

DRAFT

Grade 4 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 Stimulus 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 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.1.1: Refer to details and examples in 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 details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from 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, 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 answer questions using explicit or implicit information 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 support for an inference with details that are explicitly or implicitly stated in the text. The inference may not be provided in the stem for the students.	<ol style="list-style-type: none"> <li>One- or Two- Part Hot Text</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
Why does the main character say the friend will not be able to _____?  [Multiple Choice]	The student must locate information in the text in order to correctly answer.
Select the sentence that shows that the main character has told the story many times.  [Hot Text]	The student must determine which sentence shows that the story has been told before. The student must sort through details the author provides.
Select the sentence that shows that the main character feels bothered by her friend.  [Hot Text]	The student must use details from the story to show that the main character feels frustrated.

**Grade 4 Reading Standards for Literature**

<p>Read these sentences from the passage.</p> <p>(Excerpted text)</p> <p>Part A: How does the main character feel about her teacher?</p> <p>Part B: Which sentence supports the idea that the main character feels this way?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how the main character feels about the teacher. The item requires the student to provide support for a deeper level of understanding.</p>
<p>What does the reader learn after the main character and the teacher finish their talk?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the dialogue, actions, and thoughts of the characters to answer this item.</p>

**Grade 4 Reading Standards for Literature**

<b>Content Standard(s) Assessed</b>	LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>Assessment Limits</b>	Items may ask students to use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme. Items may ask students to summarize the text as a whole or to identify key events as part of a summary.
<b>Text Types</b>	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
<b>Acceptable Response Mechanisms</b>	<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 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, 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><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>• Requires the student to select the theme of the passage.</li> <li>• Requires the student to select explicit or implicit details that support the theme of the passage.</li> <li>• Requires the student to select the correct summary of the text.</li> </ul> <p><b>Open Response</b></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>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine a theme explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two- Part Hot Text]</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
Provide details that support the theme of the text. The theme may not be provided in the stem for the students.	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two- Part Hot Text]</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
Identify the summary of the text.	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two- Part Hot Text]</li> <li>2. Multiple Choice</li> </ol>

**Grade 4 Reading Standards for Literature**

Sample Item Stems	Notes
How does the author use _____ to describe the family?  [Multiple Choice]	The student must interpret the author’s use of _____ throughout the story. The family’s use of _____ symbolizes the family’s state of happiness.
Part A: What does the passage suggest about telling the truth?  Part B: Which detail gives support for your answer?  [Two-Part Hot Text]	The student must analyze and support a theme presented in the story. The student must consider what the author suggests about telling the truth—that the conventional wisdom “always tell the truth” may not hold true in all circumstances. While the item focuses the student on the idea of truth-telling, the student must synthesize details from the passage. The student must consider the complexity of the situation in the passage and draw conclusions about telling the truth. The student must support the conclusion drawn with a detail from the text.
Which statement correctly summarizes the passage?  [Multiple Choice]	The student must read the passage and select the option that best describes the summary of the passage.



**Grade 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Assessment Limits	Items may ask students to use explicit and implicit details from the text to describe in depth a character, setting, or event. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how the details describe a character, setting, or event in depth.
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 provide details to support an inference about a character, setting, or event.</li> <li>Requires the student to select from choices the correct description of character, setting, or event and to select words or phrases from the text that provide details to support that description [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select an inference about a character, setting, or event.</li> <li>Requires the student to select details that support an inference about a character, setting, or event.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to draw an inference about a character, setting, or event and support the inference with details from the text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Interpret details from the text to make an inference about a character, setting, or event. The details from the text can be explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Synthesize details implicitly stated in the text to make an inference about character, setting, or event.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> </ol>

**Grade 4 Reading Standards for Literature**

Sample Item Stems	Notes
<p>Read these sentences from the passage.</p> <p>(Excerpted text)</p> <p>What do these sentences show about how the main character feels?</p> <p>[Multiple Choice]</p>	<p>The student must interpret sentences from the text to understand the main character’s feelings. While a specific part of the text is presented for the student to interpret, the student must make an inference to answer the question.</p>
<p>Read these sentences from the passage.</p> <p>(Excerpted text)</p> <p>Part A: How does the main character feel about her sister?</p> <p>Part B: How does the reader know that she feels this way?</p> <p>[Two-Part Hot Text]</p>	<p>The student must interpret the dialogue between the two characters along with the main character’s inner thoughts to draw an inference about how the main character feels about her sister. The student must look at the deeper meaning of the conversation between the siblings to understand how the main character feels.</p>
<p>At the end of the passage, what does the main character’s description of the weather show about her feelings?</p> <p>Use details from the passage in your answer.</p> <p>[Open Response]</p>	<p>The student must interpret details in the text, consider the description of the setting, and determine how the setting reflects the main character’s thoughts and feelings. The student must compose a clearly written response.</p>

**Grade 4 Reading Standards for Literature**

<p>Content Standard(s) Assessed</p>	<p>LAFS.4.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Also assesses: LAFS.4.RF.3.3 and LAFS.4.RF.4.4.</p>
<p>Assessment Limits</p>	<p>Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words and phrases. Items may ask students to determine the correct meaning for unknown or multiple-meaning words. Items may ask students to demonstrate understanding of word relationships and nuances in word meanings. Items should focus on words and phrases that are central to the meaning of the 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> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the meaning of words or phrases used in the text.</li> <li>• Requires the student to select the correct meaning of words or phrases that have multiple meanings or are unknown.</li> <li>• Requires the student to recognize simple similes, metaphors, or nuances in word meanings.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to explain the meaning of words and phrases the author uses in a text.</li> </ul>
<p>Task Demand</p>	<p>Response Mechanism</p>

**Grade 4 Reading Standards for Literature**

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>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>
Demonstrate understanding of simple similes or metaphors.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Determine the meaning of words or phrases that have multiple meanings using context clues from 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>
<p>Read the following sentence.</p> <p>(Excerpted text)</p> <p>What does the author tell about the main character with this sentence?</p> <p>[Multiple Choice]</p>	<p>The student must use context clues to derive the meaning of the sentence. Then, the student must determine what the author is stating about the main character.</p>
<p>Select the sentence that shows the correct meaning of the phrase _____.</p> <p>[Hot Text]</p>	<p>The student must use context clues to derive the correct meaning of the idiomatic phrase.</p>

**Grade 4 Reading Standards for Literature**

<p>Read these sentences from the story.</p> <p>(Excerpted text)</p> <p>Part A: What does the word _____ mean?</p> <p>Part B: How does the word _____ show the main character’s feelings toward her mother?</p> <p>[Two-Part Hot Text]</p>	<p>The student must interpret the quotation in the context of the story. The student must use details across multiple sentences from the story in order to understand the meaning of the word. The student must then select how the word adds to the reader’s understanding of the main character’s feelings.</p>
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**Grade 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about texts.	
Assessment Limits	Items may ask students to refer to structural elements when contrasting different types of literary texts. Items should be used with text sets, and should not ask about only one type of literary text.	
Text Types	The sample item stems below may be used with two or more grade-appropriate stories, dramas, or poems. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select the difference between the structure of two or more literary texts and select words or phrases that show the effect of the difference [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a difference between the structure of two or more literary texts.</li> <li>Requires the student to select how differences in the structure of two or more texts affect the meaning of each text.</li> </ul>	
Task Demand	Response Mechanism	
Contrast two or more literary texts to analyze how structure affects their meaning.	<ol style="list-style-type: none"> <li>Two-Part Hot Text</li> <li>Multiple Choice</li> </ol>	
Sample Item Stems	Notes	
What is the difference in the way the authors show the main character’s feelings?  [Multiple Choice]	The student must compare two texts to determine differences in the structural elements each author uses.	
Both authors use their writing to tell the reader about the main character’s feelings.  Part A: What is the difference in the way the authors show the main character’s feelings?  Part B: Select a sentence from each passage that shows this difference.  [Two-Part Hot Text]	The student must compare the structural elements each author uses to compose the texts. In this item, the student must not only determine the structural difference in the authors’ writing but must also identify a sentence from each text that supports this difference.	

**Grade 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Assessment Limits	Items may ask students to compare and contrast the points of view in two or more texts. Items may ask students to identify the points of view and describe how the author illustrates them with details from the text. Items may ask students to explain differences between first- and third-person points of view. Items should not ask about a singular literary text and should be used with text sets.
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 a similarity or difference in the points of view used by the authors, and select words and phrases in the text that show how the authors illustrate them [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select similarities and differences in the narrators or the points of view in two or more texts.</li> <li>Requires the student to select a difference in how first- and third-person affect the telling of two or more texts.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe the similarities in the narrators or the points of view in two or more texts.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine similarities and differences in the points of view or the narration of two or more texts.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Provide details to illustrate similarities and differences in the points of view or the narration used in two or more texts. The points of view or style of narration may not be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part Hot Text]</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
In each story, how does the author use point of view to tell about the relationship between the brother and sister?  [Multiple Choice]	The student must compare the use of first- and third-person points of view in the texts and understand that each point of view supplies the reader with differing information about the relationship between brother and sister.

**Grade 4 Reading Standards for Literature**

<p>What is a similarity in the way the authors use point of view in each story?</p> <p>[Open Response]</p>	<p>The student must find a similarity in the point of view each author uses. The student must consider the stories in their entirety and construct a response using his or her own words.</p>
<p>Part A: How do the authors use the points of view of the main characters in each story?</p> <p>Part B: Select a sentence from each text that shows this.</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the use of point of view in the two texts. The student must interpret how the authors use the points of view of these characters to reveal differences. The student also must identify textual support for the correct answer.</p>



**Grade 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.3.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Also assesses: LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Assessment Limits	Items may ask students to make connections between two versions of a story. Items may ask students to identify details to discuss similarities and differences in the two versions. Items should not ask about a singular literary text and should be used with a pairing of a text and an oral/visual presentation of that text. Items may ask the student to paraphrase portions of text read aloud or presented in a multimedia format.	
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 presentations. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select words that paraphrase portions of a text read aloud or presented in a multimedia format.</li> </ul> <p>Grid Item</p> <ul style="list-style-type: none"> <li>Requires the student to select the connection between a text and a visual, multimedia, or oral presentation of that text.</li> </ul> <p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words and phrases from the text to show the connection between a text and a visual, multimedia, or oral presentation of that text.</li> </ul>	
Task Demand	Response Mechanism	
Make connections between the text of a story and the visual, multimedia, or oral presentation of the same story, using details to describe the connection.	<ol style="list-style-type: none"> <li>Grid Item</li> <li>Hot Text</li> </ol>	
Paraphrase sections of an audio or multimedia presentation.	<ol style="list-style-type: none"> <li>Multiple Choice</li> </ol>	
Sample Item Stems	Notes	
<p>Part A: How does the picture help the reader understand the story?</p> <p>Part B: Click on the part of the picture that shows this.</p> <p>[Grid Item]</p>	The student must analyze the picture provided and determine how it connects to the story. The student must then provide support from the picture that explains his or her thinking in Part A.	

**Grade 4 Reading Standards for Literature**

<p>Read the following excerpt from the script of the presentation.</p> <p>(Excerpted text)</p> <p>Part A: How do the stage directions give more information about the two characters than the passage provides?</p> <p>Part B: Select a phrase from the script that shows this.</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare and contrast the two versions of the same story in order to understand the connection between the two different media. The student must understand that the stage directions reveal aspects of the characters' thoughts and feelings that are not explicitly stated in the passage. The student must also provide support for the correct answer to Part A.</p>
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**Grade 4 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.4.RL.3.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Assessment Limits	Items may ask students to compare and contrast similar themes, topics, and patterns of events from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about a singular literary text and should be used with text sets.
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 words and phrases that show similarities and differences in the treatment of topics, patterns of events, and themes.</li> <li>Requires the student to select the theme of two or more texts and to select words and phrases in the texts that show how the authors treat them [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select similarities and differences in the treatment of topics, patterns of events, and themes in two or more texts.</li> </ul>
Task Demand	Response Mechanism
Compare and contrast how similar themes, topics, and patterns of events are developed in two or more texts. The theme may be provided in the stem for the student.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part Hot Text]</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
<p>Both passages are about characters experiencing a difficult situation.</p> <p>How do the authors use the events to illustrate how the characters feel?</p> <p>[Multiple Choice]</p>	The student must compare two texts and understand similarities between the patterns of events in each passage. The student must consider not only what the authors reveal about the characters' feelings but also how the authors show evidence of these feelings.

**Grade 4 Reading Standards for Literature**

<p>Part A: What theme do the two passages have in common?</p> <p>Part B: How do the authors use the events in each passage to illustrate this theme?</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare two texts and understand similarities between themes. The student must also identify evidence in the text to support the analysis of theme.</p>
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**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.1.1: Refer to details and examples in 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 details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from 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 answer questions using explicit or implicit information 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 support for an inference with details that are explicitly or implicitly stated in the text. The inference may not be included in the stem.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part Hot Text]</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
Based on the information in the article, how many branches are in the U.S. government?  [Multiple Choice]	The student must choose one statement to answer correctly. The information is explicitly stated in the text.
Select the branch of government whose members hold the longest terms.  [Hot Text]	The student must identify and compare the length of terms for various members of each branch of the government.

**Grade 4 Reading Standards for Informational Texts**

<p>Part A: Select the sentence that describes why the creators of the Constitution separated the branches of government.</p> <p>Part B: Select the sentence from the article that explains what influenced this decision.</p> <p>[Two-Part Hot Text]</p>	<p>The student must support a fact with details from the text. Then, the student must find a detail that supports what influenced the decision.</p>
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**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
Assessment Limits	Items may ask students to use details from a text to determine the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to identify key details that support the main idea. Items may ask students 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 idea of the text.</li> <li>• Requires the student to select words or phrases from the text that provide explicit support for the main idea.</li> <li>• Requires the student to select the main idea from the choices, and then to select words or phrases from the text to support the main idea selected [Two-Part Hot Text].</li> <li>• Requires the student to select information to create a summary of the article.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the main idea of the text.</li> <li>• Requires the student to select explicit or implicit details that support the main idea of the text.</li> <li>• Requires the student to select the correct summary of the text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to state the main idea of the text.</li> <li>• Requires the student to state specific details from the text that can be used to support the main idea of the text.</li> </ul>	
Task Demand	Response Mechanism	
Determine a main idea explicitly or implicitly stated in the text.  Provide details that support the main idea of the text. The main idea may not be provided in the stem.	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two- Part Hot Text]</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>	
Provide a summary of the text.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> </ol>	

**Grade 4 Reading Standards for Informational Texts**

Sample Item Stems	Notes
Which of the following is the main idea of the first article?  [Multiple Choice]	The student must determine the main idea based on support from the text.
What is the main idea of the article?  [Open Response]	The student must not only determine the main idea of the text, but also describe it in his or her own words.
Part A: Select the statement that is the main idea of the article.  Part B: Select the sentence from the article that supports your answer.  [Two-Part Hot Text]	The student must determine the main idea of the text. The student must be able to support the main idea with evidence from the text.
Select the sentence that summarizes the article.  [Multiple Choice]	The student selects the answer that correctly summarizes the text.



**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Assessment Limits	Items may ask students to use explicit and implicit details from the text to explain events, procedures, ideas or concepts. The item may require students to draw inferences from the text. Items should not focus on comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas or concepts.
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 provide details to support an inference about events, procedures, ideas or concepts.</li> <li>Requires the student to select the correct description of events, procedures, ideas, or concepts and to select words or phrases from the text that provide details to support that description [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct inference about events, procedures, idea, or concepts.</li> <li>Requires the student to select details that support an inference about events, procedures, ideas or concepts.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to draw an inference about events, procedures, ideas or concepts and support the inference with details from the text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Interpret details from the text to make an inference about events, procedures, ideas, or concepts. The details from the text can be explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> <li>Two- Part Hot Text</li> </ol>

**Grade 4 Reading Standards for Informational Texts**

Sample Item Stems	Notes
<p>Part A: Select the statement that explains why the President’s term is limited to four years.</p> <p>Part B: Select the sentence from the article that supports your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must select the sentence that explains the concept and choose information from the article that supports the explanation.</p>

**Grade 4 Reading Standards for Informational Texts**

<p>Content Standard(s) Assessed</p>	<p>LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area.</p> <p>LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatement in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Also assesses: LAFS.4.RF.3.3 and LAFS 4.RF.4.4.</p>
<p>Assessment Limits</p>	<p>Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. Items may ask students to determine the correct meaning for unknown or multiple-meaning words. Items may ask students to demonstrate the understanding of word relationships and nuances in word meanings.</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 and correctly identify the meaning of simple similes, metaphors, or nuances in word meanings.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the meaning of words or phrases used in the text.</li> <li>• Requires the student to select the correct meaning of words that have multiple meanings or are unknown.</li> <li>• Requires the student to recognize simple similes, metaphors, or nuances in word meanings.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to explain in words the meaning of words and phrases the author uses in a text.</li> </ul>
<p>Task Demand</p>	<p>Response Mechanism</p>

**Grade 4 Reading Standards for Informational Texts**

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>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>
Demonstrate understanding of similes, metaphors, and nuances in word meanings.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Determine the meaning of words or phrases that have multiple meanings using context clues from 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 does the phrase _____ mean as it is used in the article?  [Multiple Choice]	The student must determine the answer based on the context clues within the article.
What does the word _____ mean as it is used in the article?  [Multiple Choice]	The student must use the context from the entire article to determine the meaning of the word.

**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Assessment Limits	Items may ask students to refer to structural elements when discussing events, ideas, concepts, or information in a text. Items may ask students to discuss the impact that a particular structure (chronology, comparison, cause/effect, problem/solution) has on a 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 an example of a given structure within the text.</li> <li>Requires the student to select the overall structure of a text or part of a text and select an example of this structure from the text [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select the overall structure of a text or part of a text.</li> <li>Requires the student to select the impact of the overall structure of a text or part of a text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Describe or identify the structure of a text or of events, ideas, concepts or information within a text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Identify examples of particular structures used within a text and select examples of this structure.	<ol style="list-style-type: none"> <li>Two-Part Hot Text</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
Which of the following best describes the structure of the article?  [Multiple Choice]	The student must analyze the structure of the text and use this analysis to support the correct multiple choice option.
<p>Part A: Select the phrase that best describes the structure of the article.</p> <p>Part B: Select the components of the article that best show this structure.</p> <p>[Two-Part Hot Text]</p>	The student must identify the structure of the text and must also supplement the answer with textual support.

**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Assessment Limits	Items may require students to compare and contrast firsthand and secondhand accounts within the same text. Items may ask students to compare and contrast firsthand and secondhand accounts in multiple texts. Items may ask students to identify the difference between firsthand and secondhand accounts and describe how the author illustrates them, using details from the text. Items may ask students what firsthand or secondhand accounts contribute to 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><b>Hot Text</b></p> <ul style="list-style-type: none"> <li>Requires the student to select a similarity or difference in the firsthand and secondhand accounts of different people or authors.</li> <li>Requires the student to select the impact of different firsthand and secondhand accounts of the same event and select words and phrases in the text that show how the authors demonstrate these differences [Two-Part Hot Text].</li> </ul> <p><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>Requires the student to select similarities and differences between firsthand and secondhand accounts of the same event.</li> <li>Requires the student to select a difference in how firsthand and secondhand accounts affect the focus and information given in the text.</li> </ul> <p><b>Open Response</b></p> <ul style="list-style-type: none"> <li>Requires the student to describe in words the similarities between a firsthand and a secondhand account.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Determine similarities and differences between firsthand and secondhand accounts of the same topic in a text.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> <li>Hot Text</li> </ol>
Provide details to illustrate similarities and differences in firsthand and secondhand accounts of the same topic and support or describe how these similarities or differences impact the text.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part Hot Text]</li> <li>Multiple Choice</li> </ol>

**Grade 4 Reading Standards for Informational Texts**

Sample Item Stems	Notes
Which of the following is information that we learn both through the secondhand account of Article A and the firsthand account of Article B?  [Multiple Choice]	The student must identify the portions of each article that convey firsthand and secondhand accounts, and then determine the similarity between them.
What additional information would the reader gain if Article A were written as a firsthand account like article B?  [Multiple Choice]	The student must make an inference. The student not only needs to identify the roles of firsthand and secondhand accounts in each of the texts, but also to determine which qualities of Article B give the reader a better understanding of the actions in Article A. The student must synthesize multiple texts.

**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Also assesses: LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.
Assessment Limits	Items may require students to describe information presented visually, orally, or quantitatively. Items may require students to make connections or identify similarities and differences between information presented in different formats (textually, visually, etc.). Items may require students to identify details to discuss similarities and differences in the two versions. Items may require students to paraphrase portions of text read aloud or presented in a multimedia format.
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts and other media. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> <li>Requires the student to select palette images to show the connection between a text and a visual presentation of the text.</li> </ul> <p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words and phrases from the text to show the connection between a text and a multimedia presentation of the text.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a description of the contribution to the text as a whole made by information presented visually, orally, or quantitatively.</li> <li>Requires the student to select a correct paraphrasing of portions of an audio or multimedia presentation.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe in words the similarities between textual and visual information.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Make connections between the text of a story and information presented visually, orally, or quantitatively, using details to describe the connection.	<ol style="list-style-type: none"> <li>Grid Item</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Paraphrase sections of an audio or multimedia presentation.	<ol style="list-style-type: none"> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes



**Grade 4 Reading Standards for Informational Texts**

<p>Using information from the article and the diagram, which tool is used to gather _____?</p> <p>[Multiple Choice]</p>	<p>The student must synthesize information from the article and the diagram in order to correctly answer this item.</p>
<p>Explain what information the reader can gain from the diagram that is not discussed in the article.</p> <p>[Open Response]</p>	<p>The student must determine what the reader can gain from the diagram and then use that information to determine what is not provided in the text. The student must then clearly convey the answer in writing.</p>

**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.	
Assessment Limits	Items may require students to identify the ways an author uses evidence or details to support key points in the text. Items may require students to describe how or why an author uses evidence or details to support key points in 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 and phrases that demonstrate how the author supports a particular point in the text.</li> <li>Requires the student to select an explanation about how an author uses reasons or evidence as support for a key point and to select words or phrases from the text that demonstrate this support [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select an explanation for how the author uses reasons or evidence to support a claim.</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>	
Task Demand	Response Mechanism	
Using a given inference, select words or phrases from the text to demonstrate how the author supports particular points in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multi-Select</li> </ol>	
Using a given inference, select an explanation for the ways an author supports the inference using reasons or evidence from the text.	<ol style="list-style-type: none"> <li>Multiple Choice</li> </ol>	
Based on evidence from the text, select an explanation for the reason an author uses evidence to support key points in the text and select words or phrases from the text that demonstrate this support.	<ol style="list-style-type: none"> <li>Two-Part Hot Text</li> </ol>	

**Grade 4 Reading Standards for Informational Texts**

Based on evidence from the text, explain how an author uses reasons or evidence to support key points in the text.	1. Open Response
<b>Sample Item Stems</b>	<b>Notes</b>
What evidence does the author use to support the idea that the characters work together?  [Hot Text]	The student must locate evidence that the author uses that supports the claim that was given in the stem.
How does the author support the idea that _____ work together?  [Multiple Choice]	The student must determine how an author supports a claim in the text.
Part A: Select a claim that the author makes in the article.  Part B: Select a sentence from the article that supports the claim.  [Two-Part Hot Text]	The student must select a claim that the author makes in the article. Subsequently, the student must support this claim with implicit or explicit information from the article.

**Grade 4 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Assessment Limits	Items may ask students to synthesize information from two texts on the same topic. Items may require students to understand connections between texts that are implicitly or explicitly stated. Items should be used with text sets, and should not ask about a single informational text.
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 correct synthesis of an idea and then to select support for the idea from two texts.</li> <li>Requires the student to select words and phrases from one text that connect with or support another text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to gather information from two texts on the same topic and answer a specific question, using the student’s own words.</li> <li>Requires the student to express a synthesis of an idea derived from two different texts.</li> <li>Requires the student to compare or contrast two texts.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Compare and contrast how information is developed in two or more texts.	1. Open Response
Synthesize information from two different texts.	1. Hot Text 2. Open Response
Gather information from two texts in order to answer a specific question.	1. Hot Text 2. Open Response
<b>Sample Item Stems</b>	<b>Notes</b>
Using information from both articles, select two ways that the two authors present their information similarly.  [Open Response]	The student must synthesize both texts to compare similar information from each article. Then, the student must write clearly to convey the answer with support from the text.

**Grade 4 Reading Standards for Informational Texts**

<p>Select a detail in Article B that helps explain _____ in Article A.</p> <p>[Hot Text]</p>	<p>The student must synthesize both texts to identify how the information in one text can be used to supplement the information in another text.</p>
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### Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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#### 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 three- or four- paragraph 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. For example, an item might intend that the student correct a misspelling of “frequent.” Since the students do not know what we want to assess, a student might type in “often,” which would be correct in context. Although the item no longer assesses the intended standard, credit would have to be given.

**Editing Task Guidelines for Language Standards**

**Directions Template – (ETS)**

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

Note: In 2014–2015, the assessment including the editing tasks will be a paper-based administration. In 2015–2016, the assessment will be a computer-based administration.

**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>
4	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.



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

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.

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 the passages, and plan, write, revise, and edit your essay.

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

**Acceptable Text Types**

<b>Informational Text</b>	<b>Literary Text</b>
<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**

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

##### **Arts**

- Dance
- Music
- Theater
- Visual Arts

##### **Interests**

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