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Identify simple appositive phrases.</b> DOK: 1	<b>Identify and use</b> simple appositive phrases. DOK: 1	<b>Use detailed, descriptive</b> appositive phrases. DOK: 1
Possible Item Approaches		
<p>Students will identify simple appositive phrases.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify the appositive phrase in a short stimulus sentence, not by labeling it but rather by usage. For example, students would read the following sentence: "My cat, a fluffy white Persian, loves to nap in the sun." And the stem would ask, "Which part of the sentence shows what kind of cat it is?" Options would include: my cat, a fluffy white Persian (correct answer), loves to nap, in the sun. Students should not be expected to label the part as a "phrase" or an "appositive phrase."</li> </ul>	<p>Students will identify and use simple appositive phrases.</p> <ul style="list-style-type: none"> <li>Stems can ask students to add a phrase to a sentence that provides more information about its subject. For example, "Choose the phrase that tells why the book is Kellen's favorite." The sentence could be: "Kellen's favorite book, _____, is full of adventure." And the options would be: which he reads every night, a story about pirates (correct answer), with a blue cover, on his shelf.</li> </ul>	<p>Students will identify and use detailed, descriptive appositive phrases.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the appositive phrases should be more detailed and descriptive. For example, "Choose the phrase that tells the most about the spaceship." The sentence could be: "The spaceship, _____, blasted across the sky." And the options would be: which was very fast, with bright lights, a silver rocket with powerful engines (correct answer), full of explorers.</li> </ul>

## LA.4.W.1.d

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.d Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.d asks students to do one or more of the following:</p> <ul style="list-style-type: none"> <li>Identify and use frequently occurring <b>pronouns</b> (e.g., <b>subject, object</b>); or</li> <li>Identify and use frequently occurring <b>adverbs</b> (e.g., <b>relative</b>); or</li> <li>Identify and use frequently occurring <b>verbs</b> (e.g., <b>helping</b> and <b>linking</b>).</li> </ul> <p><b>Pronouns:</b> A <b>subject pronoun</b> (e.g., he, she, it, they, we, I) takes the place of the subject in a sentence. For example, "<u>She</u> is going to the store." An <b>object pronoun</b> (e.g., him, her, it, them, us, me) takes the place of the object in a sentence. For example, "The teacher gave <u>him</u> a book."</p> <p><b>Adverbs:</b> A <b>relative adverb</b> (e.g., where, when, why) introduces a relative clause and relates to a noun or pronoun in the main clause. For example, "This is the place <u>where</u> we met."</p> <p><b>Verbs:</b> A <b>helping verb</b> (e.g., is, are, was, were, has, have, do, does) helps the main verb in a sentence by extending its meaning. For example, "They <u>have</u> finished eating." A <b>linking verb</b> (e.g., am, is, are, was, were, seem, become) connects the subject of a sentence to a subject complement, such as a noun or adjective that describes or identifies the subject. For example, "The soup <u>seems</u> too hot."</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard (LA.3.W.1.c) focuses on using frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses. The Grade 4 standard progresses to identifying and using frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking), showing a more sophisticated understanding of the function of different parts of speech.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Identify frequently occurring pronouns and verbs.</b> DOK: 1	<b>Identify and use</b> frequently occurring pronouns (e.g., subject, object), <b>adverbs</b> (e.g., relative), and verbs (e.g., helping and linking). DOK: 1	<b>Use pronouns</b> (e.g., subject, object), <b>adverbs</b> (e.g., relative), <b>and verbs</b> (e.g., helping and linking). DOK: 1
Possible Item Approaches		
<p>Students will identify frequently occurring pronouns (subject, object) and verbs (helping, linking).</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify the pronoun or verb in a given sentence, with distractors being different parts of speech. For example, "Which word in the sentence is a pronoun?" Here are some sample sentences to assess each part of speech, with the correct answer underlined.</li> </ul> <p><b>Subject pronoun:</b> <u>They</u> are going to the park today.</p> <p><b>Object pronoun:</b> The librarian helped <u>us</u> find the book.</p> <p><b>Helping verb:</b> She <u>is</u> running really fast around the track.</p> <p><b>Linking verb:</b> He <u>seems</u> happy to be outside in nature.</p>	<p>Students will use frequently occurring pronouns (subject, object), adverbs (relative), or verbs (helping, linking).</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify the correct pronoun, adverb, or verb to complete a sentence with a blank. The distractors should all be the same part of speech as the correct answer. For example, "Which adverb best shows how the children played?" The given sentence could be: "The children played _____ in the park." And the options would be: quickly, happily (correct answer), today, nearby. In this case, the question asked for an adverb of manner (how the children played). The distractors are wrong because they are adverbs of time (today) or place (nearby) or because they do not fit the context (quickly).</li> </ul>	<p>Students will use pronouns (subject, object), adverbs (relative), or verbs (helping, linking).</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the pronouns, adverbs, or verbs do not need to be frequently occurring. For example, "Which verb correctly completes the sentence?" The given sentence could be: "The flowers _____ beautiful." And the options would be: are (correct answer), grow, open, shine.</li> </ul>

## LA.4.W.1.e

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.e Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.e asks students to:</p> <ul style="list-style-type: none"> <li>Distinguish between and/or correctly use <b>frequently confused words</b> (e.g., to, too, two; there, their, they're).</li> </ul> <p>The focus of this standard is on <b>frequently confused words</b> that are homophones (e.g., to, too, two; there, their, they're). Homophones are words that sound the same but have different spellings, meanings, and usage. For example, "to" is a preposition used to indicate direction, place, or position (e.g., I am going to the park.); "too" is an adverb meaning "also" or "excessively" (e.g., "I want to go to the park, too." or "The soup is too hot."); "two" is the number 2 (e.g., I have two cats.).</p>
<b>Progression from Previous Grade</b>	There is no specific Grade 3 standard about homophones, which suggests that students in Grade 3 are still building their foundation of word knowledge. The Grade 4 standard focuses on distinguishing between frequently confused words that are homophones (e.g., to, too, two; there, their, they're). This requires a deeper knowledge of the individual words, including their correct spelling, meaning, and usage.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Identify</b> frequently confused words (e.g., to, too; there, their, they're). DOK: 1	<b>Distinguish between</b> frequently confused words (e.g., to, too, two; there, their, they're). DOK: 1–2	<b>Correctly use</b> frequently confused words (e.g., accept, except). DOK: 2
Possible Item Approaches		
<p>Students will identify frequently confused words.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which sentence, among four sentences, uses a given frequently confused word correctly. Because context is unnecessary, there is no need to have a stimulus sentence. For example, "Choose the sentence that correctly uses the word <u>too</u>." The options would be:  A) I have <u>too</u> different books to read.  B) She is <u>too</u> tired to play soccer. (correct answer)  C) He wants <u>too</u> eat his lunch outside.  D) They are going <u>too</u> school on the bus.</li> </ul>	<p>Students will distinguish between frequently confused words.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which sentence, among four sentences, uses a given pair of frequently confused words correctly in order to distinguish between the words. Because context is unnecessary, there is no need to have a stimulus sentence. For example, "Choose the sentence that correctly uses the word <u>there</u> or <u>they're</u>." The options would be:  A) <u>There</u> going to the beach tomorrow.  B) <u>They're</u> excited about the new movie. (correct answer)  C) <u>There</u> cat is sitting by the window.  D) <u>They're</u> house is on the corner of our street.</li> </ul>	<p>Students will correctly use frequently confused words.</p> <ul style="list-style-type: none"> <li>Stems can ask students which word correctly completes each sentence in a short stimulus that has 2–3 blanks where the frequently confused words would go. This may be best accomplished with a technology-enhanced item like Gap Match, because students could choose from a toolbox of frequently confused words (e.g., accept, except) and move the correct words into the target sentences. For example, "Choose the word that correctly completes each sentence." The stimulus with 2–3 blanks could be: "Maria was excited to _____ the award for her artwork. She invited everyone to her house to celebrate _____ her cousin, who was out of town." The words in the toolbox would be: accept, except.</li> </ul>

## LA.4.W.1.f

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
<b>Standard</b>	LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
<b>Indicator</b>	LA.4.W.1.f Identify and revise fragment and run-on sentences in speaking and writing.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.1.f asks students to:</p> <ul style="list-style-type: none"> <li>Identify and revise <b>fragments</b> in speaking/writing; or</li> <li>Identify and revise <b>run-on sentences</b> in speaking/writing.</li> </ul> <p>A <b>fragment</b> is a group of words that does not form a complete sentence because it is missing a subject, a verb, or a complete thought. For example, "Running through the park."</p> <p>A <b>run-on sentence</b> is a sentence in which two or more independent clauses are joined without proper punctuation or conjunctions. For example, "I went to the store I bought some milk."</p>
<b>Progression from Previous Grade</b>	There is no specific Grade 3 standard about revising sentences, which suggests that students in Grade 3 are still learning how to write well-constructed and grammatically correct sentences. The Grade 4 standard focuses on identifying and revising fragments and run-on sentences in speaking and writing, which shows that students are developing an understanding of what does or does not comprise a sentence.



Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Identify fragment and/or run-on sentences in speaking and writing.</b> DOK: 1–2	Identify <b>and revise</b> fragment and run-on sentences in speaking and writing. DOK: 1–2	Revise fragment and run-on sentences <b>by using a variety of sentence structures</b> in speaking and writing. DOK: 1–2
Possible Item Approaches		
<p>Students will identify a fragment or a run-on sentence.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify the incomplete sentence (fragment) or run-on sentence, among four options. Because context is unnecessary, there is no need to have a stimulus sentence. For example, "Choose the run-on sentence." The options would be:            A) The sun is shining, and the birds are singing.            B) I love reading books they are so interesting. (correct answer)            C) She likes to draw, and he likes to paint.            D) They are playing outside with the dog.</li> </ul>	<p>Students will identify and revise a fragment or a run-on sentence.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify and fix the error in a given sentence, with the only error being either a fragment or a run-on sentence. For fragments, the error can be a missing subject, verb, or complete thought. For example, "Read the incomplete sentence. 'Running through the park.' Which sentence fixes the error?" The options would be:            A) She was running through the park. (correct answer)            B) Running through the park on a sunny day.            C) Happily running through the park with my friends.            D) Running through the park every morning.            For run-on sentences, the error should be a missing conjunction, or a missing comma and conjunction, not a missing semi-colon.</li> </ul>	<p>Students will identify and revise a fragment or a run-on sentence by using a variety of sentence structures.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track. However, the given sentence and correct answers should include more varied sentence structures. For example, "Read the fragment. 'Because he was tired.' Which sentence makes the fragment a complete sentence?" The options would be:            A) Because he was tired after playing soccer all afternoon.            B) Because he was tired and needed a break from his video game.            C) Because he was so tired from being at school all day.            D) Because he was tired, he took a nap before finishing his homework. (correct answer)</li> </ul>

## LA.4.W.3.a

Content Strand	Writing	
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Standard	LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.	
Indicator	LA.4.W.3.a Establish a situation and introduce a narrator and/or character(s).	
Central Aspects to Be Measured	<p>An item that fully measures LA.4.W.3.a asks students to both:</p> <ul style="list-style-type: none"><li>• Establish a <b>situation</b>, which may be detailed; and</li><li>• Introduce a <b>narrator</b> and/or character(s), which may include descriptions.</li></ul> <p>The <b>situation</b> is the main problem the narrative will revolve around, and establishing the situation means providing enough context so the reader understands the setting, time, and place of the story. This context helps the reader visualize and follow the narrative.</p> <p>Introducing a <b>narrator</b> (the person telling the story) and/or character(s) means giving some details about who they are and what they are like.</p>	
Progression from Previous Grade	The Grade 3 standard focuses on engaging and orienting the reader by establishing a situation and introducing a narrator and/or characters. The Grade 4 standard removes the idea of engaging and orienting the reader but otherwise focuses on the same skills, showing that students are still working on developing complexity and depth in their storytelling.	
Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Introduce</b> a situation and/or a narrator and/or character(s). DOK: 2	<b>Establish</b> a situation and introduce a narrator and/or character(s). DOK: 2	<b>Create</b> a detailed situation and introduce a narrator and/or describe character(s). DOK: 2

Possible Item Approaches		
<p>Students will introduce a situation or a narrator or character(s).</p> <ul style="list-style-type: none"> <li>• Stems can ask students to identify which sentence or partial sentence could be added to a provided stimulus to introduce the situation or a narrator or character. For example, students read the following: "Emma and her brother Jake were hiking through the forest with their parents. Suddenly, Emma noticed _____. They went back the way they came and looked behind every bush and tree for the hat. Finally, they found a squirrel wearing the hat, looking quite pleased with itself!" The question would ask, "Which words could go in the blank to introduce the problem?" The options correct answer would be "her hat was missing." Incorrect options would relate to the narrative but not introduce the situation.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce a sentence to add to a given writing sample. For example, "Write a sentence that could go in the blank to introduce the character of Emma."</p>	<p>Students will establish a situation and/or introduce a narrator and/or character(s). This moves beyond the Developing ALD in that the focus is now on engaging and orienting the reader.</p> <ul style="list-style-type: none"> <li>• Stems can ask students to identify a replacement sentence for a provided stimulus, focusing on the sentence that most clearly establishes the situation and/or introduces a narrator or character(s). For example, the following sentence would be underlined in the sample stimulus from the Developing ALD: "<u>Suddenly, Emma noticed her hat was missing.</u>" The question would ask, "Which sentence should replace the underlined sentence because it more clearly describes the story's problem?" The correct answer would be an iteration of the sentence that clearly shows why the problem is important to the characters in the story, such as, "Suddenly, Emma noticed her favorite purple hat that her grandma had knitted for her was missing."). The distractors would add more words to the sentence or use different words in the sentence but not add anything of interest or importance to the story.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Rewrite the underlined sentence to more clearly describe the story's problem."</p>	<p>Students will create a detailed situation and/or introduce a narrator and/or describe characters.</p> <ul style="list-style-type: none"> <li>• Stems can ask students to identify the best sentence to add to a provided stimulus that either gives a more detailed explanation of the story's problem or a more detailed description of the narrator or a character (2-3 descriptive words/phrases). Options would be sentences not currently in the stimulus but logically related, with one adding important and interesting details to the situation or a character (e.g., "Jake had a great idea. 'Let's turn finding the hat into a game!' he said excitedly.")</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Add 1–2 new sentences to the story that more clearly describe the story's problem or a character."</p>

## LA.4.W.3.b

Content Strand	Writing		
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
Standard	LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.		
Indicator	LA.4.W.3.b Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.		
Central Aspects to Be Measured	<p>An item that fully measures LA.4.W.3.b asks students to do one or more of the following:</p> <ul style="list-style-type: none"><li>• Use <b>precise words and phrases</b> to develop characters, events, and/or settings; or</li><li>• Use <b>descriptive/sensory details</b> to develop characters, events, and/or settings; or</li><li>• Use <b>dialogue</b> to develop characters, events, and/or settings.</li></ul> <p><b>Precise words and phrases</b> in narrative writing are specific and clear words that accurately describe actions, characters, settings, and emotions. They help make the writing more vivid by providing exact details (e.g., The ancient oak tree towered over the playground.) rather than vague descriptions (e.g., The tree was big.).</p> <p><b>Descriptive/sensory details</b> are words that help paint a picture of the story in the reader's mind. Sensory details are directly related to the five senses (sight, sound, touch, taste, smell), while descriptive details may be sensory or can provide other information. For example, descriptions of characters often focus on how they look, how they behave, and their personalities. Descriptions of events help the reader visualize the action of the story. Finally, descriptions of settings help the reader imagine when and where a story takes place.</p> <p><b>Dialogue</b> in narrative writing is any conversation between characters. Dialogue helps to move the story forward, reveal character traits, and make the narrative more engaging and realistic.</p>		
Progression from Previous Grade	The Grade 3 standard focuses on using descriptive details about characters, events, and/or settings in narrative writing. The Grade 4 standard progresses in that it encourages students to use precise words and phrases, sensory details, and dialogue to develop characters, events, and/or settings, further enhancing the richness and vividness of their narratives.		
Achievement Level Descriptors			
Developing	On Track	Advanced	

Use <b>basic</b> words and phrases and/or dialogue to develop characters, events, and/or settings. DOK: 1–2	Use <b>precise</b> words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings. DOK: 1–2	Use precise words and phrases, descriptive/ sensory details, and dialogue to develop <b>complex</b> characters, events, and settings. DOK: 2
Possible Item Approaches		
<p>Students will use basic words or phrases or dialogue to develop characters, events, or settings.</p> <ul style="list-style-type: none"> <li>• Stems can ask students to identify which word or phrase best develops the character, event, or setting in a provided stimulus, with the answer options being basic words or phrases.</li> <li>• In a technology-enhanced item, students may be given two options to choose from for each blank, with the correct answer providing the more detailed description. For example, "Emma and her brother Jake were hiking through a _____ (nice big / <b>thick green</b>) forest with their parents. Suddenly, Emma noticed her favorite hat was missing. They went back the way they came and looked _____ (<b>behind every bush and tree</b> / everywhere they could think of) for the hat. Finally, they found a squirrel wearing the hat, looking quite pleased with itself!"</li> <li>• Alternatively, stems can ask which sentence of dialogue best describes/develops a character, event, or setting.</li> </ul>	<p>Students will use precise words and/or phrases, or descriptive/sensory details, or dialogue to develop characters, events, or settings.</p> <ul style="list-style-type: none"> <li>• Stems can be similar to the item approach for Developing, but the item should ask students to use more precise words and/or phrases.</li> <li>• Items can also ask students to identify which sentence of dialogue best develops the character, event, or setting in a provided stimulus. These items can focus on which dialogue offers a more precise description or best develops the character/event/setting. For example, "Which sentence should be added to the story to show how Emma feels about losing her hat?" The correct answer would be: "'I hope we find it soon,' said Emma, looking around nervously." All distractors should be related to the story, but they should be either less precise (e.g., "This is taking a long time!") or not fit the context of the character or situation (e.g., "I don't care about the hat," said Emma. "I'd rather look for cool rocks.").</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Add 1–2 new sentences to the story that more clearly show how Emma feels about losing her hat. "</p>	<p>Students will use precise words and/or phrases, or descriptive/sensory details, or dialogue to develop complex characters, events, or settings.</p> <ul style="list-style-type: none"> <li>• Stems can be similar to the item approach for On Track, but they should ask students to develop more complex characters, events, or settings. For example, "Which sentence should be added to the story to explain why the squirrel 'looked quite pleased with itself!'" The correct answer should be the most precise description of the complex character (e.g., "The squirrel had bright, curious eyes that seemed to laugh as it peeked out from beneath the hat."), and the distractors should be vague descriptions that fail to develop the character (e.g., "The squirrel looked very silly wearing the hat that belonged to Emma.").</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Add 1–2 new sentences to the story that more clearly describe why the squirrel 'looked quite pleased with itself!'"</p>

## LA.4.W.3.c

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
<b>Indicator</b>	LA.4.W.3.c Use transitional words and phrases to organize a sequence of events that unfolds naturally.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.3.c asks students to:</p> <ul style="list-style-type: none"> <li>Use <b>transitional words and phrases</b> to organize a <b>sequence of events</b> that unfolds naturally.</li> </ul> <p>The intent of this standard is for students to use <b>transitional words and phrases</b>, which can help writers arrange a logical sequence of events that unfolds naturally. Common transitional words and phrases at this grade include: first, next, then, after that, finally, meanwhile, later, soon, suddenly, before, during, after. Greater variety in words and phrases can be accomplished by making them more specific to the story (e.g., later that morning, before the sun set, after we fell asleep). A <b>sequence of events</b> is the order in which events happen in a story.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on using words and phrases to signal a sequence of events. The Grade 4 standard progresses to using transitional words and phrases to organize a sequence of events that unfolds naturally, showing that students are expected to have a deeper understanding of and greater control over how they organize and sequence a narrative.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Use frequently occurring transitional words to organize a sequence of events.</b> DOK: 1	Use <b>transitional words and phrases</b> to organize a sequence of events that unfolds naturally. DOK: 1–2	Use <b>a variety of transitional words and phrases</b> to organize a sequence of events that unfolds naturally. DOK: 2
Possible Item Approaches		
<p>Students will use frequently occurring transitional words to organize a sequence of events.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which transitional word would best connect two sentences in a story. For example, students read the following two sentences: "Emma and her brother Jake were hiking through the forest with their parents. _____, Emma noticed her favorite hat was missing." The question would ask, "Which word best connects the two sentences in the story?" The correct answer would be, "Then," and the distractors would be other transitional words that do not logically connect the sequence of events (e.g., Also, First, Next).</li> </ul>	<p>Students will use transitional words or phrases to organize a sequence of events that unfolds naturally.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the item should ask students to use more precise transitional words and phrases to connect two sentences. For example, based on the same two sentences and question in the Developing ALD, the correct answer would be, "Suddenly," and the distractors would be other transitional words that do not logically connect the sequence of events (e.g., Although, Before, Finally).</li> </ul>	<p>Students will use a variety of transitional words or phrases to organize a sequence of events that unfolds naturally.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the item should ask students to use more varied transitional words and phrases, as well as connect multiple sentences in a longer stimulus. This might work best with a technology-enhanced item that gives students two options to choose from for each blank, where the correct answer provides the better transitional word or phrase. For example, "Emma and her brother Jake were hiking through the forest with their parents. (After all / <u>Suddenly</u>), Emma noticed her favorite hat was missing. (<u>Unfortunately</u> / Meanwhile ) they couldn't find the hat anywhere, even after retracing their steps. (Just then / In the end), Jake spotted something moving in the bushes."</li> </ul>

## LA.4.W.3.d

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
<b>Indicator</b>	LA.4.W.3.d Provide a conclusion related to the creative or expressive event or experience.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.3.d asks students to:</p> <ul style="list-style-type: none"> <li>Provide a <b>conclusion</b> related to the <b>creative or expressive event or experience</b>, which may be <b>reflective</b>.</li> </ul> <p>A <b>conclusion</b> is the end of a piece of writing and should provide the reader with a sense of closure. In narrative writing, the <b>creative or expressive event or experience</b> is the central moment or series of moments that the story focuses on. This event or experience is often the most exciting, emotional, or significant part of the narrative, and it is what drives the plot forward. For example, it might be an adventure, a challenge, a discovery, or any other meaningful event or experience the characters encounter. An effective conclusion to a narrative is clearly connected to this central event or experience.</p> <p>A <b>reflective</b> ending encourages the reader to think deeply about the events and themes presented. It often involves the main character reflecting on their experiences, lessons learned, or changes they've undergone. This type of closure provides a resolution while also inviting the reader to consider the broader implications of the story. For items that assess this standard, the correct answer should be the option that best concludes the piece of writing. The distractors should be wrong because they fail to conclude the topic skillfully, not because they are off-topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on providing a closure related to the creative or expressive event or experience of the narrative. The Grade 4 standard progresses to providing a conclusion to the narrative rather than a sense of closure, showing that students are expected to be able to end their narratives in a more meaningful and satisfying way.



Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Provide a brief conclusion related to the event or experience.</b> DOK: 2	<b>Provide a conclusion</b> related to the <b>creative or expressive</b> event or experience. DOK: 2–3	<b>Provide a reflective and well-developed conclusion</b> related to the creative or expressive event or experience. DOK: 3
Possible Item Approaches		
<p>Students will provide a brief conclusion related to the event or experience in narrative writing.</p> <ul style="list-style-type: none"> <li>Stems can provide students with a short stimulus consisting of 3–4 sentences that describe an event or experience. In a Multiple-Choice item with four options, students will be asked, "Which sentence would make the best ending for the story?" Or they might be asked to move the best of the four options into a gap in a Gap Match item. For Developing, the answer options should be brief in nature, such as "Everyone laughed at the squirrel."</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1 sentence to add to a given writing sample. For example, "Write a sentence that would make a strong ending for the story."</p>	<p>Students will provide a conclusion related to a creative or expressive event or experience in narrative writing.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the options should be more sophisticated than the brief ones used for Developing. In addition, the correct answer should be the one that provides the most satisfying end to the narrative (e.g., "Everyone laughed as the little squirrel seemed to dance around in Emma's hat.") rather than one that either continues the story (e.g., "Emma tried to grab the hat, but the squirrel ran up a tree and disappeared.") or provides an unsatisfying end to the story (e.g., "Everyone decided to leave the hat with the squirrel and go home.")</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 1–2 sentences that would make a strong ending for the story."</p>	<p>Students will provide a reflective and well-developed conclusion related to the creative or expressive event or experience in narrative writing.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the correct answer should be the best and most satisfying end to the narrative because it is reflective. For example, "Emma smiled, thinking about how the best adventures often come from moments of surprise."</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 2 sentences to add to a given writing sample. For example, "Write two sentences that give the story a strong ending and tell how the main character feels about the event/experience."</p>

## LA.4.W.4.a

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.
<b>Indicator</b>	LA.4.W.4.a Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.4.a asks students to do one or more of the following:</p> <ul style="list-style-type: none"> <li>• Introduce a <b>topic or text</b> clearly; or</li> <li>• State an <b>opinion</b>; or</li> <li>• Develop a <b>structure</b> that includes reasons and/or evidence.</li> </ul> <p>The introduction to an opinion piece sets the stage by providing context for the reader. First, the writer must introduce the <b>topic or text</b>, including the subject(s) that will be covered.</p> <p>Then, the writer must clearly state their <b>opinion</b>, a personal belief or judgment about the topic. For example, an opinion about books vs. movies might be, "Watching movies made from books is more exciting than reading the books."</p> <p>The writer should organize their writing with a logical <b>structure</b> that supports this opinion with reasons and/or evidence. For example, they might say that movies made from books have great plots, rich characters, and bring the action of the book to life in exciting ways.</p> <p>For items that assess this standard, the correct answer should be the option that best introduces the topic, states an opinion, or develops a structure. The distractors should be wrong because they fail to do these things skillfully, not because they are off-topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on introducing a topic or text, stating an opinion, and developing a structure that includes reasons and/or evidence. The Grade 4 standard is almost the same, but it asks students to introduce a topic or text <i>clearly</i> . This shows that students are expected to be able to write stronger and clearer introductions to their opinion pieces.
<b>Achievement Level Descriptors</b>	

Developing	On Track	Advanced
<b>Introduce a topic or text, state an opinion, and/or develop a structure.</b> DOK: 2	Introduce a topic or text <b>clearly</b> , state an opinion, and develop a structure <b>that includes reasons and/or evidence.</b> DOK: 2	Introduce a topic or text clearly, state an opinion, and develop a structure that includes <b>relevant</b> reasons and/or <b>supporting</b> evidence. DOK: 2
Possible Item Approaches		
<p>Students will introduce a topic or text, state an opinion, or develop a structure for an opinion text.</p> <ul style="list-style-type: none"> <li>• Stems can provide students with a short stimulus consisting of 3–4 sentences that partially develop a topic. In a Multiple-Choice item, students would be asked, "Which sentence could be added to the paragraph to help introduce the topic?" or "state the author's opinion?"</li> <li>• Stems can also ask students to select a sentence that would continue the structure the author started in the provided stimulus (e.g., cause-effect, chronological order).</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 1 sentence that would state a clear opinion about the topic at the beginning of the passage."</p>	<p>Students will introduce a topic or text clearly, state an opinion, or develop a structure that includes reasons and/or evidence for an opinion text.</p> <ul style="list-style-type: none"> <li>• Stems that assess introducing a topic/text or stating an opinion can be similar to the item approaches for Developing; however, the correct answer should <i>clearly</i> introduce the topic/text, including what it will focus on, or <i>clearly</i> state the author's opinion about the topic.</li> <li>• Stems can also ask students to select a sentence that would develop a structure that includes reasons/evidence to support the author's opinion. For example, "There are many reasons why movies made from books are exciting to watch."</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would introduce the topic and state the author's opinion at the beginning of the passage."</p>	<p>Students will introduce a topic or text clearly, state an opinion, or develop a structure that includes relevant reasons and/or supporting evidence for an opinion text.</p> <ul style="list-style-type: none"> <li>• Stems that assess introducing a topic/text, stating an opinion, or developing a structure can be similar to the item approaches for On Track; however, the correct answer(s) for structure items should provide the most relevant reasons or supporting evidence. For example, students can be asked to choose two reasons or pieces of supporting evidence, from a list of five options in a Multi-select item. If the author's opinion is, "Watching movies made from books is more exciting than reading the books," then the correct answers might be, "Movies have amazing special effects," and "Seeing the action come to life in a movie is thrilling." Plausible distractors might be, "Watching a movie takes less time than reading a book," or "Eating snacks while watching a movie is fun," or "Movies and books can both tell great stories."</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that could be used to help the author develop their idea with reasons or evidence."</p>

## LA.4.W.4.b

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.
<b>Indicator</b>	LA.4.W.4.b Use facts and details to support reasons and/or evidence.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.4.b asks students to:</p> <ul style="list-style-type: none"> <li>• Use <b>facts</b> to support <b>reasons/evidence</b> in opinion writing; or</li> <li>• Use <b>details</b> to support reasons/evidence in opinion writing.</li> </ul> <p><b>Facts</b> are statements that can be proven true or verified. They provide objective evidence to back up the writer's opinion. For example, "Studies show that students who read regularly perform better in school." In opinion writing, <b>reasons</b> are the main points that support the writer's opinion. They explain why the writer holds a particular opinion. <b>Evidence</b> consists of facts and details that back up these reasons, making the opinion more convincing and credible.</p> <p><b>Details</b> are specific examples, descriptions, or explanations that help support or illustrate the points being made. For example, if the author's opinion is, "Watching movies made from books is more exciting than reading the books," then a detail to support this opinion might be, "The thick tangle of overgrown trees and plants in 'The Secret Garden' is shown so clearly in the movie."</p>
<b>Progression from Previous Grade</b>	There is no specific Grade 3 standard for using facts and details to support reasons and/or evidence in opinion writing. The Grade 4 standard introduces this skill.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Use basic facts as reasons and/or evidence.</b> DOK: 1	Use <b>facts and details to support reasons and/or evidence.</b> DOK: 1–2	Use <b>relevant</b> facts and details to support reasons and/or evidence. DOK: 2
Possible Item Approaches		
<p>Students will provide basic facts as reasons or evidence in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which sentence should be included in an opinion piece about a particular topic (e.g., recess time for students). The correct answer(s) in this Multiple-Choice or Multi-select item would be basic facts that serve as reasons or evidence to support the opinion. The distractors would be opinions, thoughts, beliefs, personal experiences, etc. related to the topic. For example, the question might be, "Which information should be included in an opinion piece about why having time for recess is important?" The options could be: "Having free time outdoors gives us fresh air and exercise" (correct answer), "I think we should have good playground equipment," "My friends like to play soccer at recess," and "We should have at least two hours of recess every day."</li> </ul>	<p>Students will use facts and details to support reasons and/or evidence in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can provide students with a short stimulus of 3–4 sentences that introduces a particular topic (e.g., recess time for students), states an opinion, and gives reasons or evidence. For example, "Having time for recess is very important. First, it can help us be ready to learn. After our brains get a break, we often get more work done. Second, <u>being outside can help us learn to solve problems.</u>" Then students can be asked to choose the information (fact or detail) that would best support a specific reason or piece of evidence. For example, "Which information would best support the idea that 'being outside can help us learn to solve problems'?" All distractors should be related to the topic, but they can be a mixture of opinions, thoughts, beliefs, or personal experiences, and facts or details that support other reasons or evidence in the stimulus. The correct answer must be the fact or detail that provides the best support for the specific reason or evidence given in the stem.</li> </ul>	<p>Students will use relevant facts and details to support reasons and/or evidence in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but they should ask students to distinguish between relevant and irrelevant facts and details. This could be done with a technology-enhanced item that asks students to move the most relevant facts or details into a blank or blanks in a provided stimulus. For example, "Having time for recess is very important. First, it helps us be ready to learn. _____. Second, being outside can help us learn to solve problems. _____." Students would be presented with four sentences and asked to move the two sentences that best support the author's reasons into the blanks. For this stimulus, the correct answers might be: "After our brains get a break, we often get more work done" for the first blank, and "We make up rules for games and work it out when someone breaks a rule" for the second blank.</li> </ul>

## LA.4.W.4.c

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.
<b>Indicator</b>	LA.4.W.4.c Use linking words and phrases to connect ideas.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.4.c asks students to:</p> <ul style="list-style-type: none"> <li>• Use <b>linking words and phrases</b> to connect ideas.</li> </ul> <p>The intent of this standard is for students to use <b>linking words and phrases</b> to connect ideas in opinion writing. Writers use linking words and phrases to create clear and logical connections between ideas, such as between opinions and reasons or evidence. Common linking words and phrases at this grade level might include:</p> <ul style="list-style-type: none"> <li>• To add information: also, another point</li> <li>• To show cause and effect: therefore, as a result</li> <li>• To compare and contrast: both, just like, however, unlike</li> <li>• To sequence ideas: first, next, then, after that, finally</li> <li>• To give examples: including, such as</li> <li>• To conclude: overall, to sum up</li> </ul> <p>Items that assess this standard should require students to make writerly decisions in the context of writing an opinion piece. Since providing support for the opinion is covered in another standard, this item should focus only on the appropriate use of linking words and phrases.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard (LA.3.W.4.b) introduces this skill, focusing on using linking words and phrases to connect opinions and reasons in a piece of writing. The Grade 4 standard progresses to asking students to use a broader range of linking words and phrases to connect ideas in opinion writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Use linking words or phrases to connect ideas.</b> DOK: 1–2	Use linking words <b>and</b> phrases to connect ideas. DOK: 1–2	Use a <b>variety of</b> linking words and phrases to connect ideas. DOK: 1–2
Possible Item Approaches		
<p>Students will use basic linking words or phrases to connect ideas in opinion writing.</p> <ul style="list-style-type: none"> <li>Stems can ask students to select the linking word that best connects an opinion with a reason. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a single sentence. For example: "Read this sentence. 'I think we should recycle more _____ it stops waste.'" The question would ask, "Which word best connects the ideas in the sentence?" And the options would be: also, although, but, because (correct answer).</li> </ul>	<p>Students will use linking words and phrases to connect ideas in opinion writing.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the answer options should be less common or more precise linking words and phrases. Also, the stimulus should be longer and more complex. For example: "Read these sentences. 'We should recycle more. _____, we can reduce the amount of waste we produce.'" The question would ask, "Which word or phrase best connects the ideas in the sentences?" And the options would be: However, After that, Finally, As a result (correct answer).</li> </ul>	<p>Students will use a variety of linking words and phrases to connect ideas in opinion writing.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the items should require students to complete multiple blanks in a longer stimulus. This could be accomplished with a technology-enhanced item, such as Hot Text or Gap Match. For example: "Read these sentences. 'Recycling helps keep our planet clean. _____, we cut down on the trash that ends up in landfills. _____, we should all make an effort to recycle regularly.'" The stem would say, "Choose the word or phrase that best connects the ideas between sentences and move it into each blank." For this stimulus, the correct answers might be: "By recycling" for the first blank, and "Therefore" for the second blank.</li> </ul>

## LA.4.W.4.d

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.
<b>Indicator</b>	LA.4.W.4.d Provide a concluding statement or section related to the opinion.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.4.d asks students to:</p> <ul style="list-style-type: none"> <li>• Provide a <b>concluding statement</b> related to the opinion; or</li> <li>• Provide a <b>concluding section</b> related to the opinion, which may reiterate the opinion and reasons.</li> </ul> <p>A <b>concluding statement</b> is a single sentence that ends a piece of writing. A <b>concluding section</b> is a longer end to a piece of writing, which builds over multiple sentences. The intent of this standard is for students to write effective conclusions in opinion writing. An effective conclusion should be clearly connected to the opinion, or personal belief, about a topic that is stated in the writing. This might be accomplished by summarizing, reinforcing, or reflecting on that opinion.</p>
<b>Progression from Previous Grade</b>	The Grade 3 (LA.3.W.4.c) and Grade 4 standards are identical. This emphasizes how important it is for students in Grades 3–4 to hone their ability to provide a concluding statement or section related to the opinion in a piece of opinion writing.



Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Provide a brief concluding statement related to the opinion.</b> DOK: 2	Provide a <b>concluding statement or section</b> related to the opinion. DOK: 2	Provide a concluding section that <b>reiterates the opinion and reasons.</b> DOK: 2–3
Possible Item Approaches		
<p>Students will provide a brief concluding statement related to the opinion in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to select a concluding sentence for a stimulus that expresses an opinion. Stems should provide students with a short stimulus consisting of 3–4 sentences that develops a position. In a Multiple-Choice item with four options, students will be asked, "Which sentence would be the best conclusion for the opinion?"</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a concluding sentence for the passage."</p>	<p>Students will provide a concluding statement or section related to the opinion in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the answer options should be longer and more complex.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would make a strong conclusion for the passage."</p>	<p>Students will provide a concluding section that reiterates the opinion and reasons in an opinion text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the stimulus should develop a position <i>and</i> give reasons for the position. Also, the question should ask, "Which conclusion best summarizes the author's opinion and reasons?" Finally, the answer options should be longer than one sentence and more complex.</li> <li>Note that the reading load for this approach may be cumbersome for Grade 4 students, which moves it to the Advanced ALD.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a two-sentence conclusion that summarizes the author's opinion and reasons."</p>

## LA.4.W.5.a

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
<b>Indicator</b>	LA.4.W.5.a Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.5.a asks students to both:</p> <ul style="list-style-type: none"> <li>• Introduce a <b>topic</b>; and</li> <li>• Group <b>related information</b> into paragraphs and sections, including the use of <b>text features</b>, <b>illustrations</b>, or <b>multimedia</b> elements.</li> </ul> <p>A <b>topic</b> is the subject or main idea of a piece of writing. Students at this grade level should be able to <i>clearly</i> introduce the topic of their informative/explanatory writing. This introduction sets the stage for the rest of the piece of writing and provides important context for the reader.</p> <p>Grouping <b>related information</b> into paragraphs and sections means organizing the writing, so ideas and information are presented clearly and logically. Text features, illustrations, and multimedia are elements of a text that help organize, highlight, or present important information, often in a visual format. <b>Text features</b> include titles, headings, table of contents, glossaries, captions, graphs, maps, etc. <b>Illustrations</b> include other visual elements, such as pictures, diagrams, and charts, which can help to clarify or expand the information being presented. <b>Multimedia</b> refers to using different types of content together, like text, pictures, sounds, and videos. For items that assess this standard, the correct answer should be the option that best introduces the topic or groups related information. The distractors should be wrong because they fail to do so skillfully, not because they are off-topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on introducing a topic and grouping related information together and adding illustrations when useful to provide clarity. The Grade 4 standard progresses to introducing a topic <i>clearly</i> and grouping related information into paragraphs and sections including text features, illustrations, and/or multimedia elements. These additions show students' growing understanding of paragraphs and a broader range of text features, which help them develop more structured, detailed, and effective writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Introduce a topic and group some related information together.</b> DOK: 2	Introduce a topic <b>clearly</b> and group related information <b>into paragraphs and sections including text features, illustrations, and/or multimedia elements.</b> DOK: 2	Introduce a topic clearly and organize <b>relevant</b> information into paragraphs and sections including a <b>variety of</b> text features, illustrations, and/or multimedia elements. DOK: 2
Possible Item Approaches		
<p>Students will introduce a topic and/or group some related information together in informative/explanatory writing.</p> <ul style="list-style-type: none"> <li>Stems can provide a writing scenario and stimulus missing an introductory statement and then ask students to identify which sentence would best introduce the topic.</li> <li>Stems may also provide a short stimulus related to the topic and provide a blank where students have an opportunity to group some related information together. This could be presented as a technology-enhanced item where students would be asked to move a sentence into the blank. All options would be about the topic, with the correct answer being the one most clearly related to the information in the adjacent sentence(s).</li> </ul>	<p>Students will introduce a topic clearly and/or group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements in informative/explanatory writing.</p> <ul style="list-style-type: none"> <li>Stems that assess introducing a topic can be similar to the item approach for Developing. However, the correct answer should be the option that introduces the topic most clearly from among slightly nuanced options.</li> <li>Stems that assess grouping related information should provide students with a short stimulus that introduces a topic and creates a clear structure for subtopics. For example, "Elephants are amazing animals known for their large size and wisdom. One reason they succeed in a difficult place is because their bodies are well suited to where they live. Another reason they live long lives is because their families keep them safe." In a Multi-select item with five</li> </ul>	<p>Students will introduce a topic clearly and/or organize relevant information into paragraphs and sections, including a variety of text features, illustrations and/or multimedia elements in informative/explanatory writing.</p> <ul style="list-style-type: none"> <li>Stems that assess introducing a topic clearly can be similar to the item approach for On Track, but the topic or stimulus should be more advanced.</li> <li>Stems that assess organization can ask students to move types of information into a chart to show that they can organize relevant information into related categories. For example, there could be a chart with headings for the three subtopics about elephants to be included in a piece of informative writing (e.g., elephants live in a difficult place, elephants' bodies help them stay alive, and elephants' families keep them safe). Then students could be asked to move the</li> </ul>

<ul style="list-style-type: none"> <li>This standard can also be assessed with constructed response items, where students produce a sentence to add to a given writing sample. For example, "Write a sentence that could go in the blank to introduce the topic of the essay."</li> </ul>	<p>options, students could be asked to choose the two types of information that would best develop the section about how elephants' families keep them safe. These options could include text features, illustrations, and/or multimedia elements. For this stimulus, the correct answers might be: "a chart that shows how elephants in herds live longer than elephants living alone," and "a video that shows how elephants use sounds and body language to warn each other of danger."</p> <ul style="list-style-type: none"> <li>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 1-2 sentences that could go in the blank to introduce and provide the focus of the essay."</li> </ul>	<p>most relevant piece of information into each category.</p> <ul style="list-style-type: none"> <li>This standard can also be assessed with constructed response items, where students produce a few sentences to add to a given writing sample. For example, "Write 2-3 sentences that could come next to set up a clear focus and structure of the essay."</li> </ul>
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## LA.4.W.5.b

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
<b>Indicator</b>	LA.4.W.5.b Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.5.b asks students to both:</p> <ul style="list-style-type: none"> <li>• Provide or list information related to the topic; and</li> <li>• Develop the <b>topic</b> with information (e.g., facts, definitions, details, quotations) related to the topic.</li> </ul> <p>A <b>topic</b> is the subject or main idea of a piece of writing. The intent of this standard is for students to develop their informative/explanatory writing with facts, definitions, details, and/or quotations that are related to the topic. This helps writers build knowledge about a topic and helps them focus their writing on the most relevant information.</p> <p>For items that assess this standard, the correct answer should be the option or options that best develop the topic with information related to the topic. The distractors should be wrong because they fail to do so skillfully, not because they are off-topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on developing a topic with information (e.g., facts, definitions, details) that is clearly related to the topic. The Grade 4 standard is nearly the same, but it adds quotations to the list of ways a writer might develop the topic. This shows that in Grade 4 students continue to learn new ways of presenting information and deepening their knowledge about a topic.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Provide or list information</b> (e.g., facts, definitions, details, quotations) <b>related to the topic</b> . DOK: 1	<b>Develop the topic with information</b> (e.g., facts, definitions, details, quotations) <b>related to the topic</b> . DOK: 1–2	Develop the topic with information (e.g., facts, definitions, details, quotations) <b>most clearly</b> related to the topic. DOK: 2
Possible Item Approaches		
<p>Students will provide or list information related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which information should be included in an informative or explanatory text about a particular topic. The correct answer(s) in this Multiple-Choice or Multi-select item would be interesting facts, definitions, details, or quotations about the topic. The distractors would be opinions, thoughts, beliefs, personal experiences, etc. related to the topic.</li> </ul>	<p>Students will develop the topic with information related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can provide students with a writing scenario and short stimulus and then ask students to choose sentences or approaches that could be used to develop the topic, distinguishing between relevant and irrelevant information or approaches. For example, students could be asked, "What information should be used when writing an informational article about the importance of bees?" The options could be opinions, thoughts, beliefs, personal experiences, unanswered questions, etc., with the correct answer(s) being the facts, definitions, details, or quotations most relevant to the topic. All answer options should be tailored to the specific topic rather than being off-topic.</li> </ul>	<p>Students will develop the topic with the information most clearly related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to choose from a provided list of information, selecting the 1–2 pieces of information most clearly related to the topic and thus the most important to include. This could be done with a technology-enhanced item that asks students to move the most clearly related information into a blank or blanks in a provided stimulus.</li> </ul>

## LA.4.W.5.c

Content Strand	Writing		
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
Standard	LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.		
Indicator	LA.4.W.5.c Use linking words and phrases and key vocabulary to connect ideas and categories of information.		
Central Aspects to Be Measured	<p>An item that fully measures LA.4.W.5.c asks students to:</p> <ul style="list-style-type: none"><li>• Use <b>linking words or phrases</b> to connect ideas or <b>categories of information</b>; or</li><li>• Use <b>key vocabulary</b> to connect ideas or categories of information.</li></ul> <p>The intent of this standard is for students to use specific words and phrases to connect ideas and categories of information. These are called <b>linking words or phrases</b>. Common examples at this grade level include: and, also, but, however, because, so, as a result, first, next, and finally. <b>Categories of information</b> refer to different groups of information related to the topic that can be used to logically organize a piece of writing. For example, if a student is writing about animals, the categories of information might include habitat (where the animal lives), diet (what the animal eats), physical characteristics (what the animal looks like), and behavior (how the animal acts). <b>Key vocabulary</b> refers to important words or terms that are specific to a topic and help convey precise meanings. For example, a student writing about elephants might use academic vocabulary like trunks, tusks, herd, and habitat; and they might use content-specific vocabulary like mammal, matriarch, migration, and savannah. Items that assess this standard should ask students to make writerly decisions in the context of writing and should focus only on linking words/phrases or key vocabulary.</p>		
Progression from Previous Grade	The Grade 3 standard focuses on using linking words and phrases and key vocabulary to connect ideas and categories of information. The Grade 4 standard is identical, which shows that students are still working on developing well-organized writing with clearly connected ideas and precise vocabulary.		
Achievement Level Descriptors			
Developing		On Track	Advanced



<p><b>Use linking words and/or key vocabulary to connect ideas.</b> DOK: 1–2</p>	<p>Use linking words <b>and phrases</b> and key vocabulary to connect ideas <b>and categories of information.</b> DOK: 1–2</p>	<p>Use linking words and phrases and content-specific vocabulary to connect ideas and categories of information. DOK: 2</p>
<p><b>Possible Item Approaches</b></p>		
<p>Students will use linking words and/or key vocabulary to connect ideas in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>• Stems can ask students to select the linking word that best connects ideas. Students could be provided with a 3–4 sentence stimulus, but this standard can also be approached using a single sentence. For example: "Read this sentence. 'Elephants have strong family ties, _____ they often stay with their family for life.'" The question would ask, "Which word best connects the ideas in this sentence?" And the options would be: so (correct), but, which, although.</li> <li>• Stems can also ask students to use key vocabulary to connect ideas. For example: "Read this sentence. 'Elephants use their long _____ to reach high branches and gather food.'" The question would ask, "Which word best connects the ideas in this sentence?" And the options would be: ears, legs, tails, trunks (correct answer).</li> </ul>	<p>Students will use linking words and phrases or key vocabulary to connect ideas or categories of information in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>• Stems that assess using linking words and phrases or key vocabulary to connect ideas can be similar to the item approaches for Developing, but the On Track items should focus on more advanced linking words, phrases, and key vocabulary. In addition, students may be given a longer stimulus (3–4 sentences) and asked to complete multiple blanks, either in a Multiple-Choice format or through a technology-enhanced item.</li> <li>• Stems can also ask students to use linking words and phrases or key vocabulary to connect categories of information. Students can be presented with a 1–2 sentence stimulus and asked which linking word/phrase best connects the information in the sentence(s). For example: "Read these sentences. 'Elephants are very smart animals. _____, they can remember places and recognize themselves in mirrors.' Which word or phrase best connects the ideas in this sentence?" And the options would be: however, therefore, in addition, for example (correct answer). A different 1–2 sentence stimulus could be used to assess key vocabulary. For example, "An elephant's _____ includes family members that work together to find food and protect each other." And the options would be: home, life, team, herd (correct answer).</li> </ul>	<p>Students will use linking words and phrases or content-specific vocabulary to connect ideas or categories of information in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>• Stems that assess using linking words and phrases or content-specific vocabulary to connect ideas or categories of information can be similar to the item approaches for On Track, but the items should focus on more advanced linking words/phrases and the vocabulary must be content-specific. In this case, students may need to be provided with definitions for content-specific vocabulary (e.g., conservation, matriarch, migration, and savannah) in the stimulus section and then asked to apply the vocabulary words to connect ideas or categories of information. For example, students could be asked which word best completes the sentence, "Elephants live in a _____, where they can find plenty of grass and water." And the options would be: conservation, matriarch, migration, savannah (correct answer).</li> </ul>

## LA.4.W.5.d

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
<b>Indicator</b>	LA.4.W.5.d Provide a concluding statement or section related to the information or explanation(s).
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.5.d asks students to:</p> <ul style="list-style-type: none"> <li>• Provide a <b>concluding statement</b> related to the information or explanation; or</li> <li>• Provide a <b>concluding section</b> related to the information or explanation, which may reiterate the text's key ideas.</li> </ul> <p>A <b>concluding statement</b> is a single sentence that ends a piece of writing. A <b>concluding section</b> is a longer end to a piece of writing, which builds over multiple sentences. The intent of this standard is for students to write effective conclusions in informative/explanatory writing. An effective conclusion is clearly connected to the text's key ideas and typically involves summarizing, reflecting on, or wrapping up the information or explanation(s) presented.</p> <p>For items that assess this standard, the correct answer should be the option that best concludes the piece of writing. The distractors should be wrong because they fail to conclude the text skillfully, not because they are off-topic.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard focuses on providing a concluding statement or section related to the topic. The Grade 4 standard progresses to a concluding statement or section related to the information or explanations in the text, showing that students are expected to write more precise and effective conclusions for informative/explanatory writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
Provide a <b>brief</b> concluding statement related to the information or explanation(s). DOK: 2	Provide a <b>concluding</b> statement or section related to the information or explanation(s). DOK: 2–3	Provide a <b>concluding section reiterating the key ideas</b> about the information or explanation(s). DOK: 2–3
Possible Item Approaches		
<p>Students will provide a brief concluding statement related to the information or explanation(s) in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can ask students to select a concluding sentence for a stimulus that informs or explains. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop the topic. In a Multiple-Choice item with four options, students will be asked, "Which sentence would be the best conclusion for the topic?"</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a concluding sentence for the passage."</p>	<p>Students will provide a concluding statement or section related to the information or explanation(s) in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing, but the best concluding statement/section should be the one that is most clearly related to the topic. In addition, the stimulus should consist of 3–4 sentences that develop the topic <i>and</i> mention some key details.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would make a strong conclusion for the passage."</p>	<p>Students will provide a concluding section reiterating the key ideas about the information or explanation(s) in an informative/explanatory text.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track, but the best concluding section should be the option that reiterates key ideas about the topic. Also, the question should ask, "Which conclusion best summarizes the main ideas about the topic?" Finally, the answer options should be longer than one sentence and more complex.</li> </ul> <p>This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a two-sentence conclusion for the passage that sums up the main ideas."</p>

## LA.4.W.6.a

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.
<b>Indicator</b>	LA.4.W.6.a Paraphrase information and evidence to support ideas while avoiding plagiarism.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.6.a asks students to both:</p> <ul style="list-style-type: none"> <li>• <b>Paraphrase information and/or evidence</b> while <b>avoiding plagiarism</b>; and</li> <li>• <b>Use paraphrased information to support ideas</b> in writing.</li> </ul> <p>The intent of this standard is for students to learn how to paraphrase information from sources, such as books, periodicals, reference materials, or online sources. To <b>paraphrase information and/or evidence</b> is to take material from a source and put it in your own words while maintaining the original meaning. Evidence refers to any details that students might use to support their ideas in writing. <b>Avoiding plagiarism</b> means not copying source material verbatim (word for word), or if you do, putting the excerpt in quotation marks and properly crediting the source. To <b>use paraphrased information to support ideas</b>, students must first evaluate how well the information supports their ideas and then integrate the information into their writing.</p>
<b>Progression from Previous Grade</b>	The Grade 3 standard introduces the skill of paraphrasing information from sources to support ideas while avoiding plagiarism. The Grade 4 standard adds evidence as a type of material to use to support ideas in writing, showing that students are expanding their ability to do research and integrate paraphrased information into their writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
<b>Recognize that paraphrasing information and/or evidence from a source(s) avoids plagiarism.</b> DOK: 1	<b>Paraphrase information and evidence to support ideas while avoiding plagiarism.</b> DOK: 2	Paraphrase information and evidence from sources, <b>without altering the meaning</b> , to support ideas while avoiding plagiarism. DOK: 2
Possible Item Approaches		
<p>Students will recognize that paraphrasing information or evidence from a source avoids plagiarism.</p> <ul style="list-style-type: none"> <li>Stems can ask students to recognize which sentence is paraphrased from a source, and therefore okay to use in their writing. Students will be presented with a short stimulus from a book or other source and a writing scenario. For example: "Salma is writing about kangaroos. She found this information in a book. 'Kangaroos are animals that carry their young in a pouch. The pouch is located on their belly. The pouch keeps the baby safe and warm. The baby leaves the pouch when it can hop around on its own.'" The question would ask, "Which sentence should Salma include in her writing about kangaroos?" The correct answer would be the only option that is not copied directly from the source.</li> </ul>	<p>Students will paraphrase information and/or evidence from a source to support ideas while avoiding plagiarism.</p> <ul style="list-style-type: none"> <li>Stems can ask students to identify which sentence, paraphrased from a source, should be used to support an idea in a draft piece of student writing. Similar to Developing, the item should present a short stimulus from a book or other source. It should also provide a draft piece of student writing with a blank to show where the paraphrased information from the source should go. For example: "Salma has written these sentences. 'Kangaroos are interesting animals because of how they travel. They hop to get around. _____.' Based on the book, which sentence should Salma write next to support her idea?" The correct answer should be the sentence that is paraphrased <u>and</u> supports the idea. For example, "Their powerful hind legs help them leap." The distractors should be copied word for word from the source and/or not support the idea in the writing. For example, "They have special teeth for grazing because they are herbivores."</li> </ul>	<p>Students will paraphrase information or evidence from a source, without altering the meaning, to support ideas while avoiding plagiarism.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for Developing. However, the distractors should also include options that are paraphrased from the source but have an altered meaning. For example, "Kangaroo babies have the most fun traveling in their mother's pouch." Distractors may also include paraphrased information that does not support the idea, such as "Kangaroo babies are called joeys," or information that is not paraphrased.</li> </ul>

## LA.4.W.6.c

<b>Content Strand</b>	Writing
<b>Anchor Standard</b>	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
<b>Standard</b>	LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.
<b>Indicator</b>	LA.4.W.6.c Sort evidence into categories using an appropriate note-taking format to collect and organize information.
<b>Central Aspects to Be Measured</b>	<p>An item that fully measures LA.4.W.6.c asks students to both:</p> <ul style="list-style-type: none"> <li>Sort <b>evidence</b> into <b>categories</b>; and</li> <li>Use an appropriate <b>note-taking format</b> to collect and organize information.</li> </ul> <p>The intent of this standard is for students to gather information for their writing in a logical and systematic way.</p> <p><b>Evidence</b> refers to any information or details that students might use to support their ideas in writing.  <b>Categories</b> refer to different groups of information related to a topic. If a student is writing about animals, for example, the categories of information might include habitat (where the animal lives), diet (what the animal eats), physical characteristics (what the animal looks like), and behavior (how the animal acts). Students must be able to categorize their evidence based on its relevance to these categories to write in a clear and coherent way.  A <b>note-taking format</b> is a structured method for recording information, such as an outline, chart, or graphic organizer. These aids help writers be more effective in gathering and organizing information for their writing.</p>
<b>Progression from Previous Grade</b>	The Grade 3 and Grade 4 standards are identical, with both focusing on sorting evidence into categories using an appropriate note-taking format to collect and organize information. Continuing to work on this writing skill for another year ensures that students can gather information in an organized way, making it easier to use that information in their writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
Sort evidence into categories using a provided graphic organizer and/or guided note-taking format. DOK: 1	Sort evidence into categories using an appropriate note-taking format to collect and organize information. DOK: 2	Sort <b>relevant</b> evidence into <b>related</b> categories using a <b>variety of</b> note-taking formats to collect and logically organize information. DOK: 3
Possible Item Approaches		
<p>Students will sort evidence into categories using a provided graphic organizer and/or guided note-taking format.</p> <ul style="list-style-type: none"> <li>Stems can ask students to sort evidence into categories. The items may require use of a graphic organizer or note-taking tool. The item may provide a graphic organizer (e.g., a chart arranged like a Venn diagram) in the stem, complete except for one blank (perhaps a header). In a Multiple-Choice item with four options, the question would ask, "Which heading best completes the chart?"</li> <li>Alternatively, items may ask which piece of evidence belongs in an indicated spot in the given graphic organizer.</li> </ul>	<p>Students will sort evidence into categories using an appropriate note-taking format to collect and organize information.</p> <ul style="list-style-type: none"> <li>Stems can ask students to use a note-taking format, such as an outline, to collect information they would include in a literary or informational text. For example, a Gap Match item may include an outline with the four main categories for a piece of student writing about penguins: Where penguins live, What penguins look like, What penguins eat, and How penguins act. The toolbox would be full of brief notes about penguins, and students would be asked to move each note to the correct place in the outline.</li> </ul>	<p>Students will sort relevant evidence into related categories using a variety of note-taking formats to collect and logically organize information.</p> <ul style="list-style-type: none"> <li>Stems can be similar to the item approach for On Track. However, the toolbox for the Gap Match item should include notes that would not be included in the provided note-taking format, so students must make decisions about the relevance of the evidence. For example, the stem area could provide students with a partially completed outline that compares and contrasts lions and tigers, and the toolbox could include a long list of notes about lions and tigers. Students would then be asked to choose the notes that best support the ideas in the outline, with the correct answers being the most relevant note for each category in the outline.</li> </ul>