NSCAS Summative Assessment

English Language Arts

Item Specifications

Grade 5

Table of Contents

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.

- o **Conversational vocabulary** refers to words used in everyday, real-life situations.
- o **Academic vocabulary** refers to words likely to appear in a variety of content area texts.
- o **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.

- o **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 or 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:

   o How complex is the item type for the grade level? Will the item's functionality make the task too complex?
   o Based on the item type, how easy will it be for students to understand what the item is asking them to do?
   o How well or how authentically can the item type assess the targeted standard?
   o Does the point value for the item type adequately reflect the difficulty of the task?
   o Should students be able to earn partial credit for this standard?
   o 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.

Item Specifications for Reading

Prose and Poetry Standards

LA.5.RP.1

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.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.1 asks students to both: • Determine a **theme** in a **literary text**; and • Explain how that theme is conveyed through **key details**. A **theme** is a big idea about life or human nature that the author of a literary text wants to share with the reader. A **literary text** at this grade might be a story, drama, or poem. **Key details** are important pieces of information in the text that help to support and develop the theme. Describing what a literary text is mostly about (e.g., courage, fairness) is not the same as stating its theme, which should be a statement that offers some insight into life or human nature (e.g., Sometimes the bravest thing you can do is ask for help.; True fairness requires listening to all sides of a story.).
Progression from Previous Grade	The Grade 4 standard focuses on determining a theme in a literary text and understanding how that theme is supported and developed through key details. The Grade 5 standard progresses to explaining the theme and how it is conveyed through key details, which requires a slightly more sophisticated understanding of theme.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine or explain the stated/explicit theme** in a literary text. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Explain the theme** in a literary text **and how it is conveyed through key details**. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Explain the **implied** theme in a literary text and how it is conveyed through key details. DOK: 2–3
Possible Item Approaches		
Students will determine or explain the stated/explicit theme in a literary text. The theme should be explicitly stated in the text. • Stems can ask what the theme of a story, drama, or poem is. The correct answer should be a complete sentence that either paraphrases the explicit theme or is a direct quotation from the text since the theme should be explicitly stated. Distractors should refer to other ideas in or use non-theme sentences from the text but have an incorrect theme or have a common misconception about the intended theme.	Students will explain the theme in a literary text (Part A) and explain how it is conveyed through key details (Part B). The theme should be accessible for students in Grade 5. • Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text. • 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 the distractors should be minor details that do not directly support the theme.	Students will explain the implied theme in a literary text (Part A) and how it is conveyed through key details (Part B). The theme should be implied in the text and somewhat challenging to understand. • 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. • 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 details.

LA.5.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.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.2 asks students to both: • Analyze the **character(s)**, **setting(s)**, or **event(s)** in a literary text or texts; and • Compare and/or contrast two or more characters, settings, or events in a literary text or texts, which may include **drawing on specific details**. **Characters** are the individuals who take part in the action of the story, including main and supporting characters. **Settings** are the time(s) and place(s) where the story occurs. **Events** are the significant actions or occurrences that move the plot forward. These events are the building blocks of the story. **Drawing on specific details** refers to using textual evidence as support, such as characters' thoughts, words, or actions. Textual evidence can be direct quotations or paraphrased details from the text. To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated within or across texts.
Progression from Previous Grade	The grade 4 standard focuses on analyzing a character, setting, or event, drawing on specific details from the text. The grade 5 standard progresses to comparing and contrasting two or more characters, settings, or events, within and across texts, which requires a deeper level of synthesis and analysis.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Identify and analyze one or more** characters, settings, or events in a literary text or texts. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Compare and contrast two or more** characters, settings, or events in a literary text or texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Compare and contrast two or more characters, settings, or events in a literary text or texts, **drawing on specific details** such as the characters' thoughts, words, or actions. DOK: 2–3
Possible Item Approaches		
Students will identify and analyze one or more characters, settings, or events in a literary text or texts. • 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. 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. • Alternatively, Part A of a two-part 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. For example, "The setting is a dark and stormy night, which makes the beginning of the story feel spooky." 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.	Students will compare and/or contrast two or more characters, settings, or events in a literary text or texts. • Stems can ask students to compare and/or contrast two or more like elements: characters, settings, or events. While a multiple-choice item can work for this approach, the options may become cumbersome due to length. Technology-enhanced items are a viable format for comparing and contrasting. For example, a Gap Match item would allow students to select the best descriptions or characters, settings, or events from a toolbox and move them into a table that is organized like a Venn diagram.	Students will compare and contrast two or more characters, settings, or events in a literary text or texts, drawing on specific details such as the characters' thoughts, words, or actions. • Stems can require students to compare and/or contrast two like elements (characters, settings, or events) in Part A, and then provide textual evidence to support the comparisons/contrasts in Part B. • Alternatively, items can follow the Gap Match item approach described in On Track, using direct quotations or paraphrased details from the text.

LA.5.RP.3

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.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.3 asks students to both: • Identify the **narrator** or **speaker's** point of view in a literary text; and • Describe how the narrator's or speaker's **point of view** influences the meaning of a literary text, which may include analyzing its implicit influences. The **narrator** is the person or character who tells the story. The narrator can be a character within the story or an outside observer. The **speaker** 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. The **point of view** refers to the vantage point from which a narrative is told (first person, third person, etc.). It is not enough for students to identify the point of view as being first-person, third-person, etc. Instead, this standard is meant to encourage thinking about how a narrator's or speaker's point of view affects the way a story or a poem is told and influences its meaning.
Progression from Previous Grade	The Grade 4 standard focuses on determining the perspective (attitudes and beliefs) of the narrator or the characters in a literary text. The Grade 5 standard progresses to describing how a narrator or speaker's point of view (the vantage point from which a story or poem is told), influences the meaning of a literary text. This requires a deeper understanding of the author's choices regarding point of view.
Achievement Level Descriptors		
Developing	On Track	Advanced

With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine** and explain a narrator or speaker's point of view in a literary text. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Describe** how a narrator or speaker's point of view influences the meaning of a literary text. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Describe and **analyze** the implicit influences that a narrator or speaker's point of view has on the meaning of a literary text. DOK: 3
Possible Item Approaches		
Students will determine and explain a narrator or speaker's point of view in a literary text. The point of view should be explicitly stated in the text or implied but easy to understand. • Stems can ask students to explain how the story is being told. The options should not use terms like first-person or third-person but should describe these points of view in a text-specific manner. For example, a correct answer for a story told in the first person might be: "The narrator shares his thoughts and feelings about going on vacation at his aunt's house." A plausible distractor for the same story might be: "The narrator describes how Alvaro's cousins acted the last time Alvaro visited."	Students will describe how a narrator or speaker's point of view influences the meaning of a literary text. The point of view should be accessible for students in Grade 5. • Stems can ask students to describe how the narrator or speaker's point of view influences the meaning of a literary text. These influences can be explicit (e.g., "My little cousins are monsters, so I am not looking forward to this vacation,") or implicit but easy to access for Grade 5 students (e.g., "My little cousins are monsters. This should be an interesting visit."). Based on these examples, a correct answer might be: "The cousins' bad behavior makes the narrator dread the vacation." Distractors would be plausible but incorrect ways the narrator's point of view impacts the meaning of the text. For example, "Memories of past visits make the narrator think his cousins will be amusing." • Alternatively, the stem might explicitly state that the story is told from Alvaro's point of view and then ask students for one or two ways that Alvaro's point of view influences the story. For example, "Alvaro does not know how hard his aunt worked to make the vacation special," or "The reader is as surprised as Alvaro when the aunt and cousins take him to a secret cove where they dive and swim with fish."	Students will describe and analyze the implicit influences that a narrator or speaker's point of view has on the meaning of a literary text. The point of view should be implied in the text and somewhat challenging to understand. • Stems can focus on how the narrator or speaker's point of view implicitly influences the meaning of the text. For example, "How does the narrator's point of view impact his experience?" A correct answer might be: "The narrator is so focused on a prior bad experience that he cannot see the next visit might be different." Distractors would be plausible but incorrect ways the narrator's point of view impacts his experience. • Alternatively, in a two-part item, stems for Part A can include an implicit detail from the text and ask students what that detail shows about the narrator or speaker's point of view. For example: "When Alvaro says, 'My little cousins are monsters. This should be an interesting visit,' what does it show about his point of view toward his cousins?" Stems for Part B can ask, "How does Alvaro's point of view from Part A influence the story?" with a correct answer being, "Alvaro is shocked to discover how much his cousins have changed since his last visit."

LA.5.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.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.4 asks students to: • Explain how a sequence of **chapters, scenes,** or **stanzas** fit together to provide and support the **overall structure** of a literary text. **Chapters, scenes,** and **stanzas** refer to the structural parts of a literary text that contribute to its form and meaning. These parts fit together to provide the **overall structure** of a literary text, which is 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 of a topic. The structure of a drama may include acts, scenes, and stage directions, which help the reader visualize the performance. The intent of this standard is for students to think more deeply about how and why a particular sequence of parts was chosen and how those parts contribute to the overall structure and/or meaning of a literary text.
Progression from Previous Grade	The Grade 4 standard focuses on comparing and/or contrasting structural elements within and across texts, including explaining how these elements contribute to meaning. The Grade 5 standard progresses to explaining how a sequence of chapters, scenes, or stanzas fit together to provide and support the overall structure of literary texts. This reflects a slightly more sophisticated understanding of how structural elements build on one another in a single text.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Explain how individual chapters, scenes, or stanzas support the overall structure of a literary text(s).** DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: Explain how **a sequence of** chapters, scenes, or stanzas fit together to provide the overall structure of literary texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts, **and how the structure contributes to meaning**. DOK: 3
Possible Item Approaches		
Students will explain how individual chapters, scenes, or stanzas support the overall structure of a literary text. • Stems can ask students how a particular section (e.g., scene or stanza) supports the overall structure of a text. For example, in a poem, the stem might ask, "Why is stanza 1 important to the poem?" A correct answer might be "It introduces the setting, which is important to the theme." Or the stem might ask, "Why is the scene where Joe and Evelyn disagree important to the story?" A correct answer might be: "It explains the reason for the conflict in the story." Distractors would be plausible but incorrect relationships between the section and its purpose in the overall structure.	Students will explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text. • Stems can ask students to explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of a text. This item approach differs from Developing, which focuses on the purpose of a single section, because it asks students to consider two or more sections of a text. For example, the question might ask, "How does paragraph 5 help readers understand the events in paragraph 2?" The correct answer might be, "Evelyn's apology in paragraph 5 helps readers understand why Joe was so upset in paragraph 2." Distractors would be plausible but incorrect relationships between the two sections of text.	Students will explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text, and how the structure contributes to meaning. • Stems for Part A can be similar to the item approach for On Track, but they should require students to make a deeper inference from the text. For example, the question might ask, "How do paragraphs 6–7 contribute to the development of the plot?" or "How is the first stanza of the poem connected to the last stanza of the poem?" • Stems for Part B should ask students for one or two pieces of textual evidence that support the correct answer to Part A, either in the form of direct quotations or paraphrased details. Part B is required so that students can show how the structure contributes to meaning.

LA.5.RP.5

Content Strand	Reading Prose and Poetry
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.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.5 asks students to both: • Identify or describe the treatment of **themes and topics** in literary texts of the same genre; and • Compare and contrast the treatment of themes and topics in two literary texts of the same genre, which may include evaluating the effectiveness of each author's treatment. A **theme** is a message about life or human nature that the author wants to share with the reader. A **topic** is a subject that is discussed or explored in a text. Two texts that share a theme and topic about loyalty may treat the theme and topic differently. For example, one text might emphasize that being loyal often requires putting other people's needs before your own, while the other text may show that true loyalty means standing by your friends even when times are tough. Literary texts for this standard should be paired and conceptually related by theme and topic. In addition, the texts must be of the same genre (e.g., stories, poems, dramas). To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated in each text.
Progression from Previous Grade	The Grade 4 standard focuses on 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. The Grade 5 standard more narrowly focuses on comparing and contrasting the treatment of themes and topics in literary texts of the same genre, recognizing that patterns of events are often genre specific, and therefore not as suitable for in-depth analysis.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Identify or describe** the themes and topics in literary texts of the same genre. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Compare and contrast** the treatment of themes and topics in literary texts of the same genre. DOK: 3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Evaluate** the effectiveness of authors' treatment of themes and topics in literary texts of the same genre. DOK: 3
Possible Item Approaches		
Students will identify or describe themes and topics or in literary texts of the same genre. The themes should be explicitly stated in the texts or implied but easy to understand. • Stems can ask students to identify the themes from two literary texts of the same genre, with the options being complete sentences (e.g., Sharing can be rewarding.). Stems can also ask students to identify or describe topics (e.g., The story is about how each member of a family shares a talent and gains something in return.) Students developing the skills needed for this standard will not yet be able to compare and contrast the treatment of themes and topics, but they should be able to identify the themes and topics in one or both texts.	Students will compare and contrast the treatment of themes and topics in literary texts of the same genre. The themes should be accessible for students in Grade 5. • Stems can ask students how the author of each text treats a similar theme (e.g., Sharing can be rewarding.) or topic (e.g., sharing). Themes should not be statements that describe only the topic (e.g., Everyone shares a talent.) but rather complete ideas that include the author's message about the topic (e.g., Text 1 shows that sharing helps others, while Text 2 shows that sharing also makes us feel good about ourselves.).	Students will evaluate the effectiveness of authors' treatment of themes and topics in literary texts of the same genre. The themes should be implied in the texts and somewhat challenging to understand. • 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 to develop the theme that sharing is rewarding.) or topics (e.g., Text 1 shows one way of sharing with others in the community, and Text 2 shows several ways we can share with others.). 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.

LA.5.RP.6

Content Strand	Reading Prose and Poetry
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.5.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.6 asks students to both: • Explain what the text says **explicitly** and draw **inferences** from the text; and • **Analyze** a literary text to answer or develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. What the text says **explicitly** means any information that is clearly and directly stated in the text. To draw **inferences** means to make logical conclusions or interpretations based on evidence and reasoning from the text, rather than relying on what the text says explicitly. The **analyze** piece of the standard means that students are being asked to break down specific parts of the text to answer inferential questions.
Progression from Previous Grade	The Grade 4 standard focuses on explaining what a literary text says explicitly and drawing inferences from the text, quoting or paraphrasing specific evidence from the text as appropriate. The Grade 5 standard progresses from explaining to analyzing a literary text. This suggests that students are expected to be able to use evidence from the text to support this deeper level of analysis.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Explain** what the text says explicitly	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Analyze** a literary text to answer and develop	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can

and/**or draw inferences** when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate. DOK: 1–2	inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. DOK: 2–3	likely: **Evaluate** a literary text to answer and develop complex inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. DOK: 3
Possible Item Approaches		
Students will explain what the literary text says explicitly and/or draw inferences when answering questions, quoting or paraphrasing specific evidence from the text. • Stems can ask students about an important idea or key particular of a text, with the correct answer being a direct quotation or paraphrased evidence from the text. • Alternatively, Part A stems might ask students about an important idea or key particular of a text that requires drawing an inference. Part B stems would ask for textual evidence to support the correct answer to Part A, either in the form of direct quotations or paraphrased details. • With either approach, any questions should have the answers within the text, not requiring outside knowledge.	Students will analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. • Items should focus on "others" only, e.g., story characters; reflection of "self" is appropriate for classroom activities. Stems can ask students to answer a question based on inferences that can be made from the text. For example, "What can the reader tell about Joe based on the text?" The answer could be, "He likes it when things are quiet and calm." Distractors would be incorrect inferences based on the text. • Another approach may be to ask students which question could be answered based on the story. Four inferential questions would be provided as options, but only one of them could be answered using information from the text. • Part B for both of the approaches described above would ask students to cite or paraphrase the textual evidence that best supports the correct answer to Part A.	Students will evaluate a literary text to answer and develop complex inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. • Stems for Part A and Part B can be similar to the item approach for On Track, with the key difference being that Advanced items should require greater evaluation of elements in the text.

LA.5.RP.7

Content Strand	Reading Prose and Poetry
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.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RP.7 asks students to: • Explain the **relationships** between two or more **characters**, **events**, or **ideas** within or across literary texts, which may include explaining **how the author develops** the relationships. The **relationships** between characters, events, or ideas refer to how two or more elements are connected or interact with each other. **Characters** are the individuals who take part in the action of the story, including main and supporting characters. **Events** are the significant actions or occurrences that move the plot forward. These events are the building blocks of the story. **Ideas** are the main points the author wants to convey in the text (e.g., change is hard, actions have consequences). An idea is a smaller unit of meaning than a theme, which is the primary message an author wants to share with the reader. **How the author develops** the relationships refers to the techniques and strategies used to show the connections and interactions between characters, events, or ideas. This can include dialogue, actions, thoughts, descriptions, and the sequence of events that reveal how these elements influence each other and contribute to the narrative. This standard can be measured by asking about the relationships between characters, events, or ideas within the same text or across two texts. If measured across texts, the texts should be paired and conceptually related.
Progression from Previous Grade	The Grade 4 standard focuses on explaining an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts. The Grade 5 standard requires explanation of the relationships between two or more characters, events, or ideas in a range of literary texts. This narrower focus on relationships suggests that students should be able to explain such relationships both within and across texts.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Describe one or more** characters, events, or ideas in literary text(s). DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Explain the relationships between two or more** characters, events, or ideas in a range of literary texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Explain how the author(s) develops the relationships** between two or more characters, events, or ideas in a range of literary texts. DOK: 3
Possible Item Approaches		
Students will describe one or more characters, events, or ideas in literary text(s). • Stems can include a specific detail from the text and ask students to explain what that detail shows about the character, event, or idea. The correct answer should be central to the story and well supported by the text. The distractors should be less important aspects of the character, event, or idea from other parts of the text or plausible misconceptions about the character, event, or idea. • Alternatively, stems might ask students to select a word or phrase that describes an important character, event, or idea in the text. Part B, if included, 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.	Students will explain the relationships between two or more characters, events, or ideas in literary text(s). • Stems can ask students to explain the relationships between two or more elements (characters, events, ideas, or any combination of the three). For example, the question might ask, "What is the main connection between Joe and Evelyn?" And the answer would be, "They are cousins but do not know each other well." Or for events, "How are the trip to the playground and the trip to the pet store connected?" The answer might be, "They are times when Joe and Evelyn discover important ways they are alike."	Students will explain how the author(s) develops the relationships between two or more characters, events, or ideas in literary text(s). • Stems can ask students to explain how the author(s) develops the relationships between two or more elements (characters, events, ideas, or any combination of the three). For example, the stem might ask, "How does the author reveal the connection between Joe and Evelyn?" The correct answer would be, "through a series of flashbacks to a previous trip." An alternate stem might ask, "How does the author connect the event at the playground with the trip to the pet store?" The correct answer would be "by revealing the parents' secret plan to help the cousins discover how much they have in common."

24

Item Specifications for Reading

Informational Text Standards

LA.5.RI.1

Content Strand	Reading Informational Text
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 informational texts.
Standard	LA.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.1 asks students to both: • Explain the **central idea** in an informational text; and • Explain how that idea is conveyed through **key details**, which may include deeper analysis. A **central idea** is the main point or primary message the author wants to convey in the text. **Key details** are important pieces of information or facts in the text that help to support and develop the central idea.
Progression from Previous Grade	The Grade 4 standard focuses on determining the central idea and explaining how it is conveyed through key details. The Grade 5 standard progresses to explaining both the central idea and how it is conveyed through key details, suggesting that students should be able to integrate these two aspects of reading comprehension.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine or explain** the central idea in an informational text. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Explain** the central idea in an informational text **and how it is conveyed** through key details. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Analyze** the central idea in an informational text and how it is conveyed through key details. DOK: 2–3
Possible Item Approaches		
Students will determine or explain the central idea in an informational text. The central idea should be explicitly stated in the text or implied but easy to understand. • 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 or a paraphrased summary. 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.	Students will explain the central idea in an informational text (Part A) and how it is conveyed through key details (Part B). The central idea should be accessible for students in Grade 5. • Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text. • Stems for Part B should ask how the author develops or supports the correct central idea from Part A, with the options being direct quotations or paraphrased details from the text.	Students will analyze an informational text to determine its central idea (Part A) and then identify one or more specific details that support the central idea (Part B). The central idea should be implied in the text and somewhat challenging to understand. • 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. • 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 details.

LA.5.RI.2

Content Strand	Reading Informational Text
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 informational texts.
Standard	LA.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.2 asks students to both: • Identify individuals, **events**, **scientific ideas or concepts**, or **steps in a process** in an informational text or texts; and • Compare and/or contrast two or more individuals, events, scientific ideas or concepts, and/or steps in a process, **drawing on supporting details** from an informational text or texts. An **event** is a significant occurrence described in the text that has some impact on the topic(s) of the text. A **scientific idea or concept** is a theory, principle, or notion related to science. **Steps in a process** are the sequence of actions or stages involved in completing a task or procedure. **Drawing on supporting details** refers to textual evidence. This part of the standard may be addressed with direct quotations or paraphrased details from the text. 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), including the relationships between elements. To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated within or across texts.
Progression from Previous Grade	The Grade 4 standard focuses on analyzing an individual, event, scientific idea or concept, or steps in a process. The Grade 5 standard progresses to comparing and contrasting two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts. This progression shows that students are expected to develop a greater understanding of informational texts as they advance from analyzing single elements to comparing and contrasting multiple elements.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Identify one or more** individuals, events, scientific ideas or concepts, and/or steps in a process in an informational text or texts. DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Compare and contrast two or more** individuals, events, scientific ideas or concepts, or steps in a process, **drawing on supporting details from an informational text or texts.** DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Explain how the relationships between two or more individuals, events, scientific ideas or concepts, or steps in a process create meaning**, drawing on supporting details from an informational text or texts. DOK: 3
Possible Item Approaches		
Students will identify one or more individuals, events, scientific ideas or concepts, and/or steps in a process in an informational text or texts. • Stems can ask students who or what the text is mostly about, which event or scientific idea/concept is most important to the text and why (e.g., It 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.	Students will compare and/or contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts. • Stems can ask students to compare like or unlike elements, drawing on textual details. Stems could ask students, "How does the author say that Copernicus and Galileo were alike?" The correct answer would be, "Both believed that the Earth revolved around the Sun." Then Part B, if included, would ask for textual evidence to support the correct answer, with the answer choices being direct quotations or paraphrased details from the text.	Students will explain how the relationships between two or more individuals, events, scientific ideas or concepts, or steps in a process create meaning, drawing on supporting details from an informational text or texts. • Stems can ask students to explain how the relationships between the same or different elements (e.g., individuals, events, scientific ideas/concepts, steps in a process) create meaning in the text. For example, the question could ask, "How have the works of Copernicus and Galileo changed the world?" The correct answer would be: "Their work provided the foundation for modern astronomy." Then Part B, if included, would ask for textual evidence, likely two pieces (one for each scientist), that show how the author developed this meaning.

LA.5.RI.3

Content Strand	Reading Informational Text
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 informational texts.
Standard	LA.5.RI.3 Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.3 asks students to both: • Determine the **author's purpose(s)** in an informational text; and • Describe how the **author's perspective** (e.g., beliefs, assumptions, biases) influences the meaning of an informational text, which may include describing the relationship between the author's purpose(s) and perspective and how that relationship influences the meaning of an informational text. The **author's purpose** is why the author wrote the text, such as to inform, persuade, entertain, or explain about a specific topic. However, it is not enough to use broad terms like "to inform," "to persuade," "to entertain," or "to explain" to describe the author's purpose. Descriptions of an author's purpose should be specific to the text, including details about the topic the author is writing about (e.g., The author wants to describe the different places animals live and how they adapt to these surroundings.) The **author's perspective** is different from the author's purpose, as it includes the author's attitudes, beliefs, assumptions, and biases about the general subject or specific topics within an informational text. These attitudes, beliefs, etc. are based on the author's personal knowledge and/or experience (e.g., The author believes that understanding how animals adapt can help humans design better homes.).
Progression from Previous Grade	The Grade 4 standard focuses on comparing and contrasting the authors' perspectives in multiple informational texts on the same topic. The Grade 5 standard progresses to determining the author's purpose(s) and describing how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text. This requires students to examine texts more critically as they seek to understand what an author wants to accomplish with a specific text and why.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine the author's purpose(s) and/or describe the author's perspective (e.g., beliefs, assumptions, biases).** DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) **influences the meaning of an informational text**. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Describe the relationship between the author's purpose(s) and perspective and how that relationship** influences the meaning of an informational text. DOK: 3
Possible Item Approaches		
Students will determine the author's purpose(s) and/or describe the author's perspective (e.g., beliefs, assumptions, biases) in an informational text. The author's purpose or perspective should be explicitly stated in the text or implied but easy to understand. • Stems can ask students to determine whether the main purpose of the text is "to inform," "to persuade," "to entertain," "to explain," etc., but the options should be specific to the text (e.g., The author wants to inform the reader about two astronomers who discovered important facts about space.). • Alternatively, the stem may ask students to describe the author's perspective about the subject. For example, "Based on the text, what does the author most likely believe about how the astronomers were treated by other scientists hundreds of years ago?" with the correct answer being, "The astronomers were treated unfairly because many scientists believed they were wrong."	Students will determine the author's purpose(s) and/or describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text. The author's purpose or perspective should be accessible for students in Grade 5. • Stems for Part A can ask students to determine the author's purpose, as outlined in the Developing ALD. • Alternatively, stems for Part A can ask how the author's perspective influences the meaning of an informational text. For example, "How do the author 's beliefs about Copernicus and Galileo affect the passage?" The correct answer would be: the passage suggests that the two men would have discovered even more if they had not been treated badly by other scientists." • With either approach, Part B would ask for textual evidence to support the correct answer to Part A, with the options being direct quotations or paraphrased details from the text.	Students will describe the relationship between the author's purpose(s) and perspective and how that relationship influences the meaning of an informational text. The author's purpose or perspective should be implied in the text and somewhat challenging to understand. •Stems can ask students to describe the relationship between the purpose of a text and the author's perspective, explaining how the relationship between the two elements influences the meaning of the text. Because there are two key elements in the Advanced ALD—the relationship between purpose and perspective and how that relationship shapes meaning—the item will likely need to be either a two-part item or a technology-enhanced item. For a two-part item, Part A should establish the relationship between the purpose and perspective. For example, "What does the author most want to show with this passage?" "The author wants the reader to know that two scientists made important discoveries in astronomy." Then Part B would ask about how that relationship influences the text, with a correct answer being, "The author suggests that the scientists could have achieved even more if they had not faced barriers."

LA.5.RI.4

Content Strand	Reading Informational Text
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 informational texts.
Standard	LA.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.4 asks students to both: • Describe the relevance of individual **text features**, such as titles, headings, table of contents, glossaries, captions, graphs, maps, or other visuals; and • Explain how text features contribute to the meaning of texts, which may include analyzing how multiple text features work together to contribute to the **overall structure**. **Text features** are elements of a text that help organize, highlight, or present important information, such as in a visual format. The **overall structure** of an informational text refers to the primary way an author organizes information in a text. Common text structures used in informational texts include but are not limited to: description, sequence, chronology, cause-effect, compare-contrast, and problem-solution. Any text feature that is assessed in an item should be present in the text, not introduced separately in the item.
Progression from Previous Grade	The Grade 4 standard focuses on describing the overall structure of an informational text and how it contributes to meaning. The Grade 5 standard more narrowly focuses on how text features contribute to the meaning of texts, showing that students are expected to have a deeper understanding of how authors organize, highlight, or present important information in a text through various text features.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Describe the relevance of individual text features** (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals). DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Explain how text features** (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) **contribute to the meaning of texts.** DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Analyze how multiple text features work together** to contribute to the **overall structure** and meaning of texts. DOK: 3
Possible Item Approaches		
Students will describe the relevance of individual text features (titles, headings, table of contents, glossaries, maps, and/or other visuals). • Stems can ask students why a particular text feature is important to the text. For example, "Why is the caption under the picture important?" with the correct answer being, "It provides information about the telescope that was not mentioned anywhere else in the text."	Students will explain how text features (titles, headings, table of contents, glossaries, maps, and/or other visuals) contribute to the meaning of texts. • Stems can ask students how a particular text feature contributes to the meaning of a text. For example, "How does the timeline help readers understand an important point in the text?" with the correct answer being, "It shows that although Copernicus and Galileo were not alive at the same time, they both lived during the Scientific Revolution."	Students will analyze how multiple text features work together to contribute to the overall structure and meanings of texts. • Stems can ask students to consider multiple text features within a single text, analyzing how they work together and contribute to the overall structure and/or meaning of the text. For example, "How do the illustration and the timeline work together to help the reader understand important points in the text?" with the correct answer being, "They show that before Copernicus and Galileo's work, everyone thought the Sun revolved around the Earth, not the other way around."

LA.5.RI.5

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.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.5 asks students to: • **Integrate information** from two texts **on the same topic** in order to demonstrate knowledge of the topic, which may include **drawing on supporting details**. To **integrate information** means to combine facts, ideas, and/or details from different sources to get a more complete understanding of the topic. **Drawing on supporting details** refers to textual evidence. This may be addressed with direct quotations or with paraphrased details from the text. Texts for this standard must be paired and conceptually related by topic.
Progression from Previous Grade	The Grade 4 standard focuses on integrating information from multiple informational texts on the same topic to demonstrate knowledge of the topic. The Grade 5 standard broadens the text types to include multiple texts, showing that students are expected to read widely across multiple genres in order to gain deep knowledge about a topic.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Integrate information from one or more texts on the same topic** in order to demonstrate basic knowledge of the topic. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: Integrate information from **multiple 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 5 and Grade 6, a student performing in Advanced can likely: Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic, **drawing on supporting details**. DOK: 3

Possible Item Approaches		
Students will integrate information from one or two texts on the same topic in order to demonstrate knowledge of the topic. • Stems can ask students to explain the most important ideas from a text or texts, with the options being complete sentences. For example, "Copernicus and Galileo both studied astronomy." Stems can also ask students to identify key details. For example, "They both believed that the Earth orbited the Sun, which was not a popular idea at the time." • 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 addressing two texts can integrate very basic information about the topic. For example, "Many people did not agree with their new ideas about astronomy."	Students will integrate information from a pair of texts on the same topic in order to demonstrate knowledge of the topic. • Stems can be similar to the item approach for Developing, but they must require the use of more than one text. Also, the questions should be more challenging than integrating very basic information. For example, "What was the key difference between Copernicus and Galileo's idea that the Earth orbited the Sun?" with the correct answer being, "Copernicus did not have a way to prove the idea while Galileo was able to use a telescope to find proof."	Students will integrate information from a pair of texts on the same topic in order to demonstrate knowledge of the topic, drawing on supporting details. • Stems can be similar to the item approach for On Track. However, to address the requirement of "drawing on supporting details," the items can have a Part B that asks students for textual evidence to support the correct answer to Part A, likely one piece of evidence from each text. • Alternatively, a technology-enhanced item can be used that first asks students to move correctly integrated information from the texts and then the best supporting details for those ideas into a clearly labeled chart.

LA.5.RI.6

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.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.6 asks students to both: • Analyze the development of an author's **claim**(s); and • Analyze how **supporting evidence** is used to **support the claim**(s), which may include **evaluating its effectiveness**. A **claim** refers to an author's primary argument, which is developed through **supporting evidence**, such as facts, details, reasons, examples, quotations, etc. that help develop and **support the claim** and make it more convincing to readers. **Evaluating the effectiveness** of the supporting evidence means assessing how well the evidence supports the claim. This includes considering the relevance, accuracy, and sufficiency of the evidence. Effective supporting evidence should be directly related to the claim, factually correct, and provide enough detail to convincingly back up the author's argument. Students should look for evidence that is specific, credible, and logically connected to the claim to determine its overall effectiveness.
Progression from Previous Grade	The Grade 4 standard focuses on identifying an author's claim(s) and explaining how the author supports the claim(s) in the text. The Grade 5 standard progresses to analyzing the development of an author's claim(s) and how supporting evidence is used to support the claim(s), showing that students are expected to have a more sophisticated understanding of how authors develop and support their arguments in informational texts.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Identify and/or analyze** the development of an author's claim(s) in the text. DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Analyze** the development of an author's claim(s) **and how supporting evidence is used to support the claim(s).** DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Analyze the development of an author's claim(s) **and evaluate the effectiveness of the supporting evidence** used to support the claim(s). DOK: 3
Possible Item Approaches		
Students will identify and/or analyze the development of an author's claim in an informational text. The claim should be explicitly stated in the text or implied but easy to understand. • Stems can ask students to identify/analyze the author's claim. For example, "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: "Copernicus and Galileo played an important role in our understanding of the universe."	Students will analyze the development of an author's claim and how supporting evidence is used to support the claim. The claim should be accessible for students in Grade 5. • Stems for Part A can be similar to the item approach for Developing, but the items for On Track need a Part B so students can show how evidence is used to support the claim. This evidence could be direct quotations from the text or paraphrases of important and relevant details.	Students will analyze the development of an author's claim and evaluate the effectiveness of the supporting evidence used to support the claim. The claim should be implied in the text and somewhat challenging to understand. • Stems can ask students to analyze the development of an author's claim (Part A) and then evaluate which piece of evidence is the strongest support for the claim (Part B). • Alternatively, a technology-enhanced item can be used that states the claim at the top of a chart ("Copernicus and Galileo changed our understanding of the universe.") and then asks students to fill in the rest of the chart with techniques the author uses to develop the claim (e.g., through illustrations that show old and new ideas about the Sun and Earth) and the most effective supporting details.

LA.5.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.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.5.RI.7 asks students to: • Explain the **relationships** between two or more individuals, **events**, **ideas**, or **concepts** across informational texts, which may include **evaluating how the author(s) develops the relationships**. The **relationships** between events, ideas, or concepts refer to how two or more elements are connected or interact with each other. An **event** is a significant occurrence described in the text that has some impact on the topic(s) of the text. An **idea** is a thought or suggestion about a particular topic that the author wants to convey to the reader (e.g., recycling reduces waste). It is a smaller unit of meaning than a central idea and can include specific points or arguments made within the text. A **concept** is a broader, more abstract notion that encompasses multiple ideas and provides a framework for understanding a topic (e.g., recycling is one action people can take among many to protect natural resources). **Evaluating how the author develops the relationships** means examining the techniques the author uses (e.g., comparisons, contrasts, cause-effect, examples, descriptions) and assessing how effectively these techniques help the reader understand the relationships and the overall meaning of the text. Informational texts for this standard should be paired and conceptually related.
Progression from Previous Grade	The Grade 4 standard focuses on explaining an author or speaker's treatment of a similar topic and/or pattern of events in a wide range of informational texts. The Grade 5 standard narrows that focus to the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts, showing that students are expected to critically examine texts for their related content.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Describe one or more** individuals, events, ideas, or concepts in informational text(s). DOK: 2	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Explain the relationships between two or more** individuals, events, ideas, or concepts in a range of informational texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Evaluate how the author(s) develops the relationships** between two or more individuals, events, ideas, or concepts in a range of informational texts. DOK: 3
Possible Item Approaches		
Students will describe one or more individuals, events, ideas, or concepts in informational text(s). • Stems can include a specific detail from the text and ask students to describe what that detail shows about the individuals, events, ideas, or concepts in an informational text. The correct answer should be a key point and well supported by the text. The distractors should be less important aspects of the targeted element, or plausible misconceptions about it. • Alternatively, stems might ask what a specific paragraph in the text reveals about an individual, event, idea, or concept. • This standard is geared toward multiple texts, but for the Developing ALD, items can target just one text in the set.	Students will explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts. • Stems can ask students to explain the relationships between the same or different elements (e.g., individuals, events, ideas, concepts). For example, "Based on the two texts, how were Copernicus and Galileo alike?" The correct answer would be, "Both believed that the Earth revolved around the Sun." • Note that for On Track, the question should address more than one text.	Students will evaluate how the author(s) develops the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts. • Stems can ask students to evaluate how the author(s) develop relationships between similar or different elements (e.g., individuals, events, ideas, concepts) in two or more texts. For example, "How do the authors develop the idea of why other scientists disagreed with Galileo and Copernicus?" A correct answer might be, "By comparing the scientists' theories about how the universe worked."

Item Specifications for Vocabulary Standards

LA.5.V.1.a

Content Strand	Vocabulary
Anchor Standard	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.
Standard	LA.5.V.1 Acquire and use grade level academic vocabulary appropriately.
Indicator	LA.5.V.1.a Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
Central Aspects to Be Measured	An item that fully measures LA.5.V.1.a asks students to: -Use **context clues** to determine the meanings of **words and phrases**. **Context clues** 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, cause/effect relationships, comparisons in text, 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. For assessment, this standard should focus on unknown **words and phrases**, 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.
Progression from Previous Grade	The Grade 4 standard focuses on using context clues, such as definitions, examples, and restatements, to determine the meanings of words and phrases. The Grade 5 standard introduces two new strategies for using context clues, cause/effect relationships and comparisons in text, showing that students continue to expand their word-solving skills as they progress through the grades.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Use explicit context clues** (e.g., examples or restatements) to determine the meanings of words and phrases. DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Use context clues** (e.g., cause/effect relationships and comparisons in text) 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 5 and Grade 6, a student performing in Advanced can likely: **Use implicit context clues** (e.g., a word's position or function in a sentence) to determine the meanings of words and phrases. DOK: 2
Possible Item Approaches		
Students will use explicit context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text. • 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 text. For example, in an informational text about Mount Everest, a sentence might read, "To scale Mount Everest, climbers must use ladders to cross the many <u>chasms</u> that exist." Later in the passage, the author uses the words "Since there are 20–30 of these dangerous breaks in the landscape. . . ." This explicit context clue reveals what the above-grade-level word "chasm" means.	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. • 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 explicit or implicit context clues elsewhere in the passage. For example, an informational text about Mount Everest might begin with the sentence, "Mount Everest, the tallest mountain in the world, stands at a <u>colossal</u> height of 29,032 feet." Later in the text, the author compares Everest to the tallest building on Earth: "The tallest building on Earth, The Burj Khalifa in Dubai, is less than 3,000 feet, meaning you would need to stack about 10 of those gigantic buildings on top of one another to reach the height of Everest." This context clue (comparison) shows that the above-grade-level word "colossal" means "extremely tall." • Stems can also ask students to identify the word or words in the text that best help the reader understand the meaning of "colossal." Distractors would represent a misunderstanding of context and therefore be clearly not useful in determining word meaning.	Students use implicit context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text. • Stems can be similar to the item approach for On Track, but the items must be based on an implicit context clue and may even require multiple pieces of context to help students determine meaning. • 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. Distractors would represent a misunderstanding of context and therefore be clearly not useful in determining word meaning.

LA.5.V.1.b

Content Strand	Vocabulary
Anchor Standard	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.
Standard	LA.5.V.1 Acquire and use grade level academic vocabulary appropriately.
Indicator	LA.5.V.1.b Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.
Central Aspects to Be Measured	An item that fully measures LA.5.V.1.b asks students to both: • Determine the meaning of commonly occurring Greek and Latin **affixes** (prefixes and suffixes) and **roots** in words; and • Use commonly occurring Greek and Latin affixes and roots to determine the meaning of **words**. **Affixes** refer to both prefixes and suffixes. A prefix is an affix placed at the beginning of a word to modify its meaning (e.g., "inter-" in "interrupt"). A suffix is an affix placed at the end of a word to modify its meaning (e.g., "-ment" in "refreshment"). A **root** word is the basic part of a word that carries its main meaning; a root word can stand alone or be combined with prefixes and/or suffixes. For example, "construct" and "structure" both share the root word "struct," which means to build. For assessment, this standard should focus on unknown **words**, meaning those that are above grade level and likely unfamiliar to students. 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., inspect, respect, spectator).
Progression from Previous Grade	The Grade 4 standard focuses on using commonly occurring Latin affixes and roots to determine the meaning of words and phrases. The Grade 5 standard also requires students to use common affixes and roots to determine the meaning of words, showing that students are continuing to develop their ability to analyze new words.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine** the meaning of commonly occurring Greek and Latin affixes and roots in words. DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Use** commonly occurring Greek and Latin affixes and roots to determine the meanings of words. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Use complex** Greek and Latin affixes and roots to determine the meanings of words (e.g., idealism and disruptive). DOK: 1–2
Possible Item Approaches		
Students will determine the meaning of commonly occurring Greek/Latin affixes and/or roots in words in a literary or informational text. • Stems should ask students to determine the meaning of affixes or roots in words that use common affixes or roots. Common Grade 5 affixes might include -less, re-, -able, bi-, and tri-, among others. Common roots for the grade might include -spect- (look), -tract- (to pull or draw), and -audi- (hear), among others. There must be context to support the meaning. The stem could read, "In paragraph 8, the author says that bees are <u>attracted</u> to colorful flowers. What is the meaning of the root -tract- in the word 'attracted'?"	Students will use commonly occurring Greek/Latin affixes and/or roots to determine the meaning of an unknown word or phrase in a literary or informational text. • Stems should ask students to determine the meaning of an unknown word or phrase that includes a common affix or root word for the grade level. The stem may include a culled sentence from the text with the target word. For example: "This sentence is from the passage. 'The bees buzzed <u>audibly</u> around the flowers, sending me a loud signal to stay away.' What does the word <u>audibly</u> mean in the sentence?" The correct answer should emphasize the meaning of -audi-, which means "to hear," so the correct answer would be "in a way that could be heard." The distractors should be plausible meanings of the word based on the context (e.g., in an excited way).	Students will use complex Greek/Latin affixes and/or roots to determine the meaning of words or phrases in a literary or informational text. • Stems can be similar to the item approaches for On Track, but the items should focus on more complex affixes/roots and/or provide fewer explicit definitions of affixes/roots.

LA.5.V.2.a

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.5.V.2.a Interpret figurative language, including similes and metaphors, in context.
Central Aspects to Be Measured	An item that fully measures LA.5.V.2.a asks students to both: • Identify figurative language, including **similes** and **metaphors** in context; and • Interpret figurative language, including similes and metaphors in context. A **simile** is a figure of speech that compares two different things using the words "like" or "as." For example, "Her curiosity was like a magnet, drawing her to new discoveries." or "The old book smelled as musty as a forgotten attic." A **metaphor** is a figure of speech that directly compares two different things by stating that one thing is another. For example, "The machine was a wild beast, howling and thrashing." or "His mind was a maze of thoughts." The target simile or metaphor should be embedded in a context-rich passage to avoid cultural or linguistic bias.
Progression from Previous Grade	The Grade 4 standard focuses on explaining the meaning of commonly occurring similes and metaphors. The Grade 5 standard progresses to interpreting figurative language in context, reflecting a deeper understanding of how authors use figurative language to convey meaning.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Identify** figurative language, including similes and metaphors, in context. DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Interpret** figurative language, including similes and metaphors, in context. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: **Interpret complex** figurative language, including similes and metaphors, **with minimal contextual support**. DOK: 3
Possible Item Approaches		
Students will identify figurative language, including similes and metaphors, in a literary or informational text. • Stems can ask students which sentence from the text contains a simile or metaphor, or which means something other than what it says. For example, students choose "The classroom <u>was a zoo</u>." from a list of four options to show they understand the classroom was not literally a zoo full of animals on display.	Students will interpret the meaning of figurative language, including similes and metaphors, in a literary or informational text. • Stems can ask students to explain the author's intended meaning when using figurative language, including similes and metaphors in context. For example: "This sentence is from the passage. 'Lianna danced <u>like a leaf in the wind</u>, and I could not stop watching her incredible talent on display.' What does the phrase 'like a leaf on the wind' suggest about Lianna?" The correct answer would be, "She danced gracefully and lightly." The distractors would include plausible but inaccurate meanings of the simile, such as, "She moved without purpose as she danced."	Students will interpret the meaning of complex similes and metaphors in a literary or informational text. • Stems can be similar to the item approach for On Track, while assessing more complex similes or metaphors in a grade-level text. For example, the metaphor "<u>Her memory was now Swiss cheese</u>, more holes than actual tasks remembered," might appear in a humorous story that provides rich context about its meaning (e.g., Mom is so busy that she keeps forgetting things).

LA.5.V.2.b

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.5.V.2.b Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
Central Aspects to Be Measured	An item that fully measures LA.5.V.2.b asks students to both: • Recognize commonly occurring **idioms**, **adages**, and **proverbs;** and • Explain the meaning of commonly occurring idioms, adages, and proverbs. An **idiom** is a phrase or expression whose meaning is different from the literal meaning of the words. For example, "bite your tongue" means to avoid saying something, and "break the ice" means to start a conversation in a social setting. An **adage** is a short, traditional saying that expresses a general truth or piece of wisdom but is typically stated in figurative terms. Adages are time-tested and widely recognized. For example, "Two heads are better than one" and "Where there's a will, there's a way" are common adages for this grade. A **proverb** is a short, commonly known saying that is often used to convey practical advice or a life lesson. For example, "Honesty is the best policy." and "Practice makes perfect." are common sayings meant to teach life lessons. When assessing idioms, adages, or proverbs, they should be embedded in a context-rich passage to avoid cultural or linguistic bias.
Progression from Previous Grade	The Grade 4 standard focuses on recognizing and explaining the meaning of commonly occurring idioms and adages. The Grade 5 standard progresses to include proverbs, showing that students continue to expand their 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 5, a student performing in Developing can likely: **Recognize** commonly occurring idioms, adages, and proverbs. DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: Recognize **and explain the meaning of** commonly occurring idioms, adages, and proverbs. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Recognize and explain the meaning of **uncommon** idioms, adages, and proverbs. DOK: 2
Possible Item Approaches		
Students will recognize a common idiom, adage, and/or proverb in a literary or informational text. • 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, students choose "The task was a piece of cake because he'd practiced so many times" from a list of four options to show they understand the task was not literally a piece of cake that could be eaten.	Students will recognize and explain the meaning of a commonly occurring idiom, adage, or proverb in a literary or informational text. • Stems can ask students to explain the author's intended meaning when using a commonly occurring idiom, adage, or proverb. For example: "These sentences are from the passage. 'Grandpa finished reading the old, tattered book, and all of us sat stunned by the beautiful story. But then the real lesson came: "I always told you, don't judge a book by its cover." What does the proverb 'Don't judge a book by its cover' mean in the passage?" The correct answer would be, "What we don't see is often much more important than what we do," or "One should not judge the value of something based on appearance." The distractors would include plausible but inaccurate meanings of the proverb, such as, "A long book can be worth your time."	Students will explain the meaning of an uncommon idiom, adage, or proverb in a literary or informational text. • Stems can be similar to the item approach for On Track, but the items should assess less common idioms, adages, and proverbs. For example, the idiom "once in a blue moon" or the adage "Little strokes fell great oaks" may appear 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 practical knowledge, such as the idea of a blue moon being a rare event. For this reason, the grade-level text must also provide rich context about the idiom or adage so that the item does not rely on prior knowledge alone.

LA.5.V.2.c

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.5.V.2.c Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Central Aspects to Be Measured	An item that fully measures LA.5.V.2.c asks students to: • Demonstrate knowledge of relationships between particular words (e.g., **synonyms**, **antonyms**, **homographs**) to better understand each of the words. A **synonym** is a word that has the same or nearly the same meaning as another word. For example, words like "beautiful and gorgeous" or "difficult and challenging" are synonyms. An **antonym** is a word that means the opposite of another word. For example, words like "visible and invisible" or "permanent and temporary" are antonyms. **Homographs** are words that are spelled the same but have different meanings and sometimes different pronunciations. For example, "tear" is a verb that means to rip, while "tear" is a noun that refers to a drop of liquid from the eye. **Technical language** is subject-specific, Tier 3 vocabulary. The intent of this standard is for students to use their knowledge of word relationships (e.g., synonyms, antonyms, homographs) to understand the precise meaning of each word. 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.
Progression from Previous Grade	The Grade 4 standard focuses on using knowledge of words by relating them to their antonyms and synonyms. The Grade 5 standard progresses to demonstrating knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words, reflecting a more sophisticated use of language.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 5, a student performing in Developing can likely: **Determine relationships** between particular words (e.g., synonyms, antonyms, homographs). DOK: 1	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely: **Demonstrate knowledge of relationships** between particular words (e.g., synonyms, antonyms, homographs) **to better understand each of the words.** DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in Advanced can likely: Demonstrate knowledge of relationships between **complex** words (e.g., synonyms, antonyms, homographs) to better understand each of the words. DOK: 1–2
Possible Item Approaches		
Students will determine relationships between particular words (e.g., synonyms, antonyms, homographs). • Stems can ask students about the relationships between on- or below-grade-level words from a passage. For example: "This sentence is from the passage. 'In the <u>bright</u> morning sunlight, the <u>dark</u> shadows of the limbs painted parts of the lawn black.' How are the two underlined words related?" The correct answer would be, "The words are opposites." The distractors would include plausible but inaccurate relationships, such as, "They both describe times of day."	Students will demonstrate knowledge of relationships between words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Stems can be similar to the item approach for On Track, but the items should focus on more sophisticated on- or below-grade-level words from the passage and/or more implicit context clues. For example, target sentences from the passage might be: "My little brothers liked to put on delightful shows for us after dinner. We found the short performances very enjoyable." The question might ask, "Which pair of words in the sentences have a similar meaning?" with the correct answer being, "shows and performances" and the distractors being word pairs that have other relationships (brothers and us, liked and found).	Students will demonstrate knowledge of complex words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Stems can be similar to the item approach for On Track, but the items should focus on even more sophisticated on- or below-grade-level words from the passage, more complex sentence structures, or more implicit context clues. For example, the target sentence from the passage might be: "The <u>vast</u> desert stretched out under the <u>enormous</u> sky, making me feel like a tiny speck of sand." The question might ask, "What do the words <u>vast</u> and <u>enormous</u> show about the area the character is in?" The correct answer would be, "It is extremely large and open." The distractors can focus on inaccurate word relationships or meanings, such as, "The desert is larger than the sky."

Item Specifications for Writing Standards

LA.5.W.1.a

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.5.W.1.a Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
Central Aspects to Be Measured	An item that fully measures LA.5.W.1.a asks students to: • Apply knowledge of **rules for capitalization**; or • Use underlining, quotation marks, or italics to indicate **titles of works**. The **rules for capitalization** include: 1) Capitalizing the first word of a sentence, 2) Capitalizing proper nouns (e.g., names of people, places, and specific things), 3) Capitalizing titles when used with names (e.g., Mr., Mrs., Dr.), 4) Capitalizing days of the week, months, and holidays, 5) Capitalizing the pronoun "I," 6) Capitalizing the first word in a direct quotation, 7) Capitalizing the names of specific courses (e.g., History 101, Algebra II), 8) Capitalizing the names of historical events and periods (e.g., the Renaissance, World War II), 9) Capitalizing the names of organizations, institutions, and government bodies (e.g., the United Nations, Harvard University), and 10) Capitalizing the names of planets and celestial bodies (e.g., Mars, the Milky Way). To indicate **titles of works**, proper formatting (e.g., underlining, italics) or punctuation (e.g., quotation marks) is needed. For example, underlining is applied to handwritten titles, italics are used to indicate typewritten titles of works, and quotation marks are used with titles of short stories, poems, songs, and articles.
Progression from Previous Grade	There is no Grade 4 standard for capitalization, though capitalization rules do appear in Grade 3 (LA.3.W.1.a). The Grade 5 standard progresses to applying knowledge of rules for capitalization and using proper formatting or punctuation to indicate the titles of works. This shows that students are expected to have a broader knowledge of both capitalization and titles.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Apply knowledge of rules for capitalization within **titles of works.** DOK: 1	**Apply knowledge of** rules for capitalization; **use** underlining, quotation marks, or italics to indicate titles of works. DOK: 1	**Consistently apply** knowledge of rules for capitalization; **consistently use** underlining, quotation marks, or italics to indicate titles of works. DOK: 1
Possible Item Approaches		
Students will apply rules for capitalization within titles of works. • Stems can ask students to identify titles of works that are capitalized correctly to show their understanding of capitalization rules. The item should be presented without an asset, as context is unnecessary to assess the skill. Stems can simply ask, "Which title of a book/movie/etc. is correctly capitalized?" Options should be variations of the same title, and in keeping with the spirit of the ALD, require the application of more common capitalization rules. For example, "The Day My Dog Ate My Homework" (correct answer), with distractors such as, "The Day my Dog Ate my Homework," etc.	Students will apply rules for capitalization, or they will use underlining, quotation marks, or italics to indicate titles of works. • Stems that assess the rules of capitalization for titles can be similar to the item approach for Developing. • Items can assess underlining, quotation marks, or italics to indicate titles of works. The item should be presented without an asset, as context is unnecessary to assess the skill. Stems can simply ask, "What is the correct way to write the title of a movie in a typed report?" The options can include: *The Adventures of Robin Hood* (correct answer), <u>The Adventures of Robin Hood,</u> "The Adventures of Robin Hood," and The Adventures of Robin Hood. For this ALD, the questions should not mix both capitalization and format but should test either capitalization OR format. Items should not require students to choose between italics and underlining for titles of long works without specifying that the title is typewritten.	Students will consistently apply rules for capitalization, and they will consistently use underlining, quotation marks, or italics to indicate titles of works. • Stems can be similar to the item approaches for On Track. However, for the Advanced ALD, the answer options can mix both capitalization and formatting. For example, "What is the correct way to write the title of a movie in a typed report?" This time, the correct options can include *The Adventures of Robin Hood* (correct answer), *The adventures of Robin Hood,* "The Adventures of Robin Hood," and "The adventures of Robin Hood."

LA.5.W.1.b

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.5.W.1.b Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
Central Aspects to Be Measured	An item that fully measures LA.5.W.1.b asks students to do one or more of the following: • Correctly use a comma to separate an **introductory element** from the rest of a sentence; or • Correctly use a comma to separate **clauses**; or • Correctly use a comma **to set off a question**; or • Correctly use a comma **to indicate direct address**. An **introductory element** is a word, phrase, or clause that appears at the beginning of a sentence and provides context. Commas are used after introductory elements to signal a pause and clarify the sentence structure. For example, "Before the sun set, we finished our hike." A **clause** is a group of words that contains a subject and a predicate. An independent clause can stand alone as a sentence, while a dependent clause cannot stand alone because it is not a complete thought. Commas are used to separate independent clauses when they are joined by coordinating conjunctions (for, and, nor, but, or, yet, so). For example, "She loves to read, and she often visits the library." A **question** tag is a short question added to the end of a statement to confirm or clarify information. Commas are used to set off a question tag at the end of a sentence to indicate a pause before the question. For example, "It's a beautiful day, isn't it?" A **direct address** occurs when a speaker directly addresses a person or group by name or title, and commas are used to set off that name or title. For example, "Dad, can you help me with this?"
Progression from Previous Grade	The grade 4 standard focuses on using commas and quotation marks to indicate direct speech and quotations from text, as well as using a comma before a coordinating conjunction in a compound sentence and with dependent clauses. The Grade 5 standard progresses to using commas to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. These additions require a more advanced understanding and application of comma rules.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, or to indicate direct address. DOK: 1	Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. DOK: 1	**Consistently use** a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. DOK: 1
Possible Item Approaches		
Students will use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, or to indicate a direct address. • Stems can ask students to identify correctly written sentences that include commas for the purposes outlined above. Because context is unnecessary, there is no need to have a stimulus sentence. Instead, stems can simply ask, "Which sentence uses commas correctly?" Options would be four versions of the same sentence OR four different sentences that have commas testing the same skill (i.e., introductory element or direct address, not both).	Students will use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, or to indicate a direct address. • Items can be similar to the approach for Developing. However, for the On Track ALD, the answer options can include different uses of commas (i.e., one option may address incorrect use of separating an introductory element, one may address incorrectly separating clauses, etc.) For example: "During, that time they had to walk to school" (introductory element); "I went to the store because, we needed bread and milk" (separating clauses); "It's a beautiful day, isn't it?" (Correct answer, setting off a question); "Grandma can you tell us, a story?" (direct address).	Students will consistently use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, or to indicate a direct address. • Items can be similar to the approaches for On Track. However, the sentences for the Advanced ALD should be more sophisticated and complex than the ones used for On Track. Also, students can be asked to select more than one correct answer in a Multi-select item to address the "consistently use" part of the Advanced ALD.

LA.5.W.1.c

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.5.W.1.c Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
Central Aspects to Be Measured	An item that fully measures LA.5.W.1.c asks students to do one or more of the following: • Explain the function of and use frequently occurring **interjections**; or • Explain the function of and use **verb tenses** (e.g., **perfect**); or • Explain the function of and use **correlative conjunctions**. **Interjections** are words or phrases that express strong emotions or sudden feelings. They are often followed by an exclamation mark. For example, "<u>Wow</u>! That was an amazing performance." **Verb tenses** indicate the time of action or state of being. The **perfect** tense shows that an action was completed at some point in the past or will be completed at some point in the future. For example, "She <u>has finished</u> her project." **Correlative conjunctions** are pairs of conjunctions (e.g., either/or, neither/nor, both/and, not only/but also) that work together to connect words or phrases of equal importance in a sentence. For example, "He is <u>not only</u> a great singer <u>but</u> also a talented dancer."
Progression from Previous Grade	The grade 4 standard focuses on identifying and using frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking). The Grade 5 standard progresses to explaining the function of and using frequently occurring interjections, verb tenses (e.g., perfect) and correlative conjunctions, showing a more sophisticated understanding of the function and use of different parts of speech.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify frequently occurring interjections, verb tenses (e.g., perfect), and/or correlative conjunctions. DOK: 1	**Explain** the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. DOK: 1–2	**Analyze** the function of and use interjections, verb tenses (e.g., perfect), and correlative conjunctions. DOK: 2
Possible Item Approaches		
Students will identify a frequently occurring interjection, verb tense (e.g., perfect), or correlative conjunction. • Stems can ask students to identify an interjection (word or phrase that expresses a strong emotion or sudden feeling), verb tense (e.g., perfect), or correlative conjunction. Students can be supplied with a short stimulus like, "Wow, that sunset is so beautiful!" with the question then asking, "Which word from the sentence shows a sudden feeling?" The options would be words from the sentence (that, sunset, beautiful), with "Wow" being the correct answer.	Students will explain the function of and use a frequently occurring interjection, verb tense (e.g., perfect), or correlative conjunction. • Stems can ask students to explain how an interjection (word or phrase that expresses a strong emotion or sudden feeling), verb tense (e.g., perfect), or correlative conjunction is used. A short stimulus should be provided, with the interjection, verb phrase, or correlative conjunction underlined. For example, "By the time the guests arrived, Dad <u>had made</u> a delicious meal and set the table." The question can simply ask, "What is shown by the underlined words?" For perfect tense verbs, two elements will be underlined: have/had/will have, and the past participle of the main verb. The answer in this case would be, "Dad had already completed the tasks." Distractors would be incorrect explanations of the perfect tense, such as, "Dad needed to hurry to start the task."	Students will analyze the function of and use an interjection, verb tense (e.g., perfect), or correlative conjunction. • Stems can be similar to the item approach for On Track. However, in the Advanced ALD, the options would focus on the function rather than the meaning of the underlined words. For example, the correct answer might be, "The words tell actions that have already been completed," and a plausible distractor would be, "The words tell that the person still needs to take action."

59

LA.5.W.1.d

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.5.W.1.d Distinguish between and use types of adjectives (e.g., comparative, superlative).
Central Aspects to Be Measured	An item that fully measures LA.5.W.1.d asks students to: • Distinguish between and use types of adjectives (e.g., **comparative**, **superlative**). **Comparative adjectives** are used to compare two people, places, things, or ideas. They often end in "-er" or are preceded by the word "more." For example, "This book is <u>longer</u> than the last one" or "This book is <u>more interesting</u> than the last one." **Superlative adjectives** are used to compare three or more people, places, things, or ideas. They often end in "-est" or are preceded by the word "most." For example, "This is the <u>funniest</u> book I have ever read" or "This is the <u>most</u> <u>interesting</u> book I have ever read."
Progression from Previous Grade	There is no specific Grade 4 standard that focuses on adjectives, though a Grade 3 standard (LA.3.W.1.e) addresses the function of adjectives in simple, compound, and complex sentences. The Grade 5 standard requires distinguishing between and using types of adjectives, such as comparative adjectives and superlative adjectives. This shows that students are expected to have a greater understanding of how adjectives are used than they did in Grade 3.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify types of adjectives (e.g., comparative, superlative). DOK: 1	**Distinguish** between and use types of adjectives (e.g., comparative, superlative). DOK: 1–2	**Consistently distinguish** between and use types of adjectives (e.g., comparative, superlative). DOK: 1–2
Possible Item Approaches		
Students will identify types of adjectives (e.g., comparative, superlative). • Stems can ask students to identify which sentence includes a comparative or superlative adjective. The correct answer would contain a comparative adjective, such as, "My brother is <u>shorter</u> than me." The other options would not include a comparative or superlative adjective, such as "The cat is very playful" and "The actress had on a beautiful dress."	Students will distinguish between and use types of adjectives (e.g., comparative, superlative). • Stems can ask students to distinguish between the comparative or superlative adjective in a given sentence, with options being sentences that either include one comparative and three superlative adjectives or vice versa. For example: "My brother is shorter than me," (correct answer), "My dad is the tallest member of our family," "She is the fastest student in our class," and "This is the most delicious cake I have ever tasted."	Students will consistently distinguish between and use types of adjectives (e.g., comparative, superlative). • Stems can ask students to sort sentences in a Gap Match technology-enhanced item, moving sentences with comparative adjectives into one column and sentences with superlative adjectives into another in a clearly labeled table.

LA.5.W.1.e

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.5.W.1.e Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
Central Aspects to Be Measured	An item that fully measures LA.5.W.1.e asks students to do one or more of the following: • Identify and revise **fragments**; or • Identify and revise **run-on sentences**; or • Identify and revise **inappropriate shifts in verb tenses**. A **fragment** 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, "After the movie ended." A **run-on sentence** is a sentence in which two or more independent clauses are joined without proper punctuation or conjunctions. For example, "She likes to play soccer she practices every day." An **inappropriate shift in verb tense** is when a writer changes verb tenses within a sentence or paragraph in a way that confuses the reader. This can make the writing unclear and difficult to follow. For example, "She was walking to school when she sees a dog." Here, the verb tense shifts from past tense "was walking" to present tense "sees."
Progression from Previous Grade	The Grade 4 standard focuses on identifying and revising fragments and run-on sentences in speaking and writing. The Grade 5 standard progresses to include identifying and revising inappropriate shifts in verb tenses, showing that students should have a slightly more sophisticated understanding of grammar.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify fragment and run-on sentences and/or inappropriate shifts in verb tenses. DOK: 1	Identify **and revise** fragment and run-on sentences and inappropriate shifts in verb tenses. DOK: 1–2	**Consistently** identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. DOK: 1–2
Possible Item Approaches		
Students will identify a fragment, run-on sentence, or inappropriate shift in verb tense. • 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: "The clouds are dark, and rain is falling." "I love riding horses they are so intelligent." (correct answer) "She likes to swim, and he likes to run." and "They are playing outside with the dog."	Students will identify and revise a fragment, run-on sentence, or an inappropriate shift in verb tense. • Stems will ask students to revise a fragment, run-on sentence, or inappropriate shift in verb tense. A short stimulus should be provided. For example, "I love riding horses they are so intelligent." The question would ask, "Which sentence fixes the run-on?" • Note that assessment of an inappropriate shift in verb tense may require a longer stimulus to demonstrate which tense the text is being written in.	Students will consistently identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. • Stems can ask students to sort sentences into groups in a Gap Match technology-enhanced item, moving run-ons and fragments into one column and complete sentences into another in a clearly labeled table. This same approach may be used to assess sentences written with no incorrect shifts in verb tense vs. problematic shifts in verb tense. • Multi-select stems could ask students to identify the changes that need to be made to correct the errors in a given paragraph. Correct answers would be, for example, "Replace sentence 2 with 'She was walking to school when she saw a dog.'"

LA.5.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.5.W.3 Write creative and/or expressive pieces that describe a well developed event or experience.
Indicator	LA.5.W.3.a Establish a situation and introduce a narrator and/or characters.
Central Aspects to Be Measured	An item that fully measures LA.5.W.3.a asks students to both: • Establish a **situation**, which may be sophisticated; and • Introduce a **narrator** and/or characters. The **situation** 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. Introducing a **narrator** (the person telling the story) and/or characters means giving some details about who they are and what they are like.
Progression from Previous Grade	The Grade 4 standard focuses on engaging and orienting the reader by establishing a situation and introducing a narrator and/or character(s). The Grade 5 standard remains the same, showing that students need more time to develop complexity and depth in their storytelling.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Introduce a situation and/or a narrator and/or characters. DOK: 2	**Establish** a situation and introduce a narrator and/or characters. DOK: 2	**Create** a sophisticated situation and introduce a narrator and/or characters. DOK: 2

Possible Item Approaches		
Students will introduce a situation or a narrator or character(s). • Stems can ask students to identify which sentence could be added to a provided stimulus to introduce the situation, a narrator, or a character. For example, students read the following: "Kenna and her brother Jay were swinging at the playground. _____. They searched all around, under equipment, and on top of equipment. They could not find the backpack. Then a little girl ran over to Kenna and said, 'I accidentally picked up your backpack thinking it was mine. I'm sorry!'" The question might ask, "Which sentence could go in the blank to introduce the problem in the story?" The correct answer would be "Suddenly, Kenna realized her backpack was not where she had left it." Incorrect answers would describe other story elements. • 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 Kenna's problem."	Students will establish a situation and/or introduce a narrator and/or characters. • 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, students read the following excerpt from a story: "Kenna and her brother Jay were swinging at the playground. Suddenly, Kenna realized her backpack was not where she had left it. The question would ask, "Which sentence could best 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, Kenna realized her old beloved backpack she had carried around since first grade was not where she had left it." 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. 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."	Students will create a sophisticated situation and/or introduce a narrator and/or characters. • 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. 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. For example, a correct answer might be: "Kenna's heart sank as she remembered all the important items she had in her backpack, including her favorite book and her lucky charm." 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. "

NWEA - DRAFT 07/2025

LA.5.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.5.W.3 Write creative and/or expressive pieces that describe a well developed event or experience.
Indicator	LA.5.W.3.b Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
Central Aspects to Be Measured	An item that fully measures LA.5.W.3.b asks students to do one or more of the following: • Use **precise words and phrases** to convey thoughts, feelings, experiences, and events; or • Use **descriptive/sensory details** to convey thoughts, feelings, experiences, and events; or • Use **dialogue** to convey thoughts, feelings, experiences, and events; or • Use **sensory language** to convey thoughts, feelings, experiences, and events. **Precise words and phrases** in narrative writing are specific and clear words that help provide detailed and accurate descriptions. **Descriptive/sensory details** are words that help paint a picture of the story in the reader's mind. Together, they help make the writing more vivid by providing exact details (e.g., "The brightly-colored hot air balloon floated gently into the sky.") rather than vague descriptions (e.g., "The hot air balloon went up."). **Dialogue** 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. **Sensory language** is language that appeals to the five senses (sight, sound, smell, taste, touch). Sensory language helps the reader experience the story more vividly. For example, "The sweet aroma of freshly baked cookies wafted through the kitchen, making everyone's mouth water."
Progression from Previous Grade	The Grade 4 standard focuses on using precise words and phrases, descriptive/sensory details, and dialogue to develop the characters, events, and/or settings in narrative writing. The Grade 5 standard shifts this focus on using descriptive language from developing characters, events, and settings to conveying thoughts, feelings, experiences, and events. By detailing the interior aspects of characters, along with the action of events, students can further enhance the vividness of narrative writing.

Achievement Level Descriptors

Developing	On Track	Advanced
Use basic words and phrases, descriptive/sensory details, dialogue, and/or sensory language to convey thoughts, feelings, experiences, and/or events. DOK: 1	Use **precise** words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. DOK: 1–2	Use **vivid** words and phrases, descriptive/sensory details, dialogue, and sensory language to convey complex thoughts, feelings, experiences, and events. DOK: 2
Possible Item Approaches		
Students will use basic words/phrases, descriptive/sensory details, dialogue, or sensory language to convey thoughts, feelings, experiences, and events in narrative writing. • Stems can ask students to identify which word, phrase, or sentence would best describe an experience/event or best helps the reader understand the thoughts/feelings of another. • In a technology-enhanced item, students may be given two options to choose from for each blank, with the correct answer providing a more detailed description. For example, "Kenna and her brother Jay were swinging at the _____ (crowded/local) playground. Suddenly, Kenna realized her backpack was not where she had left it. They searched all around, under equipment, and on top of equipment. They could not find the backpack. Then a little girl looking _____ (very upset/lost) ran over to Kenna and said, 'I accidentally picked up your backpack thinking it was mine. I'm sorry!'"	Students will use precise words/phrases, descriptive/sensory details, dialogue, or sensory language to convey thoughts, feelings, experiences, and events in narrative writing. • Stems can be similar to the item approaches for Developing, but the items should ask students to choose between more precise words/phrases/sentences. For example, "Which sentence of dialogue should be added to the story to show how Kenna feels about losing her backpack?" The correct answer would be: "'That backpack has been with me a long time, and I'll be heartbroken if I can't find it,' said Kenna." All distractors should be related to the story, but they should be less precise (e.g., "I really hope we can find my backpack," said Kenna.) or not in keeping with the character or situation presented in the rest of the stimulus (e.g., "I guess I'll just have to get a new backpack," said Kenna.).	Students will use vivid words/phrases, descriptive/sensory details, dialogue, or sensory language to convey complex thoughts, feelings, experiences, and events in narrative writing. • Stems can be similar to the item approaches for On Track, but they should ask students to focus on vivid rather than precise language. Vivid language is meant to create clear images or describe strong emotions. Often, vivid language involves the use of figurative language (e.g., simile, metaphor, personification, onomatopoeia, hyperbole) or flowery, descriptive language. For example, "Read these sentences from a student's story. 'Kenna and her brother Jay were swinging at the playground. Suddenly, Kenna realized her backpack was not where she had left it. <u>They searched all around, under equipment, and on top of equipment.</u>' Which sentence improves the underlined sentence with more descriptive language?" The answer could be, "They frantically searched every nook and cranny, peering under the swings and climbing on top of the jungle gym."

LA.5.W.3.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.5.W.3 Write creative and/or expressive pieces that describe a well developed event or experience.
Indicator	LA.5.W.3.c Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
Central Aspects to Be Measured	An item that fully measures LA.5.W.3.c asks students to: • Use a variety of **transitional words and/or phrases** to organize a **sequence of events** that unfolds naturally. The intent of this standard is for students to use varied **transitional words and phrases**, which can help writers arrange a logical sequence of events that unfolds naturally. A **sequence of events** is the order in which events happen in a story. Common transitional words and phrases at this grade include: first of all, in the beginning, next, then, after, later on, meanwhile, eventually, finally, in the end, at last, and even though. Greater variety in words and phrases can be accomplished by making them more specific to the story (e.g., In the beginning of our adventure; After we climbed the mountain; Meanwhile, back at the campsite; Eventually, we found the hidden treasure).
Progression from Previous Grade	The Grade 4 standard focuses on using transitional words and phrases to organize a sequence of events that unfolds naturally. The Grade 5 standard progresses to having students use a variety of transitional words and phrases to accomplish the same organizational goals, showing that students are expected to have a broader vocabulary with which to connect ideas in narratives.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use **basic** transitional words and phrases to organize a sequence of events. DOK: 1	Use **a variety of** transitional words and phrases to organize a sequence of events **that unfolds naturally**. DOK: 1–2	Use a variety of **sophisticated** transitional words and phrases to organize a **complex** sequence of events that unfolds naturally. DOK: 2
Possible Item Approaches		
Students will use basic transitional words and phrases to organize a sequence of events. • Stems can ask students to identify which transitional word or phrase would best connect two sentences in a story. For example, students read the following two sentences: "Kenna and her brother Jay were swinging at the playground. _____, Kenna realized her backpack was not where she had left it." Then they are asked, "Which word best connects the two sentences in this story?" with the correct answer being "Then," and the distractors being other transitional words that do not logically connect the sequence of events (e.g., Also, First, Earlier).	Students will use a variety of transitional words or phrases to organize a sequence of events that unfolds naturally. • Stems can be similar to the item approach for Developing, but items should ask students to choose between more precise transitional words/phrases to connect two sentences. For example, students read the following two sentences: "Kenna and her brother Jay were swinging at the playground. _____, Kenna realized her backpack was not where she had left it." Then they are asked, "Which word best connects the two sentences in this story?" with the correct answer being "Suddenly," and the distractors being other transitional words that do not logically connect the sequence of events (e.g., Although, Before, Finally).	Students will use a variety of sophisticated transitional words and phrases to organize a complex sequence of events that unfolds naturally. • Stems can be similar to the item approach for On Track, but items should ask students to choose between traditional vs. more sophisticated transitional words/phrases. Examples of more sophisticated transitional words and phrases would include: on the other hand, as a result, not only/but also, in contrast, in other words, etc. • Also, items for the Advanced ALD may ask students to connect multiple sentences in a longer stimulus. For example, in a technology-enhanced item, students may be given two options to choose from for each blank, with the correct answer being the better transitional word or phrase.

LA.5.W.3.d

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.5.W.3 Write creative and/or expressive pieces that describe a well developed event or experience.
Indicator	LA.5.W.3.d Provide a conclusion related to the creative or expressive event or experience.
Central Aspects to Be Measured	An item that fully measures LA.5.W.3.d asks students to: • Provide a **conclusion** related to the **creative or expressive event or experience**. A **conclusion** is the end of a piece of writing and should provide the reader with a sense of closure. In narrative writing, the **creative or expressive event or experience** 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 character(s) encounter. An effective conclusion to a narrative is clearly connected to this central event or experience and may be reflective in nature. A reflective 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 narrative skillfully, not because they are off topic.
Progression from Previous Grade	The Grade 4 and grade 5 standards are identical, showing how important it is and how long it takes for students to hone their ability to effectively conclude a piece of narrative writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide a conclusion. DOK: 2	Provide a conclusion **related to the creative or expressive event or experience.** DOK: 2–3	Provide an **authentic and well-developed** conclusion related to the creative or expressive event or experience. DOK: 3
Possible Item Approaches		
Students will provide a conclusion for a piece of narrative writing. • 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?" For Developing, the answer options should be brief in nature, such as "The crowd had arrived." 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 would make a strong ending for the story."	Students will provide a conclusion related to the creative or expressive event or experience in narrative writing. • Stems can follow the approach for Developing, but the answer options for the item 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., "The crowd had finally arrived, just in time to witness the performance of a lifetime.") rather than one that either continues the story (e.g., "The chairs were all set up to hold the crowd.") or provides an unsatisfying end to the story (e.g., "The crowd sat down to watch the performance.") 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."	Students will provide an authentic and well-developed conclusion related to the creative or expressive event or experience in narrative writing. • Stems can be similar to the item approach for On Track, but the correct answer should be the conclusion that provides the best and most satisfying end to the narrative because it is authentic (e.g., "At that moment, Tristan knew that all the preparation and practice, and the last minute hustle, were worth it—it was finally his turn.") 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 2 sentences that give the story a strong ending and tell how the main character feels about the event/experience."

LA.5.W.4.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.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.
Indicator	LA.5.W.4.a Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
Central Aspects to Be Measured	An item that fully measures LA.5.W.4.a asks students to do one or more of the following: • Introduce a **topic or text** clearly; or • State an **opinion or perspective**; or • Develop a **structure** in which ideas are grouped logically. The introduction to opinion writing sets the stage for the rest of the piece by providing context for the reader. First, the writer must introduce the **topic or text** clearly. This includes the main subject(s) that will be covered. Next, the writer must clearly state an **opinion or perspective**. An opinion is a personal belief or judgment about the topic, while a perspective is a particular way of viewing or thinking about something. If the topic is home gardens, an opinion might be, "Everyone should have a home garden." A perspective would be, "Home gardens are easy to build, provide delicious food, and can teach responsibility." Finally, the writer should develop a **structure,** or organizational plan, in which ideas are grouped logically. A strong introduction for opinion writing should introduce the topic/text, state an opinion/perspective, and develop a structure. For example, "Everyone should have a home garden because they are fun to build, provide delicious food, and can teach responsibility." For items that assess this standard, the correct answer should be the option that best introduces the topic/text, states an opinion/perspective, or develops a structure. The distractors should be wrong because they fail to do so skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 4 standard focuses on introducing a topic or text clearly, stating an opinion, and developing a structure that includes reasons and/or evidence. The Grade 5 standard is almost the same but progresses to include perspective, showing that students should be able to write stronger and more nuanced introductions to their opinion pieces.

Achievement Level Descriptors

Developing	On Track	Advanced
Introduce a topic or text, state an opinion or perspective, and/or develop a structure. DOK: 2	Introduce a topic or text **clearly**, state an opinion or perspective, and develop a structure **in which ideas are grouped logically**. DOK: 2	Introduce a topic or text clearly, state an opinion or perspective, and develop an **authentic** structure in which **relevant** ideas are grouped logically. DOK: 2
Possible Item Approaches		
Students will introduce a topic or text, state an opinion or perspective, and/or develop a structure for an opinion text. • Stems should provide students with a short stimulus consisting of 3–4 sentences that begin to develop the topic. Then students can be asked to select which sentence, if added to the paragraph, would best introduce the topic (state the author's opinion, etc.). • 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). 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 sentence that would state a clear opinion about the topic at the beginning of the passage."	Students will introduce a topic or text clearly, state an opinion or perspective, and/or develop a structure in which ideas are grouped logically for an opinion text. • 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 *clearly* introduce the topic/text, including what it will focus on, or it should *clearly* state the author's opinion or perspective about the topic. • Stems can also ask students to select the sentence that best develops a structure, with the correct answer being the one that best shows how ideas would be grouped logically in the opinion text. For example, "Home gardens are easy to build, provide delicious food, and can teach responsibility." A plausible distractor might be, "There are many reasons why people are choosing to grow home gardens." 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."	Students will introduce a topic or text clearly, state an opinion or perspective, and/or develop an authentic structure in which relevant ideas are grouped logically for an opinion text. • Stems that assess introducing a topic/text or stating an opinion/perspective can be similar to the item approaches for On Track; however, the stimuli can involve more sophisticated topics or include more complex sentences. • Items that assess structure for the Advanced ALD should emphasize relevant ideas vs. less relevant ideas. For example, students might be asked which of four sentences would best follow this sentence in an opinion text: "There are many reasons why people are choosing to grow home gardens." The correct answer would be, "The most popular reason is that they provide delicious food to eat." Distractors might include, "The one reason I planted a home garden was to save money," or "Why would you choose to grow your own garden?" The "authentic" piece of this ALD is best assessed through constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that state the author's opinion on the topic and help develop a structure that groups ideas together."

LA.5.W.4.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.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.
Indicator	LA.5.W.4.b Use facts and details to support reasons and/or evidence.
Central Aspects to Be Measured	An item that fully measures LA.5.W.4.b asks students to: -Use **facts** to support **reasons/evidence** in opinion writing; or -Use **details** to support reasons/evidence in opinion writing. In opinion writing, **reasons** are used to explain why the writer holds a particular opinion, and **evidence**, such as facts and details, is used to back up the reasons, making the writer's argument more convincing and credible. **Facts** are statements that can be proven true or verified. They provide objective evidence to back up the writer's opinion. For example, "Fresh tomatoes picked off the vine are usually more flavorful than those bought in a store" is a fact that can be used to support the writer's opinion that there are many benefits to having a home garden. **Details** are specific examples, descriptions, or explanations that help support or illustrate the points being made. For example, "Families can cook delicious and flavorful meals using fresh vegetables from a home garden."
Progression from Previous Grade	The Grade 4 and Grade 5 standards are identical, which shows that students are still working on using facts and details to support reasons and/or evidence in their opinion writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

Use **basic facts** and/or details to support reasons and/or evidence. DOK: 1	Use **facts** and details to support reasons and/or evidence. DOK: 1–2	Use **relevant facts** and details from one or more **credible sources** to support reasons and/or evidence. DOK: 2–3
	Possible Item Approaches	
Students will use basic facts and/or details to support reasons and/or evidence in an opinion text. • Stems can ask students to identify which sentence should be included in a given brief opinion text about a particular topic (e.g., school start times). The correct answer would be a basic fact or detail that supports the opinion. The distractors would be opinions, thoughts, beliefs, personal experiences, etc. related to the topic. For example, the question might be, "Which information would best be added to the essay?" The options could be: "Later start times would allow kids to get more sleep, which improves their ability to pay attention" (correct answer), "I think everyone should get to sleep late when they want to," "Most kids go to bed early but don't go to sleep right away, as they play on their phones," and "Kids should be asked their thoughts on starting later or earlier."	Students will use facts and details to support reasons and/or evidence in an opinion text. • Stems can provide students with a short stimulus of 3–4 sentences that introduces a particular topic (e.g., school start times), states an opinion, and gives reasons or evidence. For example, "There is much discussion about the best time to start the school day. Many think we should start later. First, that would allow kids to get more rest, so they wake up refreshed. Second, we know that being rested leads to kids being able to pay better attention at school." Then students can be asked to choose the facts and/or details that would best support a specific reason or piece of evidence. For example, "Which information would best support the idea that being rested leads to the ability to pay attention?" 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.	Students will use relevant facts and details from one or more credible sources to support reasons and/or evidence in an opinion text. • Stems can be similar to the item approach for On Track, but they should ask students to distinguish between relevant and irrelevant facts/details and/or credible and questionable sources. This could be done with a Multiple-Choice item or with a technology-enhanced item that asks students to move relevant facts/details from credible sources into a table that shows the reasons/evidence that need support. The toolbox for the item would include both relevant and irrelevant facts/details and credible and questionable sources. For example, a plausible distractor would be a relevant detail from a questionable source, "My friend Lauren told me she does better on tests later rather than earlier in the day. —a student at Laverne Pryor Elementary School." A correct answer would be a relevant detail from a credible source, "A research study from Hanford University revealed that test scores of students are on average 8 points higher when tests are given later in the day. —Harvard Journal of Research." After finding this relevant detail from a credible source, the student would move the sentence to the reason in the table that it best supports (e.g., Students perform better in school with later start times.).

LA.5.W.4.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.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.
Indicator	LA.5.W.4.c Use words, phrases, and key vocabulary to connect ideas.
Central Aspects to Be Measured	An item that fully measures LA.5.W.4.c asks students to: • Use **words**, **phrases,** and/or **key vocabulary** to connect ideas. The intent of this standard is for students to use specific words and phrases to connect ideas in their opinion writing. Writers use linking **words and phrases** to create clear and logical connections between ideas in opinion writing, such as between their opinions and reasons or evidence. Some common and more advanced linking words and phrases at this grade level might include: • To add information: also, in addition, furthermore • To show cause and effect: so, because, therefore • To compare and contrast: but, similarly, however • To sequence ideas: next, after that, finally • To give examples: such as, including, for example • To conclude: finally, in conclusion, overall Writers also use **key vocabulary**, or important words and terms that are specific to a topic, to help convey precise meanings. For example, a student writing about the importance of recess may use vocabulary like focus, physical activity, social skills, creativity, productivity, and well-being. Items that assess this standard should ask students to make writerly decisions in the context of writing. This item should focus only on words, phrases, and key vocabulary.
Progression from Previous Grade	The Grade 4 standard focuses on using linking words and phrases to connect ideas in opinion writing. The Grade 5 standard progresses to include key vocabulary, showing that students are expected to be able to use an even broader range of linking words and phrases to connect ideas.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use **basic** words, phrases, and vocabulary to connect ideas. DOK: 1	Use **words**, phrases, and key vocabulary to connect ideas. DOK: 1–2	Use **advanced** words, phrases, and key vocabulary to connect ideas. DOK: 1–2
Possible Item Approaches		
Students will use basic words, phrases, and/or vocabulary to connect ideas in opinion writing. • Stems can ask students to select the word, phrase, or vocabulary that best connects an opinion with a reason or that best connects two related ideas. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a shorter stimulus. For example: "I think recess is the best part of the school day. _____, kids can relax and just talk to each other, which helps them concentrate better in class." Students would then be asked, "Which phrase best connects the ideas in the sentences?" The options would be: After school, Before class, During recess (correct answer), and Since lunch.	Students will use words, phrases, and/or key vocabulary to connect ideas in opinion writing. • Stems can be similar to the item approach for Developing, but the items for On Track should require students to make a deeper inference or demonstrate a more nuanced understanding of the connection between ideas. For example, the stimulus might be: "I think recess is the best part of the school day. _____ kids can unwind and enjoy themselves, which improves their performance in the classroom." Students would then be asked, "Which phrase best connects the ideas in the sentences?" The options would be: It's a lot of fun when, It's a time when (correct answer), etc.	Students will use advanced words, phrases, and/or key vocabulary to connect ideas in opinion writing. • Stems can be similar to the item approach for On Track, but the items for Advanced should feature more advanced words, phrases, or key vocabulary and require students to make a deeper inference or demonstrate a more nuanced understanding of the connection between ideas. For example, the stimulus might be: "I believe that schools should start later in the day. _____, research shows that students who get more sleep perform better in school and have improved mental health." Students would then be asked, "Which phrase best connects the ideas in the sentences?" The options could be: As a result, In addition, In the first place (correct answer), and On the other hand.

LA.5.W.4.d

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.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.
Indicator	LA.5.W.4.d Provide a concluding statement or section related to the perspective.
Central Aspects to Be Measured	An item that fully measures LA.5.W.4.d asks students to: • Provide a **concluding statement** related to the perspective; or • Provide a **concluding section** related to the **perspective**, which may be sophisticated. A **concluding statement** is a single sentence that ends a piece of writing. A **concluding section** is a longer end to a piece of writing, which builds over multiple sentences. In opinion writing, a **perspective** is a particular way of viewing or thinking about a topic. It is different from the writer's opinion about a topic, which is a personal belief or judgment and is often broader than a perspective. If the topic of an opinion piece is the start time for school, an opinion might be, "We should start school later," while a perspective might be, "Students would be more alert and ready to learn if school started later in the morning." The intent of this standard is for students to write effective conclusions in opinion writing. An effective conclusion is one that is clearly connected to the writer's perspective. This might be accomplished by summarizing, reinforcing, or reflecting on that perspective and the key points that support it.
Progression from Previous Grade	The Grade 4 standard focuses on providing a concluding statement or section related to the opinion. The Grade 5 standard progresses to providing a concluding statement or section related to the perspective, showing that students are continuing to develop their understanding of the opinions and perspectives used in opinion writing.

Achievement Level Descriptors		
Developing	On Track	Advanced

Provide a brief concluding statement. DOK: 2	Provide a concluding statement or section related to the perspective. DOK: 2–3	Provide a sophisticated and authentic concluding statement or section related to the perspective. DOK: 3
Possible Item Approaches		
Students will provide a brief concluding statement in an opinion text. • 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 develop a position. "Which sentence would be the best conclusion for the opinion?" Answer options at this level should be brief, though generally related to the opinion in the text. The correct answer should provide a sense of closure but should be a general statement rather than a reflective conclusion. For example, a correct answer might be, "This is why starting school later is a good idea." The distractors should be related to the topic but not the opinion, such as, "The school day is simply too long!" 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."	Students will provide a concluding statement or section related to the perspective in an opinion text. • Stems can be similar to the item approach for Developing, but the correct answer should be related to the writer's perspective. Also, the stimulus and answer options should be more sophisticated at this level than at the Developing ALD. One approach might be for the final sentence of the stimulus to have a blank that students must complete with the best conclusion. For example, "By starting school later, _____." The options could be: everyone in my family will feel more rested; I'll have more time to watch TV in the morning; just think of the traffic my parents could avoid!; we can help students be healthier, happier, and better prepared for success (correct answer). 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."	Students will provide a sophisticated and authentic concluding statement or section related to the perspective in an opinion text. • Stems can be similar to the item approach for On Track, but the stimulus and answer options should be more sophisticated than those in the other ALDs, and the conclusions may be more than one (1) sentence. For example, "We should start school later. Students would be more alert and ready to learn if school started later in the morning. Research shows that young people need more sleep for their developing brains and bodies. Also, students who get more sleep perform better in school. _____." The best conclusion for this stimulus might be: "Therefore, starting school later would benefit our health and learning. By getting more sleep, we would feel more rested and could concentrate better on our studies." The "authentic" piece of this ALD is best assessed through constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a two-sentence conclusion that restates the author's opinion and reasons."

LA.5.W.5.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.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.5.W.5.a Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
Central Aspects to Be Measured	An item that fully measures LA.5.W.5.a asks students to: • Introduce a **topic** clearly; and/or • Provide a **general focus**, grouping information logically and including text features, illustrations, and/or multimedia elements. The intent of this standard is for students to be able to write a strong introduction that sets the stage for a well-organized piece of writing. A **topic** is the subject or main idea of a piece of writing, while a **general focus** refers to the overarching structure that guides the content and direction of a piece of writing. For example, a general focus for an explanatory piece might be that there are many benefits to adopting a pet from an animal shelter. The paragraphs that follow would group information logically according to each benefit (e.g., helping the community, being responsible, having lots of choices), so that ideas and information are presented clearly. Text features, illustrations, and multimedia elements would be included in this structure since they help organize, highlight, and present important information, often in a visual format. For items that assess this standard, the correct answer should be the option that introduces the topic clearly and/or provides a general focus. The distractors should be wrong because they fail to do so skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 4 standard focuses on introducing a topic clearly and grouping related information into paragraphs and sections, including text features, illustrations, and/or multimedia elements. The Grade 5 standard progresses to providing a general focus and grouping information logically, suggesting that students are expected to write stronger introductions and present information in a more organized and logical manner.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Introduce a topic and group related information together. DOK: 2	Introduce a topic **clearly and provide a general focus**, **grouping information logically and including text features, illustrations, and/or multimedia elements**. DOK: 2	Introduce a topic clearly and provide a general focus, grouping information logically and including **advanced** text features, illustrations, and/or multimedia elements. DOK: 2
Possible Item Approaches		
Students will introduce a topic and/or group related information together in informative/explanatory writing. • 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. • Stems may also provide a short stimulus related to the topic and provide a blank where students have an opportunity to group related information together. 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). • 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 sentence that could go in the blank to introduce the topic of the essay.	Students will introduce a topic clearly and/or provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements in informative/explanatory writing. • Stems that assess introducing a topic can be similar to the item approach for Developing, but the items for On Track could have a Part B that asks students to identify a second sentence that provides a general focus for the writing or a text feature that could be used to build on the introductory sentence. For example, Part A could ask, "Which sentence would provide the clearest introduction to an informational report on the impact of adopting an animal from a shelter?" The correct answer might be, "Adopting an animal from a shelter gives a loving home to a pet while also helping reduce the number of homeless animals in our communities." Then Part B would ask, "Which element could follow this	Students will introduce a topic clearly and/or provide a general focus, grouping information logically and including advanced text features, illustrations, and/or multimedia elements in informative/explanatory writing. • Stems can be similar to the item approaches for On Track, but the stimulus and answer options should be more sophisticated. Also, the text features, illustrations, and multimedia elements described in the answer options should be more advanced, such as sidebars, headings and subheadings, captions, glossaries, timelines, diagrams, videos, audio clips, slideshows, hyperlinks, etc. • 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 organizational structure of the essay."

	introduction to help build on this idea?" with the correct answer being, "a graph showing how many animals live in shelters compared to how many are homeless." • Stems that assess grouping information logically could provide students with a short stimulus that introduces the topic and provides the general focus. Then students can be asked which element would help readers better understand one aspect of that focus (e.g., how pet shelters help the community). The options could include: a graph showing the number and type of shelter pets in a larger shelter (correct answer), a list of the most popular dog breeds, a map showing the locations of large shelters across the country, a photo of a happy dog chasing a ball. • 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."	

83

LA.5.W.5.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.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.5.W.5.b Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
Central Aspects to Be Measured	An item that fully measures LA.5.W.5.b asks students to both: • Identify information related to the topic; and • Develop the **topic** with information (e.g., facts, definitions, details, quotations) related to the topic. A **topic** 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. 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.
Progression from Previous Grade	The Grade 4 and Grade 5 standards are identical, emphasizing the continued importance of developing the topic of a piece of informative or explanatory writing with information (e.g., facts, definitions, details, quotations) related to the topic.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify information (e.g., facts, definitions, details, quotations) **related to the topic.** DOK: 1	**Develop the topic with information** (e.g., facts, definitions, details, quotations) related to the topic. DOK: 2	Develop the topic with **complex** information (e.g., facts, definitions, details, quotations) **most clearly** related to the topic. DOK: 2
Possible Item Approaches		
Students will identify information (e.g., facts, definitions, details, quotations) related to the topic of an informative/explanatory text. • Stems can ask students to identify which information could be included in a given informative article about a particular topic. The options in this Multiple-Choice item would include one fact, definition, detail, and/or quotation that is relevant to the topic and three that would not be included in an informational text, such as a personal opinion, unanswered question, etc. Options do not have to be complete sentences.	Students will develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic of an informative/explanatory text. • 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, "Which sentence could be added to the article to give information about the importance of bees?" The options could be one relevant fact, definition, detail, and/or quotation and three irrelevant ones. Alternatively, a Multi-select item could include two correct answers.	Students will develop the topic with complex information (e.g., facts, definitions, details, quotations) most clearly related to the topic of an informative/explanatory text. • Stems can be similar to the item approach for On Track but ask students to choose from a provided list of complex information, selecting the 1–2 pieces of information most clearly related to the topic and thus the most important to add to the provided stimulus.

LA.5.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.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.5.W.5.c Use linking words and phrases and key vocabulary to connect ideas and categories of information.
Central Aspects to Be Measured	An item that fully measures LA.5.W.5.c asks students to: • Use **linking words/phrases** to connect ideas and/or **categories of information**; or • Use **key vocabulary** to connect ideas and/or categories of information. The intent of this standard is for students to use specific words and phrases to connect ideas and categories of information. These are called **linking words/phrases**. Common examples at this grade level include: also, because, consequently, during, especially, finally, for example, however, in addition, and just as. **Categories of information** 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). **Key vocabulary** refers to important words or terms that are specific to a topic and help convey precise meanings. For example, a student writing about hummingbirds might use academic vocabulary like beak, energy, flight, nectar, and perch; and they might use content-specific vocabulary like hover, iridescent, migration, pollination, and territory. 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.
Progression from Previous Grade	The Grade 4 standard focuses on using linking words and phrases and key vocabulary to connect ideas and categories of information. The Grade 5 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**

Use basic linking words and phrases and/or key vocabulary to connect ideas. DOK: 1	Use linking words and phrases and key vocabulary to connect ideas and categories of information. DOK: 1–2	Use advanced linking words and phrases and key vocabulary to connect ideas and categories of information. DOK: 1–2
	Possible Item Approaches	
Students will use basic linking words and phrases or key vocabulary to connect ideas in an informative/explanatory text. • 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. 'Hummingbirds are fascinating _____ they can hover in mid-air for long periods of time." Which word best connects the ideas in this sentence? The options would be: and, because (correct), but, when. • Stems can also ask students to use key vocabulary to connect ideas. For example: "Read this sentence. 'Hummingbirds use their long _____ to reach deep into flowers and sip nectar.' Which word best connects the ideas in this sentence?" The options would be: beaks (correct answer), feet, tails, wings.	Students will use linking words and phrases or key vocabulary to connect ideas or categories of information in an informative/explanatory text. • Stems that assess using linking words/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. • Stems can also ask students to use linking words/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, the stimulus might be, "Hummingbirds are very energetic creatures. _____, most species can flap their wings over 4,000 times per minute." And the options could be: For example (correct answer), However, In addition, Therefore. Another 1–2 sentence stimulus could be used to assess key vocabulary: "A hummingbird's _____ can be thousands of miles long, taking them from Central to North America and back each year." The options would be: home, life, migration (correct answer), and territory.	Students will use advanced linking words/phrases or key vocabulary to connect ideas or categories of information in an informative/explanatory text. • Stems that assess using linking words/phrases or key vocabulary to connect ideas or categories of information can be similar to the item approaches for On Track, but the answer options should include more advanced linking words/phrases, and the key vocabulary must be central to the text. In this case, students may be asked to apply the vocabulary words to connect ideas or categories of information. For a technology-enhanced item, students would move the correct vocabulary word(s) into blanks in the provided stimulus.

LA.5.W.5.d

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.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.5.W.5.d Provide a concluding statement or section related to the information or explanation(s).
Central Aspects to Be Measured	An item that fully measures LA.5.W.5.d asks students to: • Provide a **concluding statement** related to the information or explanation(s); or • Provide a **concluding section** related to the information or explanation(s), which may be sophisticated. A **concluding statement** is a single sentence that ends a piece of writing. A **concluding section** 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. 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.
Progression from Previous Grade	The Grade 4 and Grade 5 standards are identical, showing how important it is and how long it takes for students to hone their ability to effectively conclude a piece of informative or explanatory writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide a brief concluding statement or section. DOK: 2	Provide a concluding statement or section **related to the information or explanation(s)**. DOK: 2–3	Provide a **sophisticated and authentic** concluding statement or section related to the information or explanation(s). DOK: 2–3
Possible Item Approaches		
Students will provide a brief concluding statement or section in an informative/explanatory text. • 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?" At this level, the correct answer does not need to be the option most closely related to the topic; it need only be a statement that provides some sense of closure. For example, a correct response could be, "Hummingbirds are really amazing animals" while an incorrect option might be, "Hummingbirds hover near flowers to drink nectar, a sweet liquid that is their food." 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."	Students will provide a concluding statement or section related to the information or explanation(s) in an informative/explanatory text. • 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 and mention some key details. 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."	Students will provide a sophisticated and authentic concluding statement or section related to the information or explanation(s) in an informative/explanatory text. • Stems can be similar to the item approach for On Track, but the options must all be concluding sections, and the correct answer should be the section that is the most sophisticated, meaning it reiterates the key ideas. In addition, the stimulus should consist of 3–4 sentences that develop the topic and provide key details. • Note that the reading load for this approach may be cumbersome for grade 5 students, which moves it to the Advanced ALD. The "authentic" piece of this ALD is best assessed through 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 restates the main ideas."

LA.5.W.6.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.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
Indicator	LA.5.W.6.a Paraphrase information and evidence to support ideas while avoiding plagiarism.
Central Aspects to Be Measured	An item that fully measures LA.5.W.6.a asks students to both: • **Paraphrase information and/or evidence** while **avoiding plagiarism**; and • **Use paraphrased information to support ideas** in writing. 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 **paraphrase information and/or evidence** 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. **Avoiding plagiarism** 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 **use paraphrased information to support ideas**, students must first evaluate how well the information supports their ideas and then integrate the information into their writing.
Progression from Previous Grade	The Grade 4 and Grade 5 standards are identical, emphasizing the continued importance of paraphrasing information and evidence from sources to support ideas while avoiding plagiarism.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Paraphrase information and evidence. DOK: 1	Paraphrase information and evidence **to support ideas while avoiding plagiarism**. DOK: 2	**Skillfully and consistently** paraphrase information and evidence to support ideas while avoiding plagiarism. DOK: 2
Possible Item Approaches		
Students will paraphrase information or evidence. • Stems can ask students to identify which sentence correctly paraphrases information or evidence from a source. The item should present a short stimulus as the source. For example, "Hummingbirds are tiny birds with bright, colorful feathers that can hover in mid-air by flapping their wings really fast." The stem would ask, "How can the sentence be rewritten to provide the same information without stealing the words of the author?" The correct answer would be, "Hummingbirds are tiny, colorful creatures who are able to flap their wings so fast they can stay hovering in the air for long periods of time." A plausible distractor would be, "Tiny hummingbirds use their colorful wings to fly through the air." This approach ensures students demonstrate their understanding that paraphrasing involves changing the sentence in ways that stay true to the original information and meaning.	Students will paraphrase information or evidence to support ideas while avoiding plagiarism. • 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: "Ian has written these sentences. 'Hummingbirds are tiny, colorful creatures who are able to flap their wings so fast they can stay floating in the air for long periods of time._____.' Based on the book, which sentence should Ian write next to support his idea?" The correct answer should be the sentence that is paraphrased and supports the idea. For example, "Their rapid wing movement lets them stay in one spot while they drink nectar from flowers." The distractors should be copied word for word from the source and/or not support the idea in the writing. For example, "Hummingbirds are able to remember every flower they have visited and how long it will take for the flower to refill with nectar."	Students skillfully and consistently paraphrase information and evidence to support ideas while avoiding plagiarism. • Stems can be similar to the item approaches for On Track, but the items for Advanced should include more sophisticated stimuli, which will increase the challenge of determining which sentence best supports the idea in the text. The sentences from the source material should also be more sophisticated and/or nuanced to increase the challenge of retaining meaning while avoiding plagiarism.

LA.5.W.6.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.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
Indicator	LA.5.W.6.c Sort evidence into categories using an appropriate note-taking format to collect and organize information.
Central Aspects to Be Measured	An item that fully measures LA.5.W.6.c asks students to both: • Sort **evidence** into **categories**; and • Use an appropriate **note-taking format** to collect and organize information. The intent of this standard is for students to be able to gather information for their writing in a logical and systematic way. **Evidence** refers to any information or details that students might use to support their ideas in writing. **Categories** 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 **note-taking format** 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.
Progression from Previous Grade	The Grade 4 and Grade 5 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 note-taking format. DOK: 1	Sort evidence into categories using an **appropriate** note-taking format **to collect and organize information**. DOK: 2	**Skillfully** sort evidence into categories using a note-taking format to collect and **logically** organize **complex** information. DOK: 2
Possible Item Approaches		
Students will sort evidence into categories using a note-taking format. • Stems can ask students to sort evidence into categories using a note-taking format. 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?" • Alternatively, items may ask which piece of evidence belongs in an indicated spot in the given graphic organizer.	Students will sort evidence into categories using an appropriate note-taking format to collect and organize information. • 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. The item may require the use of technology, with students being provided the format. For example, a Gap Match item may include an outline with the four main categories for a piece of student writing about hummingbirds: Where hummingbirds live, What hummingbirds look like, What hummingbirds eat, and How hummingbirds act. The toolbox would contain brief notes about hummingbirds, and students would be asked to move each note to the correct place in the outline.	Students will skillfully sort evidence into categories using a note-taking format to collect and logically organize complex information. • Stems can be similar to the item approach for On Track. However, the toolbox should include details that would not be included in the provided note-taking format (e.g., Venn diagram, outline), so students must make decisions about how to logically organize complex information. For example, the stem area could provide students with a partially completed outline of the habitat, diet, physical characteristics, and behavior of hummingbirds, and the toolbox could include a long list of notes about hummingbirds. Students would then be asked to complete the outline with the note(s) that most logically fit each category in the outline, with a note that not all options will be used.