

DRAFT

Grade 5 English Language Arts  
Item Specifications

The draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMs](#). The *Specifications* are a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards. It also serves to provide all stakeholders with information about the scope and function of the FSA.

## Item Specifications Definitions

**Also assesses** refers to standard(s) closely related to the primary standard statement.

**Assessment limits** define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard.

**Acceptable response mechanisms** describe the characteristics of various methods for responding to test items.

**Task demand** describes various types of items that could be written for the standard assessed.

**Text types** define the genre of texts to be used with the standard(s) assessed.

**Sample item stems** provide various types of item stems that could be written for the standard assessed.

**Reading stimulus guidelines and attributes** describe the parameters for developing and selecting the texts students will read and to which items will be written.

**Editing task guidelines for language standards and stimulus attributes** describe the parameters for developing texts students will read and to which students will respond.

**Text-based writing stimulus attributes and prompt guidelines** describe the parameters for developing and selecting texts students will read and prompts to which students will respond.

## Reading Stimuli Guidelines

### **Overall Description**

A stimulus may consist of one or more texts. The texts may be informational or literary and can cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

### **Stimulus Attributes**

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams, can be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the DOE may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

<b>Grade</b>	<b>Range of Number of Words</b>
3	100 - 700
4	100 - 900
5	200 - 1000
6	200 - 1100
7	300 - 1100
8	350 - 1200
9	350 - 1300
10	350 - 1350
11	350 - 1400

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support.</li> <li>Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select answers, using direct quotes from the text as support.</li> </ul>
Task Demand	Response Mechanism
Identify details that support a statement in the text where both the statement and the details are explicit.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Provide text-based support for an inference drawn from the text. The inference may be provided to the student or made by the student.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
<p>According to the passage, what made the garden look ____?</p> <p>[Multiple Choice]</p>	The student must understand the description of the garden in order to answer the question. The student will be provided with quotations from the passage and must identify the correct support.
<p>Select two phrases from the passage that show that the main character is (excerpted phrase).</p> <p>[Hot Text]</p>	The student must select evidence from a passage excerpt that supports the claim in the stem.
<p>Which sentence from the text shows that the main character feels uneasy about his father returning to another state?</p> <p>[Multiple Choice]</p>	The student must use details from the story to show that the main character feels nervous. The student will be provided with quotations from the text and must interpret their meaning to determine which one supports the provided description of the main character’s feelings.

**Grade 5 Reading Standards for Literature**

<p>Select the phrases from the text that support the idea that the main character feels uneasy about his father returning to another state.</p> <p>[Hot Text]</p>	<p>The student must use details from the story to show that the main character feels nervous. Paragraphs from the passage will be provided, and the student must select appropriate phrases and sentences. There will be more than one way to answer correctly.</p>
<p>Part A: How does the main character feel about his father’s return to another state?</p> <p>Part B: Select the phrases from the text that support your answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the text to determine how the main character is feeling and support the correct answer with textual evidence. Part A includes possible feelings that the main character is experiencing. Part B will include paragraphs from the passage from which the student must choose phrases that support the correct answer of Part A.</p>

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
Assessment Limits	Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items should focus on themes that can be determined through a series of events. Items may ask the student to summarize the text as a whole or to identify key events as part of a summary.	
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that explicitly state the theme of the passage.</li> <li>Requires the student to select words or phrases from the text that provide explicit support for the theme.</li> <li>Requires the student to select the theme from the choices and then to select words or phrases from the text to support the theme selected [Two-Part Hot Text].</li> <li>Requires the student to select sentences from the text that represent key events that should be addressed in a summary.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a theme of the passage.</li> <li>Requires the student to select explicit or implicit details from the text to support the theme.</li> <li>Requires the student to select a correct summary of the text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to state the theme of the passage.</li> <li>Requires the student to state details from the text that can be used to support the theme of the passage.</li> <li>Requires the student to state the theme of the passage and a detail from the text that can be used to support the theme of the passage.</li> </ul>	
Task Demand	Response Mechanism	
Determine a theme that is explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>	
Provide details that support the theme of a text. The theme may or may not be provided to the student in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>	
Provide a summary of the passage.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	

**Grade 5 Reading Standards for Literature**

Sample Item Stems	Notes
Select details from the text that support the theme that having responsibilities is part of growing up.  [Hot Text]	The student must analyze how the main character responds to a challenging situation and consider the implications in terms of the overall theme of the text. The theme of the text is provided in the stem.
What does this passage suggest about responsibilities?  [Multiple Choice]	The student must read closely to determine a message about the connection between responsibilities and growing up.
Part A: How does the main character respond to being left alone?  Part B: What does the main character's response reveal about the relationship between responsibilities and growing up?  [Two-Part Hot Text]	The student must use the main character's response to his father's leaving to determine the theme. The student must also recognize the implications in the passage about the connection between responsibility and growing up.
What does this passage suggest about responsibility? Use details from the text to support your response.  [Open Response]	The student must provide and support a theme in the passage. Although the student is directed to the idea of responsibility, the student must interpret explicit and implicit details in order to make connections between responsibility and growing up.
Which statement correctly summarizes the passage?  [Multiple Choice]	The student must read the passage and select the option that describes the summary of the passage.

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Assessment Limits	Items may ask the student to use details from the text in order to compare and contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask students to draw inferences.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> <li>Requires the student to compare and contrast two or more characters, settings, or events by placing descriptions, details, or analyses into a graphic organizer.</li> </ul> <p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that support similarities and/or differences between characters, settings, or events.</li> <li>Requires the student to select similarities and/or differences between characters, settings, or events and to select words or phrases from the text that provide support for that comparison [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select similarities and/or differences between characters, settings, or events.</li> <li>Requires the student to select details that support similarities and/or differences between characters, settings, or events.</li> </ul>
Task Demand	Response Mechanism
Identify or use details from the text to support similarities and/or differences between characters, settings, or events.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Compare and/or contrast two or more characters, settings, or events using explicit or implicit details.	<ol style="list-style-type: none"> <li>Grid Item</li> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
How do Character A and Character C respond when Character B admits to the class that her family does not own a _____?  [Multiple Choice]	The student must refer to details in the text to understand that both Characters A and C want to save Character B from embarrassment.

**Grade 5 Reading Standards for Literature**

<p>Part A: Character B admits to the class that her family does not own a _____. How are the responses of Character A and Character C similar?</p> <p>Part B: Select two sentences from the text that support your response in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must refer to details in the text to understand that both Characters A and C want to save Character B from embarrassment. The student must then identify the details in the text that support the correct answer.</p>
<p>Compare and contrast how Character A feels about Character B after different events in the passage.</p> <p>Part A: How does the reading of Character B's composition make Character A feel about her?</p> <p>Part B: How does Character A feel toward Character B after she admits that her family does not own a _____?</p> <p>[Multiple Choice]</p>	<p>The student must refer to details in the text to understand the differences in how each event makes Character A feel. The student must synthesize details from across the passage.</p>

**Grade 5 Reading Standards for Literature**

<p>Content Standard(s) Assessed</p>	<p>LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.          LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.          a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.          b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).          LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.          a. Interpret figurative language, including similes and metaphors, in context.          b. Recognize and explain the meaning of common idioms, adages, and proverbs.          c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.          Also Assesses:          LAFS.5.RF.3.3 and LAFS.RF.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meaning of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask the student to clarify the meaning of unknown or multiple-meaning words or to interpret figurative language. Items may ask students about nuances of word meanings as well as the meaning of common idioms, adages, and proverbs. Items should focus on words and phrases that are central to the meaning of text.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases from the text that show the meaning of words used in the text.</li> <li>• Requires the student to select the meaning of a word or phrase and to select words or phrases from the text that support the correct meaning [Two-Part Hot Text].</li> <li>• Requires the student to select one or more examples of figurative language and to select the correct explanation of their meaning [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the meaning of words used in the text.</li> <li>• Requires the student to select the correct use of a word that has multiple meanings.</li> <li>• Requires the student to select the correct use of figurative language (including similes and metaphors) or to recognize the nuances in word meaning.</li> </ul> <p>Open Response</p>

**Grade 5 Reading Standards for Literature**

	<ul style="list-style-type: none"> <li>Requires the student to explain the meaning of words and phrases used in a text.</li> <li>Requires the student to explain the meaning of figurative language (including similes and metaphors) or nuances in word meaning.</li> </ul>
Task Demand	Response Mechanism
Determine the meaning of words or phrases where the meaning is explicitly stated in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Determine the correct meaning of words or phrases that have multiple meanings.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Determine the correct meaning of words or phrases that use figurative language or nuances in word meaning, including similes and metaphors.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Sample Item Stems	Notes
<p>What does the word _____ mean as it is used in paragraph __?</p> <p>[Multiple Choice]</p>	The student must use context clues within the text to determine the meaning of the word.
<p>Read the following sentence.</p> <p>(Excerpted text)</p> <p>What does the author reveal with this sentence?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of the figurative language used in the excerpt.
<p>Read these sentences from the passage.</p> <p>(Excerpted text)</p> <p>What does the phrase _____ suggest about the impact of Character B’s essay on Character A?</p> <p>[Multiple Choice]</p>	The student must utilize details from the passage to determine the meaning of the phrase.

**Grade 5 Reading Standards for Literature**

<p>Read these sentences from the passage.</p> <p>(Excerpted text)</p> <p>Part A: What does Character A mean when he says _____?</p> <p>Part B: What does this phrase suggest about Character B’s writing?</p> <p>[Two-Part Hot Text]</p>	<p>The student must utilize details from the passage to determine the meaning of the phrase.</p>
--	--

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Assessment Limits	Items may ask students to explain the purpose of specific sentences, scenes, or stanzas, and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall story.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select sentences or phrases in the text that contribute to the overall meaning or structure.</li> <li>Requires the student to select how each of two chapters, scenes, or stanzas contributes to structure or meaning.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to choose how chapters, scenes, or stanzas work together to provide meaning.</li> </ul>
Task Demand	Response Mechanism
Determine parts of a text that work together to provide structure and meaning.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Explain how parts of a text work together to provide structure and meaning.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
How does the author prepare the reader for the rest of the passage in paragraphs 1 and 2?  [Multiple Choice]	The student must evaluate the first two paragraphs of the passage and consider what information the paragraphs provide.
How do the events in paragraphs ____ contribute to the reader’s understanding of Character A’s feelings toward Character B?  [Multiple Choice]	The student must synthesize the information in the identified paragraphs. The student must recognize the paragraphs reveal Character A’s concern for Character B’s feelings and well-being.
Part A: How do paragraphs ____ and ____ contribute to overall development of the main character?  Part B: Select details from each paragraph to support your response.  [Two-Part Hot Text]	The student must recognize that paragraphs ____ and ____ focus on different events. Although the item directs the student to consider character development, the student must interpret details in each paragraph in order to understand its meaning. The student must also determine text-based support from each paragraph.

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.2.6: Describe how a narrator’s or speaker’s point of view influences how events are described.
Assessment Limits	Items may ask the student to use details from the text to explain the impact that a narrator’s or speaker’s point of view has on the description of events. Items should not exclusively ask the student to identify the narrator’s or speaker’s point of view.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select phrases or sentences from the text that demonstrate the influence of point of view.</li> <li>Requires the student to select the narrator’s point of view and to select words or phrases in the text that show the influence of point of view on the description of events [Two-Part Hot Text].</li> <li>Requires the student to select the narrator’s point of view and to select a correct explanation of how point of view influences the description of events [Two-Part Hot Text].</li> <li>Requires the student to select a correct explanation of how point of view influences the description of events and to select words or phrases in the text that show the influence of point of view [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct explanation of how point of view influences the description of events.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe how a narrator’s or speaker’s point of view influences how events are described.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine how point of view influences the description of events.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Explain how the narrator’s point of view affects how events are described using details from the text. The point of view may not be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Open Response</li> </ol>
Explain how the narrator’s point of view affects how events are described and determine which details from the text demonstrate this impact.	<ol style="list-style-type: none"> <li>Hot Text</li> </ol>

**Grade 5 Reading Standards for Literature**

Sample Item Stems	Notes
<p>What does the reader know about the main character because the story is told from his point of view?</p> <p>[Multiple Choice]</p>	<p>The student must understand which information about the main character is privileged because it's told from his point of view. The student must compare what he or she knows about the main character with what he or she knows about other characters in the story.</p>
<p>Part A: From whose perspective is the story told?</p> <p>Part B: How does this affect what the reader knows about the personality of Character B?</p> <p>[Two-Part Hot Text]</p>	<p>The student must interpret the impact point of view has on what the readers know and understand about Character B. The student must recognize that the reader learns about Character B through her actions, dialogue, and the main character's thoughts and feelings.</p>
<p>Part A: How does the narrator of the story help the reader understand Character B's personality?</p> <p>Part B: Select the details from the text that support your response in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must understand how a third-person limited point of view (aligned with the main character) develops Character B's personality. The student must recognize that details about Character B are revealed through her thoughts and her actions and through the main character's thoughts and feelings about her. The student must then interpret the details in the text to determine which provide examples of this development. The student must select multiple pieces of evidence from a selection of the text.</p>

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Also assesses: LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Assessment Limits	Items may ask the student to explain how visual or multimedia elements affect meaning, tone, or beauty. Items should be developed to passages that make meaningful use of visual and multimedia elements. Items may ask the student to summarize multimedia and oral presentations.	
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select details from the text that demonstrate the contribution of visual and multimedia elements.</li> <li>Requires the student to determine the tone or overall meaning of the text and to select a correct explanation of how the visual element contributes to the tone [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct explanation of how visual and multimedia elements contribute to meaning, tone, or beauty.</li> <li>Requires the student to select a correct summary of an audio or multimedia presentation.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to explain how visual and multimedia elements contribute to meaning, tone, or beauty.</li> </ul>	
Task Demand	Response Mechanism	
Explain how complex visual or multimedia elements essential to comprehension contribute to meaning, tone, or beauty.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>	
Analyze and explain how complex visual or multimedia elements essential to comprehension contribute to meaning, tone, or beauty.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	
Determine a correct summary of an audio or multimedia presentation.	<ol style="list-style-type: none"> <li>Multiple Choice</li> </ol>	

**Grade 5 Reading Standards for Literature**

Sample Item Stems	Notes
How does the picture of the _____ support the author's message?  [Multiple Choice]	The student must identify the author's message in order to determine how it is supported by the image.
Explain how the image of the _____ helps convey the meaning of the passage.  [Open Response]	The student must recognize that the image provides the reader with additional context to support understanding of the _____. The student must compose a response in his or her own words.
Part A: What is the tone of the passage?  Part B: How does the picture help to convey this tone?  [Two-Part Hot Text]	The student must first identify the tone of the passage. Then, the student must analyze how the image enhances the reader's understanding of the passage's tone.
Which sentence best summarizes the presentation?  [Multiple Choice]	The student must select the sentence that best represents the summary of the presentation.

**Grade 5 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
Assessment Limits	Items may ask the student to analyze similarities and differences in how texts approach similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items should be developed with text sets from the same genre.	
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts present, treat, and/or develop themes or topics.</li> <li>Requires the student to select a correct explanation of how two or more texts treat a theme/topic and to select sentences or phrases from each text that show similarities or differences [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct explanation of how two or more texts treat a theme/topic.</li> </ul>	
Task Demand	Response Mechanism	
Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The theme or topic may not be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	
Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The theme or topic may not be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	

**Grade 5 Reading Standards for Literature**

Sample Item Stems	Notes
<p>In both passages, the characters discover places that have a powerful impact on them.</p> <p>Part A: Select a line from Passage A that demonstrates the impact of _____.</p> <p>Part B: Select a line from Passage B that demonstrates the impact of the _____.</p> <p>[Two-Part Hot Text]</p>	<p>The student must recognize that the impact of the places is revealed through the character’s thoughts and dialogue in each text. In each passage, the student must negotiate multiple explicit and implicit details in order to determine which statements by the characters or author show the power of the respective settings.</p>
<p>In both passages, the characters discover places that they can call their own.</p> <p>Part A: Select a line from Passage A that reveals what _____ represents to Character A and Character B.</p> <p>Part B: Select a line from Passage B that reveals what the garden represents to the main character.</p> <p>[Two-Part Hot Text]</p>	<p>The student must contrast the two passages by identifying how the theme is revealed in each. Although a similarity is identified for the student, the item requires the student to go beyond an understanding of what makes each place special in general in order to determine what the place represents to the characters. The student must interpret the meaning of each quotation in order to determine if it contributes to the development of the characters’ feelings about the place. The item requires the student to integrate knowledge of theme, characters, and setting.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support.</li> <li>Requires the student to select an inference and then to select words or phrases from the text to support the inference [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select answers using quotations from the text as support.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Identify details that support a statement in the text, where both the statement and the details are explicit.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Provide text-based support for an inference drawn from the text. The inference may not be provided for the student.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
What is the primary reason many schools are offering _____?  [Multiple Choice]	The student must interpret the information provided in the article in order to answer the question.
Select two phrases from the article that show the changes that schools are making.  [Hot Text]	The student must select multiple pieces of evidence from an excerpt to support the explicit detail in the stem.
Which sentence from the text shows that parents would most likely agree with the idea that it is better for students to complete a/an _____?  [Multiple Choice]	The student must use details from the text to show that parents most likely prefer a certain idea. The student will be provided quotations from the text and must interpret their meaning in order to determine which one supports the provided inference.

**Grade 5 Reading Standards for Informational Text**

<p>Part A: How would student _____ most likely want to spend his time?</p> <p>Part B: Which sentence from the text best supports your answer in Part A?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the text, make an inference about the student's feelings, and support the inference with textual evidence. Part A includes possible activities in which the student could engage. Part B includes quotations from the text.</p>
<p>Part A: Based on the information in the text, how do parents most likely feel about _____?</p> <p>Part B: Which sentence from the text best supports your answer in Part A?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the text, make an inference about the parents' feelings, and support the inference with textual evidence. Part A includes possible explanations of parents' opinions on the issue. Part B includes quotations from the text.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Assessment Limits	Items may ask the student to identify main ideas or to use details from the text to determine main ideas. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea. Items may also ask the student to summarize the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that explicitly state the main ideas of the text.</li> <li>Requires the student to select words or phrases from the text that provide explicit support for the main ideas.</li> <li>Requires the student to select the main ideas from the choices and then to select words or phrases from the text to support the main ideas selected [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select the main ideas of the text.</li> <li>Requires the student to select explicit or implicit details from the text to support the main ideas.</li> <li>Requires the student to select the correct summary of a text.</li> </ul> <p>Multi-select</p> <ul style="list-style-type: none"> <li>Requires the student to select multiple main ideas in the text.</li> <li>Requires the student to select multiple explicit or implicit details from the text to support the main ideas.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine main ideas that are explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ol>
Provide details that support the main ideas of the text. The main ideas may not be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ol>
Provide a correct summary of the text.	<ol style="list-style-type: none"> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
What are the two main ideas presented in the article?  [Multi-Select]	The student must evaluate the text in its entirety to determine the main ideas.

**Grade 5 Reading Standards for Informational Text**

<p>Part A: What are the two main ideas presented in the article?</p> <p>Part B: Select two details from the text that support these ideas.</p> <p>[Two-Part Hot Text]</p>	<p>The student must evaluate the text in its entirety to determine the main ideas. The student must then identify which details provide support for these ideas.</p>
<p>Which sentence best summarizes the article?</p> <p>[Multiple Choice]</p>	<p>The student must select the sentence that best represents the summary of the article.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
Assessment Limits	Items may ask the student to explain how details (e.g., individuals, events, ideas) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p><b>Hot Text</b></p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that demonstrate the interaction or relationship between details.</li> <li>Requires the student to select an explanation of how details interact/relate and to select words or phrases from the text to demonstrate this interaction/relationship [Two-Part Hot Text].</li> </ul> <p><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>Requires the student to select an explanation of how details interact or relate.</li> <li>Requires the student to select explicit or implicit details from the text that demonstrate the interaction or relationship between individuals, events, ideas, or concepts.</li> </ul> <p><b>Multi-Select</b></p> <ul style="list-style-type: none"> <li>Requires the student to select multiple details from the text that demonstrate the interaction or relationship between individuals, events, ideas, or concepts.</li> </ul> <p><b>Open Response</b></p> <ul style="list-style-type: none"> <li>Requires the student to explain the relationship between details.</li> </ul>	
<b>Task Demand</b>	<b>Response Mechanism</b>	
Determine which details from the text support an inference drawn about the relationship or interaction between two or more individuals, events, ideas, or concepts.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ol>	
Explain the relationship or interaction between two or more individuals, events, ideas, or concepts using explicit or implicit details.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>	

**Grade 5 Reading Standards for Informational Text**

Sample Item Stems	Notes
<p>Which events from the _____s' childhood influenced their eventual success?</p> <p>[Multi-Select]</p>	<p>The student must interpret the details regarding _____s' childhood in order to determine which influenced their interest and success. The student will select multiple answers.</p>
<p>The author of Article A states that _____ was inspired by others, just as (excerpted text).</p> <p>Part A: Which details from the texts reveal who or what inspired _____?</p> <p>Part B: Which details from the texts reveal how _____ inspired others?</p> <p>[Two-Part Hot Text]</p>	<p>The student must consider the interaction between _____ and other people and events in order to provide support for the statement made by the author of Article A. The student will be provided with details in each part of the item. The student must interpret details from across both texts in the text set.</p>
<p>Explain how _____'s ability to "bounce back" from setbacks influenced his life. Use at least two details from the text in your response.</p> <p>[Open Response]</p>	<p>This item requires the student to provide support for the author's claim. The student must synthesize multiple details across the text in order to make connections. The response mechanism requires the student to generate a response.</p>

**Grade 5 Reading Standards for Informational Text**

<p>Content Standard(s) Assessed</p>	<p>LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.          LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.          a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.          b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).          LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.          a. Interpret figurative language, including similes and metaphors, in context.          b. Recognize and explain the meaning of common idioms, adages, and proverbs.          c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.          Also assesses: LAFS.5.RF.3.3 and LAFS.5.RF.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases. Items may ask the student to clarify meanings of unknown or multiple-meaning words. Items may ask the student to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Items may ask students about the meaning of common idioms, adages, and proverbs. Items should focus on words and phrases that are central to the meaning of text and relate to grade 5 topics and subjects.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases from the text that show the meaning of words used in the text.</li> <li>• Requires the student to select the meaning of a word or phrase from the choices and to select words or phrases from the text that show the meaning [Two-Part Hot Text].</li> <li>• Requires the student to select the correct meaning of a word that has multiple meanings.</li> <li>• Requires the student to select one or more examples of figurative language and to select the correct explanation of their meaning [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the meaning of words used in the text.</li> <li>• Requires the student to select the correct meaning of a word that has multiple meanings.</li> </ul>

**Grade 5 Reading Standards for Informational Text**

Task Demand	Response Mechanism
Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> </ol>
Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> </ol>
Determine the meaning of unknown or multiple-meaning words by using context clues that are either explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> </ol>
Determine the meaning of words or phrases that use figurative language by using context clues that are either explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> </ol>
Sample Item Stems	Notes
<p>Select the word or phrase from the paragraph that helps the reader understand the meaning of the word ____.</p> <p>[Hot Text]</p>	<p>The student must determine the meaning of the word using the context in the article. The student must then select words or phrases that help reveal the meaning of the unknown word.</p>
<p>Read this sentence from the text.</p> <p>(Excerpted text)</p> <p>Part A: What does the phrase ____ mean?</p> <p>Part B: Select phrases from the text that reveal the meaning of ____.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the meaning of the phrase using the context in the article. The student must then identify which phrases from the text help reveal the meaning of the phrase.</p>
<p>What does the phrase ____ suggest about the astronauts' trip?</p> <p>[Multiple Choice]</p>	<p>The student must use context clues in the article to determine the meaning of the phrase.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Assessment Limits	Items may ask students to analyze the similarities and differences in the structure of two or more texts. Items may provide the comparison for the student and may ask the student to provide details to support analysis of the similarities and differences. Items should not ask about only one text and should be used with informational text sets.
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select a similarity or difference between the structures of two or more informational texts and to select words or phrases that show this similarity or difference [Two-Part Hot Text].</li> <li>Requires the student to select similarities or differences in the structures of two or more informational texts.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a similarity or difference between the structures of two or more informational texts.</li> <li>Requires the student to select details that are evidence of similarities and differences in the structure of two or more informational texts.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Identify or use details from the text to support an inference drawn about similarities and/or differences in the overall structure of two or more texts.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Compare and/or contrast the overall structure of two or more texts using explicit or implicit details.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
<p>The two texts present information about _____ in different ways.</p> <p>Part A: What is the overall structure of Article A?</p> <p>Part B: What is the overall structure of Article B?</p> <p>[Two-Part Hot Text]</p>	The student must evaluate the overall structure of two texts.

**Grade 5 Reading Standards for Informational Text**

<p>Part A: How is the structure of Article A different from that of Article B?</p> <p>Part B: Select a detail from each text that demonstrates this difference.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze two texts to determine the differences in structure. The student must then identify the details that provide evidence for the difference.</p>
<p>Part A: What information in Article A helps the reader understand the overall structure?</p> <p>Part B: What information in Article B helps the reader understand the overall structure?</p> <p>[Two-Part Hot Text]</p>	<p>The student must recognize the overall structure used in each text. The student must then determine which aspects of each text reveal that structure to the reader.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard (s) Assessed	LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Assessment Limits	Items may ask the student to use details from the text to explain similarities and differences in accounts given of the same event/topic. Items also may ask the student to consider how varying points of view affect the account. Items should not exclusively ask the student to identify the authors' accounts of the events/topics or the points of view.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p><b>Hot Text</b></p> <ul style="list-style-type: none"> <li>Requires the student to select sentences or phrases from the text that show similarities or differences in how multiple accounts present or develop an event or topic.</li> <li>Requires the student to select sentences or phrases from the text that show similarities or differences in the point of view represented in two or more accounts of an event or topic.</li> <li>Requires the student to select the correct analysis of the point of view represented in multiple accounts of the same event or topic and to select sentences or phrases from each account that show the similarities or differences in point of view [Two-Part Hot Text].</li> <li>Requires the student to select the correct analysis of how point of view affects the account of an event or topic and to select sentences or phrases that illustrate this impact [Two-Part Hot Text].</li> </ul> <p><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>Requires the student to select a correct analysis of the point of view represented in multiple accounts of the same event or topic.</li> <li>Requires the student to select a correct analysis of how point of view affects the account of an event or topic.</li> </ul>	
<b>Task Demand</b>	<b>Response Mechanism</b>	
Determine similarities and/or differences in multiple accounts of the same event or topic.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	
Analyze similarities and differences in the point of view represented by multiple accounts of the same event or topic and how point of view affects the account.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>	
<b>Sample Item Stems</b>	<b>Notes</b>	
What information does the reader learn from Article A that is not included in Article B?  [Multiple Choice]	The student must evaluate each text and compare the information presented in each.	

**Grade 5 Reading Standards for Informational Text**

<p>Both authors reference _____'s quotation, (excerpted text).</p> <p>What do the authors suggest about _____ by using this quotation?</p> <p>[Multiple Choice]</p>	<p>The student must analyze how and for what purpose each author uses the quotation.</p>
<p>How does point of view impact what the reader learns about the _____ in each text?</p> <p>[Multiple Choice]</p>	<p>The student must analyze each text in its entirety in order to determine how the point of view impacts what information about _____ is provided to the reader. The student must select from options that provide an analysis of what the reader learns in each text.</p>
<p>Part A: How does point of view affect what the reader learns about _____ in each text?</p> <p>Part B: Select a sentence from each article that supports your response.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze each text to determine how the points of view affect what the reader learns. Then, the student must provide textual evidence for the correct answer.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Also assesses: LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Assessment Limits	Items may ask students to draw on information from multiple sources in order to answer questions or to solve problems. Items may ask students to summarize an audio or multimedia presentation. Items may ask students to summarize a speaker’s claims and to explain how each claim is supported by evidence.
Text Types	The sample item stems below may be used with two or more grade-appropriate text, audio, or multimedia sources. Sources may vary in complexity.
Acceptable Response Mechanisms	Hot Text <ul style="list-style-type: none"> <li>Requires the student to use multiple sources in order to answer questions [One- or Two-Part Hot Text].</li> <li>Requires the student to determine a speaker’s claim and to select evidence that the speaker uses to support the claim [Two-Part Hot Text].</li> </ul> Multiple Choice <ul style="list-style-type: none"> <li>Requires the student to select a correct summary of an audio or multimedia presentation.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Select a correct summary of an audio or multimedia presentation.	1. Multiple Choice
Determine the main points that a speaker is making in an audio or multimedia presentation and support the response with information from the presentation.	1. Hot Text [One- or Two-Part]
Analyze information from two or more sources in order to answer a question.	1. Hot Text
<b>Sample Item Stems</b>	<b>Notes</b>
Which sentence best summarizes the presentation?  [Multiple Choice]	The student must choose the correct summary of the presentation.

**Grade 5 Reading Standards for Informational Text**

<p>Part A: Select the statement that best describes the speaker's claim.</p> <p>Part B: Select the evidence that the speaker uses to support the claim.</p> <p>[Two-Part Hot Text]</p>	<p>The student must choose the correct description of the speaker's claim. The student must then select the evidence that the speaker uses to support the claim.</p>
--	--

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Assessment Limits	Items may ask the student to explain the reasons and evidence the author uses to support particular points in a text. Items should not exclusively ask the student to identify the points made by the author.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that are used to support a particular point.</li> <li>Requires the student to select a correct explanation of how the author uses evidence to support a particular point in the text and to select words or phrases from the text that are used to support that point [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct explanation of how the author uses evidence to support particular points in a text.</li> </ul> <p>Multi-Select</p> <ul style="list-style-type: none"> <li>Requires the student to select multiple explicit or implicit details that support a particular point in the text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to explain which reasons or evidence support a particular point in the text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine which details support a particular point in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multi-Select</li> <li>Open Response</li> </ol>
Explain how the author uses evidence to support a point in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
What evidence does the author use to support the idea that students should be required to ____?  [Multi-Select]	The student must recognize multiple pieces of evidence provided by the author in support of this point. The student must differentiate between evidence used to support this claim and evidence used to support the alternate claim.

**Grade 5 Reading Standards for Informational Text**

<p>Describe the reasons the author provides to support the idea that students should not be required to _____. Use at least two details from the text in your response.</p> <p>[Open Response]</p>	<p>The student must explain how the evidence used by the author supports a particular viewpoint. The student must differentiate between the evidence used to support opposing claims.</p>
<p>Part A: How does the author use similar evidence to support opposing viewpoints in the text?</p> <p>Part B: Select a phrase or sentence from each viewpoint to support your answer.</p> <p>[Two-Part Hot Text]</p>	<p>This item requires the student to evaluate how the author uses similar evidence to support opposing viewpoints. The student must support this explanation with multiple pieces of evidence from the text.</p>

**Grade 5 Reading Standards for Informational Text**

Content Standard(s) Assessed	LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
Assessment Limits	Items may ask the student to integrate information in order to develop or support inferences drawn from the texts. Items should require students to use details from two or more texts and should be developed to text sets on the same topic.	
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select sentences or phrases from each text that support an inference drawn from the texts.</li> <li>Requires the student to select an inference and to select words or phrases from each text to support that inference [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select the answer to a question using information from two or more texts.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to answer a question using information from two or more texts.</li> </ul>	
Task Demand	Response Mechanism	
Integrate information from two or more texts to make or support an inference drawn from the texts.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>	
Sample Item Stems	Notes	
<p>Based on the information in Article A, _____ would be a good addition to _____.</p> <p>Part A: Select a sentence from Article A that supports the claim.</p> <p>Part B: Select a sentence from Article B that shows why this addition would be beneficial.</p> <p>[Two-Part Hot Text]</p>	<p>The student must use details from each article to support the inference provided.</p>	
<p>Based on the information in Article A, should the schools in Article B offer students _____ with their school lunches?</p> <p>[Multiple Choice]</p>	<p>The student must synthesize information from Article A in order to make an inference about Article B.</p>	

### Editing Task Guidelines for Language Standards

Content Standards Assessed	LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
----------------------------	--

#### Overall Task Description

The editing task will include a three- or four-paragraph passage with five to six grammar, spelling, and punctuation errors. The first and the last sentences in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage.

#### Stimulus Attributes

For each grade level, the editing task will be similar to a student’s essay in quality and difficulty. The complexity of the texts used as stimuli should be accessible for the applicable grade and assess the student’s knowledge of grammar, usage, and language conventions.

#### Acceptable Word Count Ranges by Grade:

Grade Band	Word Count Range
3-5	100-200

The topics should be varied both within and across grades. Topics should be literary and informational.

#### Editing Task Errors

Each error will be aligned to one of two Language Standards—standard L.1.1, which focuses on grammar and usage, and standard L.1.2, which focuses on capitalization, punctuation, and spelling. The goal is to test on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

#### Editing Tasks with Choices (ETCs)

Students will select the correct edit from a drop-down menu of four options. One of the options will be the word or phrase as it appears in the paragraphs. The other three options should contain common usage errors—errors authentic to student work.

#### Directions Template—ETCs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

#### Editing Tasks without Choices (ETs)

Students will type in the correct edit.

#### Directions Template—ETs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, type in the correction.

**Text-based Writing Stimulus and Prompt Guidelines**  
**Writing Prompt Specifications**

**Overall Task Description**

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

**Stimulus Attributes**

The complexity of the texts used as stimuli should be accessible for the applicable grade. While this is primarily a writing test, a grade-appropriate level of literacy is required. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams, can be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor’s legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education may require at least two additional sources to verify the information in the text.

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

<b>Grade Level</b>	<b>Minimum Word Count</b>	<b>Maximum Word Count</b>
5	800	1300

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

For the **informative/explanatory** writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.

**Text-based Writing Stimulus and Prompt Guidelines**

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4-5) or to argue and support a claim (grades 6-11).

**Assessed Standards**

The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

LAFS.W.1.1 or LAFS.W.1.2

LAFS.L.1.1

LAFS.W.2.4

LAFS.L.1.2

LAFS.W.2.5

LAFS.L.2.3

LAFS.W.2.6

LAFS.L.3.4

LAFS.W.3.8

LAFS.L.3.5

LAFS.W.3.9

LAFS.L.3.6

**Text-based Writing Stimulus and Prompt Guidelines**

**Directions Template**

**Grade 4-5**

Write an informative essay about . . . . Use information from the passages in your essay.

-OR-

Write an essay in which you give your opinion about . . . . Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Write (type) your essay in the space provided.

You have \_\_\_ minutes to read, plan, write, revise, and edit your essay.

**Text-based Writing Stimulus and Prompt Guidelines**

**Acceptable Text Types**

Informational Text	Literary Text
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> <li>• Historical documents (e.g., Bill of Rights)</li> <li>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</li> <li>• Letters, journals, diaries</li> </ul> <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> <li>• Magazine articles</li> <li>• Newspaper articles</li> <li>• Editorials</li> <li>• Encyclopedia articles</li> </ul> <p>Functional Materials</p> <ul style="list-style-type: none"> <li>• Consumer documents (e.g., warranties, manuals, contracts, applications)</li> <li>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li> <li>• How-to articles</li> <li>• Brochures, fliers</li> <li>• Schedules</li> <li>• Website pages</li> </ul>	<p>Literary Nonfiction</p> <ul style="list-style-type: none"> <li>• Biographical and autobiographical sketches</li> <li>• Diaries, memoirs, journals, letters</li> <li>• Essays (e.g., personal and classical narratives)</li> <li>• Critiques</li> </ul> <p>Literary Fiction</p> <ul style="list-style-type: none"> <li>• Short stories</li> <li>• Poetry</li> <li>• Historical fiction</li> <li>• Fables</li> <li>• Folk tales, tall tales</li> <li>• Legends</li> <li>• Myths</li> <li>• Drama</li> <li>• Fantasy</li> <li>• Excerpts from longer works</li> </ul>

**Text-based Writing Stimulus and Prompt Guidelines**

**Possible Topics**

**Essential Skills**

- Literacy
- Communication
- Teamwork
- Leadership

**Science, Technology, Engineering, and**

**Mathematics**

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

**Health and Physical Education**

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

**Business Management and Administration**

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

**Social Studies**

- U.S. History
- Civics and Government
- Geography
- Economics

**World Languages**

- Culture Perspectives
- Culture Comparisons
- Culture Communities

**Arts**

- Dance
- Music
- Theater
- Visual Arts

**Interests**

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journey