

DRAFT

Grade 6 English Language Arts Item Specifications



The release of the updated FSA Test Item Specifications is intended to provide greater specificity for item writers in developing items to be field tested in 2016. The revisions in the specifications will NOT affect the Spring 2015 Florida Standards Assessments. The enhanced explanations, clarifications, and sample items should assist item writers and other stakeholders in understanding the Florida Standards and the various types of test items that can be developed to measure student proficiency in the applicable content areas for 2016 and beyond.

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 the 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(s).

Sample 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(s) assessed.

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

Florida Standards Assessments

Technology-Enhanced Item Descriptions

The Florida Standards Assessments (FSA) are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on FSA ELA assessments. For Grades 3 and 4 assessments, which will be paper-based tests in 2014-2015, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the [FSA Training Tests](#).

Percent of Computer-Based Test that is Composed of Technology-Enhanced Items	
Grades 5–10 ELA*	25%–50%

*Grades 3 and 4 ELA tests, once computer based, will also be composed of 25%– 50% TEIs.

Technology-Enhanced Item Types for English Language Arts

- 1. Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
- 2. Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 3. Hot Text** -
 - a. Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference,

and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might function independently. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

- b. Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 4. Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 5. Multiselect** - The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
- 6. Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.
- 7. Graphic Response Item Display (GRID)** - In a GRID item, the student might select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 8. Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. For paper-based assessments, multimedia content will be replaced by paper-based items or stimuli that assess the same reporting category.

Reading Stimuli Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and may 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 may 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 Florida Department of Education (FLDOE) 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.

Grade	Range of Number of Words
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350

Strand LAFS.K12: Reading

Cluster 1 LAFS.K12.R.1: Key Ideas and Details

LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.2: Craft and Structure

LAFS.K12.R.2.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6

Assess how point of view or purpose shapes the content and style of a text.

Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas

LAFS.K12.R.3.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Cluster 4 LAFS.K12.R.4: Range of Reading and Level of Text Complexity

LAFS.K12.R.4.10

Read and comprehend complex literary and informational texts independently and proficiently.

Strand LAFS.K12.SL: Standards for Speaking and Listening

Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration

LAFS.K12.SL.1.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas

LAFS.K12.SL.2.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

Cluster 1 LAFS.K12.W.1: Text Types and Purposes

LAFS.K12.W.1.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing

LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge

LAFS.K12.W.3.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cluster 4 LAFS.K12.W.4.10: Range of Writing

LAFS.K12.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

Cluster 1 LAFS.K12.L.1: Conventions of Standard English

LAFS.K12.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cluster 2 LAFS.K12.L.2: Knowledge of Language

LAFS.K12.L.2.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

***NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the Test Item Specifications.**

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Select text-based support for a statement about what the text says explicitly or implicitly.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference and then to select a detail or details from the text to support the inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Assessment Limits	Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey theme or central idea and not the manner in which the author handles them. Items may ask the student to summarize all or part of the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a theme or central idea that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a theme or central idea and then to select words or phrases from the text to support the theme or central idea. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details.
Provide a summary of the text distinct from personal opinions or judgments.	<p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences from the text in order to create an objective summary of the passage. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the best objective summary of the text. Requires the student to select a statement that should be included in an objective summary of the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple statements that should be included in an objective summary of the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Assessment Limits	Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask how a story’s plot develops over time. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about plot and character.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Interpret details from the text to make or support an analysis about plot or character development. The inference may be provided.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that provide details to support an inference about character or plot development. Requires the student to select details from two portions of the text to show how a character changes or how a plot unfolds over time. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an analysis about character and/or plot development and then to select words or phrases from the text that provide support for the analysis. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about character and/or plot development. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details to support an analysis of character and/or plot development.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Determine how a character responds to key events in a story's plot or changes as the story progresses. The key events may be provided.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none">• Requires the student to select words or phrases from the text that provide details to support an inference about how a character responds to key events in the story.• Requires the student to select details from two portions of the text to show how a character changes or how a plot unfolds over time. <p>EBSR</p> <ul style="list-style-type: none">• Requires the student to select an analysis about how a character changes or responds to key events and then to select words or phrases from the text that provide support for the analysis. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select a correct inference about how a character responds to key events in the story. <p>Open Response</p> <ul style="list-style-type: none">• Requires the student to explain a character's response to key events in a story's plot.• Requires the student to place details about character development into appropriate areas on a graphic organizer.

Grade 6 Reading Standards for Literature

<p>Content Standard(s) Assessed</p>	<p>LAFS.6.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LAFS.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). LAFS.6.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text. Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask the student to employ various strategies to explore word meaning, including the use of Greek or Latin affixes and roots. Items may require the student to use word relationships to determine the meanings of individual words. Items may ask the student to analyze figurative or connotative meanings of words.</p>
<p>Text Types</p>	<p>Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>

Grade 6 Reading Standards for Literature

Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using context clues. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words used in the text. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple words or phrases from the text that act as context clues when determining another word's meaning. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of words and phrases as used in a text.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Analyze the impact of the author’s word choice on meaning or tone.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the impact of word choice on a text’s meaning or tone. • Requires the student to select words or phrases from two sections of text that show the impact of the author’s word choice on meaning or tone. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an inference about the impact of the author’s word choice on meaning or tone and then to select words or phrases from the passage that support that inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the impact of word choice on a text’s meaning or tone. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple ways a particular word adds to an analysis of the text and its tone. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the impact of specific word choice on meaning or tone.
<p>Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word’s position or the overall meaning of a sentence or paragraph.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide context clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases from the text that act as context clues to support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of an unknown or multiple-meaning word. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of an unknown word or phrase using context clues.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases with Greek or Latin affixes or roots from the text to support that meaning. <p>Multiple Choice</p> <p>Requires the student to select the meaning of a word that contains a Greek or Latin affix or root.</p> <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a word that contains a Greek or Latin affix or root.
<p>Interpret figures of speech in the context of the text.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide context clues to the meaning of a figure of speech. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to interpret the meaning of a figure of speech and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a figure of speech in the context of the text. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a figure of speech in the context of the text.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide support for the interpretation of a word’s meaning. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using word relationships. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word in the context of the text or word relationship. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a word in the context of the text or word relationship.
<p>Distinguish among the connotations of words with similar definitions.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide support for the connotation of a word. • Requires the student to select words or phrases from two sections of text that help to determine which connotation of a word is being used. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the correct connotation of a word and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct connotation or synonym of a word found in the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.2.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Assessment Limits	Items may ask the student to analyze the purpose of specific sentences, scenes, or stanzas. Items may ask the student to consider the effect of a particular sentence, scene, or stanza on the overall structure and meaning. Items should focus on how specific structural elements create a comprehensive picture of the theme, setting, or plot.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze and explain how a specific element of a text contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot. Requires the student to select an explanation of how a sentence, chapter, scene, or stanza fits into the overall structure of a text and then select a description of how it contributes to the development of the theme, setting, or plot. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a theme, setting, or plot and to select sentences or phrases that contribute to the development of that theme, setting, or plot. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of how a sentence, scene, or stanza contributes to overall structure and meaning. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple inferences about how a sentence, scene, or stanza contributes to overall structure and meaning. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in words how a given sentence, scene, or stanza contributes to overall structure and meaning.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
	GRID <ul style="list-style-type: none"><li data-bbox="690 317 1382 386">• Requires the student to place text elements in correct places on an outline or a graphic.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.
Assessment Limits	Items may ask the student to explain the strategies the author uses to develop the point of view of the narrator or speaker. Items should not exclusively ask the student to identify the narrator’s or speaker’s point of view.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how the author develops point of view, using details from the text. The point of view may be provided.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select phrases or sentences from the text that support the development of a point of view. • Requires the student to select the point of view and to select details from the text that show how the author develops this point of view. • Requires the student to select the narrator’s point of view and to select a correct explanation of how point of view is developed. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select a correct explanation of how point of view is developed and to select words or phrases in the text that show that development. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct explanation of how the author develops point of view. • Requires the student to select explicit or implicit details from the text that develop the narrator’s or speaker’s point of view. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple phrases or sentences from the text that support the development of a point of view. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words how an author develops the point of view of the narrator or speaker.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	<p>LAFS.6.RL.3.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Also assesses:</p> <p>LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
Assessment Limits	<p>Items may ask the student to describe similarities and differences between reading a text and experiencing a media version of that text. Items should focus on what the student sees, hears, or perceives. Items should not ask about one literary text in isolation and should be used with a pairing of a text with a media version of that text. Items assessing this standard may ask the student to analyze the purpose of a decision to present the information in diverse media. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>
Text Types	<p>Items assessing this standard may be used with one or more grade-appropriate literary texts and other media. Texts may vary in complexity.</p>
Response Mechanisms	<p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p>
Task Demand	Sample Response Mechanisms
Analyze similarities and/or differences between reading a text and listening to or viewing a media version.	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct comparison/contrast between the experience of reading a text and listening to or viewing the content in media form. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple correct comparisons/contrasts between the experience of reading a text and listening to or viewing the content in media form. <p>GRID</p> <ul style="list-style-type: none"> • Requires the student to place statements about reading and/or listening to or viewing a story, drama, or poem in appropriate places on a graphic organizer.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.	<p data-bbox="639 281 829 310">Multiple Choice</p> <ul data-bbox="688 317 1365 420" style="list-style-type: none"><li data-bbox="688 317 1365 420">• Requires the student to select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue. <p data-bbox="639 426 781 455">Multiselect</p> <ul data-bbox="688 462 1451 564" style="list-style-type: none"><li data-bbox="688 462 1451 564">• Requires the student to select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue. <p data-bbox="639 571 829 600">Open Response</p> <ul data-bbox="688 606 1442 709" style="list-style-type: none"><li data-bbox="688 606 1442 709">• Requires the student to describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue. <p data-bbox="639 716 704 745">GRID</p> <ul data-bbox="688 751 1419 875" style="list-style-type: none"><li data-bbox="688 751 1419 875">• Requires the student to place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Assessment Limits	Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require the student to use key details to explain how texts are similar or different in their approach. Items should not simply ask the student to identify common themes or topics. Items should be developed with text sets from different genres.
Text Types	Items assessing this standard may be used with two or more grade-appropriate literary texts in different forms and genres. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze the similarities and differences in how two texts present, treat, or develop similar themes or topics. The theme or topic may be provided.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. Requires the student to select a correct explanation of how two or more texts treat a theme or topic and to select sentences or phrases from each text that show similarities or differences. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of how two or more texts treat a theme or topic. Requires the student to select sentences or phrases that show similarities or differences in how two texts present, treat, and/or develop themes or topics. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple sentences or phrases that show similarities or differences in how two texts present, treat, and/or develop themes or topics. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place statements about how two texts present, treat, and/or develop themes or topics in appropriate places on a graphic organizer.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Select text-based support for a statement about what the text says explicitly or implicitly.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference and then to select a detail or details from the text to support the inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Assessment Limits	Items may ask the student to determine a central idea and how it is conveyed through key details. Central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey the central idea and not the manner in which the author handles them. Items may ask the student to summarize the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a theme or central idea that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a theme or central idea and then to select words or phrases from the text to support the theme or central idea. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Provide a summary of the text distinct from personal opinions or judgments.	<p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none">• Requires the student to select sentences from a given bank of details or quotes from the text in order to create an objective summary of the passage. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select the best objective summary of the text.• Requires the student to select a statement that should be included in an objective summary of the text. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select multiple statements that should be included in an objective summary of the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Assessment Limits	Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about events, individuals, or ideas.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how a key individual, event, or idea is introduced, illustrated, or elaborated using explicit or implicit details from the text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. Requires the student to select words or phrases from two sets of texts that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text and to select words or phrases from the text that provide support for that analysis. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select details from the text that support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.

Grade 6 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>LAFS.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>LAFS.6.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text. Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask the student to employ various strategies to explore word meaning, including the use of Greek or Latin affixes and roots. Items may require the student to use word relationships to determine the meanings of individual words. Items may ask the student to analyze figurative, connotative, or technical meanings of words.</p>
<p>Text Types</p>	<p>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>

Grade 6 Reading Standards for Informational Texts

Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases by using context clues to understand, for example, figurative, connotative, and technical meanings.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using context clues. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select multiple meanings of a word or phrase used in the text. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to select a word from a sentence or paragraph that has multiple meanings, and to explain in words the alternate meaning. • Requires the student to explain in words the meaning of words and phrases as used in a text.
Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word’s position or the overall meaning of a sentence or paragraph.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide context clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases from the text that act as context clues to support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of an unknown or multiple-meaning word. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of an unknown word or phrase using context clues.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
<p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases with Greek or Latin affixes or roots from the text to support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word that contains a Greek or Latin affix or root. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a word that contains a Greek or Latin affix or root.
<p>Interpret figures of speech in the context of the text.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide context clues to the meaning of a figure of speech. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to interpret the meaning of a figure of speech and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a figure of speech in the context of the text. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a figure of speech in the context of the text.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
<p>Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide support for the interpretation of a word’s meaning. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using word relationships. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word in the context of the text or word relationship. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of a word in the context of the text or word relationship.
<p>Distinguish among the connotations of words with similar definitions.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide support for the connotation of a word. • Requires the student to select words or phrases from two sections of text that help to determine which connotation of a word is being used. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the correct connotation of a word and then to select words or phrases from the text that support that meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct connotation or synonym of a word found in the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.2.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Assessment Limits	Items may ask the student to analyze the purpose of specific sentences, paragraphs, chapters, or sections. Items may ask the student to consider the effect of a particular sentence, paragraph, chapter, or section on the overall structure and meaning. Items should focus on how specific structural elements work together and/or help to develop ideas.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how a specific element contributes to overall structure and development of the text’s ideas. The part of text to be analyzed may be provided.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot. Requires the student to select a sentence, chapter, paragraph, or section of a text and then select a description of how it fits into the overall structure of a text and contributes to the development of the text’s ideas. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from the text and then to select an explanation for how they contribute to the development of the text’s structure and meaning. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select how a sentence, paragraph, chapter, or section contributes to overall structure and meaning. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in words how a given sentence, paragraph, chapter, or section contributes to overall structure and meaning. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place text elements in correct places on an outline or a graphic to show how they contribute to the overall structure or meaning.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.2.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Assessment Limits	Items may ask the student to determine the author’s point of view or purpose in a text and to explain the strategies the author uses to convey point of view or purpose.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how the author develops point of view or purpose, using details from the text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the point of view or purpose and to select details from the text that show how the author develops this point of view or purpose. Requires the student to select the point of view or purpose and to select a correct explanation of how point of view or purpose is developed. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of how point of view or purpose is developed and then to select words or phrases in the text that show that development.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	<p>LAFS.6.RI.3.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Also assesses:</p> <p>LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>LAFS.6.SL.1.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
Assessment Limits	<p>Items may ask the student to integrate information presented in different media formats in order to develop or support inferences drawn from the text. Items should require the student to use information from the text as well as information presented in a media format. Items should be developed to texts that make meaningful use of information presented in media form. Items may ask the student to delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>
Text Types	<p>Items assessing this standard may be used with one or more grade-appropriate informational texts and other media. Texts may vary in complexity.</p>
Response Mechanisms	<p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p>
Task Demand	Sample Response Mechanisms
Integrate information presented in different media or formats in order to make a statement about a topic or issue.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from a text and from a visual or graphic representation of information that support an inference drawn from the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference about a topic or issue and then to select information presented in different formats to support that inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to answer questions about a topic or issue using explicit or implicit information from a text and information presented in a media format. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple answers to a question using explicit or implicit information from a text and information presented in a media format.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
	GRID <ul style="list-style-type: none"> Requires the student to select images to show the integration of information presented in a media form with information in the text.
Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.	Multiple Choice <ul style="list-style-type: none"> Requires the student to select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Multiselect <ul style="list-style-type: none"> Requires the student to select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Open Response <ul style="list-style-type: none"> Requires the student to describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue. GRID <ul style="list-style-type: none"> Requires the student to place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer.
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Selectable Hot Text <ul style="list-style-type: none"> Requires the student to select claims that are supported by reasons and evidence. Requires the student to select sentences from two sections of text that best further the speaker’s argument. Requires the student to select claims from two sections of text that are supported by reasons and evidence. EBSR <ul style="list-style-type: none"> Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected. Multiple Choice <ul style="list-style-type: none"> Requires the student to select the correct evaluation of an argument or claim in the text. Multiselect <ul style="list-style-type: none"> Requires the student to select multiple claims that are supported by reasons or evidence. Drag-and-Drop Hot Text <ul style="list-style-type: none"> Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.3.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Assessment Limits	Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select claims that are supported by reasons and evidence. Requires the student to select sentences from two sections of text that best further the speaker’s argument. Requires the student to select claims from two sections of text that are supported by reasons and evidence. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct evaluation of an argument or claim in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple claims that are supported by reasons or evidence. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.3.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Assessment Limits	Items may ask the student to analyze similarities and differences in how authors present ideas or events. Items may require the student to use key details to explain how authors are similar or different in their approach. Items should not simply ask the student to identify common events. Items should be developed with text sets focusing on the same events or ideas.
Text Types	Items assessing this standard may be used with two or more grade-appropriate informational texts and other media. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine similarities and differences in two authors’ presentation of the same events, using explicit details in the text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from each text that show similarities or differences in how two authors present or treat the same events. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an explanation of how two authors present or treat the same events and to select sentences or phrases from each text that show similarities or differences. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of how two authors treat or present the same events. Requires the student to select sentences or phrases that show similarities or differences in how two authors present or treat the same events. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple sentences or phrases that show similarities or differences in how two authors present or treat the same events. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place statements about how two authors present or treat the same events in appropriate places on a graphic organizer.

Editing Task Guidelines for Language Standards

<p>Content Standard(s) Assessed</p>	<p>LAFS.6.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>LAFS.6.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
<p>Assessment Limits</p>	<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess 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.</p>
<p>Text Types</p>	<p>Items assessing this standard will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student’s essay in quality and difficulty. The text should be accessible for the grade and should assess the student’s knowledge of grammar, usage, and language conventions. Texts will be between 200 and 250 words.</p>
<p>Response Mechanisms</p>	<p>These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.</p>
<p>Task Demand</p>	<p>Sample Response Mechanisms</p>
<p>Apply standard English grammar and usage.</p>	<p>Editing Task Choice</p> <ul style="list-style-type: none"> • Requires the student to select the appropriate replacement for an ungrammatical word or phrase. • Requires the student to select the correct version of a word or phrase to be used in a sentence. <p>Editing Task</p> <ul style="list-style-type: none"> • Requires the student to replace an incorrect word or phrase by typing in a corrected response.

Editing Task Guidelines for Language Standards

Task Demand	Sample Response Mechanisms
Apply standard English capitalization, punctuation, and spelling.	<p>Editing Task Choice</p> <ul style="list-style-type: none">• Requires the student to select the appropriate usage of grade-appropriate conventions.• Requires the student to select the correct spelling of a word. <p>Editing Task</p> <ul style="list-style-type: none">• Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box.

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 may 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 may 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 may 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 (FLDOE) may require at least two additional sources to verify the information in the text.

Text-Based Writing Stimulus and Prompt Guidelines

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

Grade Level	Minimum Word Count	Maximum Word Count
6	1000	1600

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.

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 6–10).

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

Grades 6–10

Write an explanatory essay about. . . . Your essay must be based on ideas and information that can be found in the “. . .” passage set.

-OR-

Write an argumentative essay in which you Use the information from the texts 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.

(If argumentative) Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Type your response in the space provided.

You have ___ minutes to read, plan, write, revise, and edit your response.

ELA Reading and Writing Stimulus Guidelines
Acceptable Text Types

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

ELA Reading and Writing Stimulus 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/Journeys

Appendix A
Grade 6
Sample Passage and Item Sets

Appendix A: Sample Passages and Items – Literature

**Passage 1: Beautiful as the
Day**
by E. Nesbit

- 1 “I say, let’s take our spades and dig in the gravel-pits. We can pretend it’s seaside.”
- 2 “Father says it was once,” Anthea said; “he says there are shells there thousands of years old.”
- 3 So they went. Of course they had been to the edge of the gravel-pit and looked over, but they had not gone down into it for fear father should say they mustn’t play there, and it was the same with the chalk-quarry. The gravel-pit is not really dangerous if you don’t try to climb down the edges, but go the slow safe way round by the road, as if you were a cart.
- 4 Each of the children carried its own spade, and took it in turns to carry the Lamb. He was the baby, and they called him that because “Baa” was the first thing he ever said. They called Anthea “Panther,” which seems silly when you read it, but when you say it it sounds a little like her name.
- 5 The gravel-pit is very large and wide, with grass growing round the edges at the top, and dry stringy wildflowers, purple and yellow. It is like a giant’s washbowl. And there are mounds of gravel, and holes in the sides of the bowl where gravel has been taken out, and high up in the steep sides there are the little holes that are the little front doors of the little bank-martins’¹ little houses.
- 6 The children built a castle, of course, but castle-building is rather poor fun when you have no hope of the swishing tide ever coming in to fill up the moat and wash away the drawbridge, and, at the happy last, to wet everybody up to the waist at least.
- 7 Cyril wanted to dig out a cave to play smugglers in, but the others thought it might bury them alive, so it ended in all spades going to work to dig a hole through the castle to Australia. These children, you see, believed that the world was round, and that on the other side the little Australian boys and girls were really walking wrong way up, like flies on the ceiling, with their heads hanging down into the air.

Appendix A: Sample Passages and Items – Literature

- 8 The children dug and they dug and they dug, and their hands got sandy and hot and red, and their faces got damp and shiny. The Lamb had tried to eat the sand, and had cried so hard when he found that it was not, as he had supposed, brown sugar, that he was now tired out, and was lying asleep in a warm fat bunch in the middle of the half-finished castle. This left his brothers and sisters free to work really hard, and the hole that was to come out in Australia soon grew so deep that Jane . . . begged the others to stop.
- 9 “Suppose the bottom of the hole gave way suddenly,” said she, “and you tumbled out among the little Australians, all the sand would get in their eyes.”
- 10 “Yes,” said Robert; “and they would hate us, and throw stones at us, and not let us see the kangaroos, or opossums, . . . or Emu Brand birds, or anything.”
- 11 Cyril and Anthea knew that Australia was not quite so near as all that, but they agreed to stop using the spades and to go on with their hands. This was quite easy, because the sand at the bottom of the hole was very soft and fine and dry, like sea-sand. And there were little shells in it.
- 12 “Fancy it having been wet sea here once, all sloppy and shiny,” said Jane, “with fishes and conger-eels and coral and mermaids.”
- 13 “And masts of ships and wrecked Spanish treasure. I wish we could find a gold doubloon, or something,” Cyril said.
- 14 “How did the sea get carried away?” Robert asked.
- 15 “Not in a pail, silly,” said his brother.
- 16 “Father says the earth got too hot underneath, as you do in bed sometimes, so it just hunched up its shoulders, and the sea had to slip off, like the blankets do us, and the shoulder was left sticking out, and turned into dry land. Let’s go and look for shells; I think that little cave looks likely, and I see something sticking out there like a bit of wrecked ships anchor, and it’s beastly hot in the Australian hole.”

Appendix A: Sample Passages and Items – Literature

- 17 The others agreed, but Anthea went on digging. She always liked to finish a thing when she had once begun it. She felt it would be a disgrace to leave that hole without getting through to Australia.

¹bank-martins: small birds that make their nests in tunnels dug in clay or sand

Excerpt from "Beautiful as the Day" by E. Nesbit. In the public domain.

Passage 2: Pirate Story
by Robert Louis Stevenson

- 1 Three of us afloat in the meadow by the swing,
 Three of us aboard in the basket on the lea.
 Winds are in the air, they are blowing in the spring,
 And waves are on the meadow like the waves there are at sea.
- 5 Where shall we adventure, to-day that we're afloat,
 Wary of the weather and steering by a star?
 Shall it be to Africa, a-steering of the boat,
 To Providence, or Babylon, or off to Malabar?
- 10 Hi! but here's a squadron a-rowing on the sea—
 Cattle on the meadow a-charging with a roar!
 Quick, and we'll escape them, they're as mad as they can be,
 The wicket is the harbour and the garden is the shore.

"Pirate Story" by Robert Louis Stevenson. In the public domain.

Appendix A: Sample Passages and Items – Literature

Sample Item 1

LAFS.6.RL.1.1

Select the sentence from Passage 1 that supports the idea that the children are imaginative.

- Ⓐ “‘Father says it was once,’ Anthea said; ‘he says there are shells there thousands of years old.’” (paragraph 2)
- Ⓑ “Of course they had been to the edge of the gravel-pit and looked over, but they had not gone down into it for fear father should say they mustn’t play there, and it was the same with the chalk-quarry.” (paragraph 3)
- Ⓒ “The children dug and they dug and they dug, and their hands got sandy and hot and red, and their faces got damp and shiny.” (paragraph 8)
- Ⓓ “‘Fancy it having been wet sea here once, all sloppy and shiny,’ said Jane, ‘with fishes and conger-eels and coral and mermaids.’” (paragraph 12)

Appendix A: Sample Passages and Items – Literature

Sample Item 2

LAFS.6.RL.1.2

Place the sentences in order to create a summary of Passage 1.

1.
2.
3.
4.
5.

Pretending they are at the seaside, they build a sandcastle.
They decide to dig a hole through the Earth instead.
A group of children go to a gravel pit to play.
Even though the others decide to stop, Anthea feels that she must continue digging.
One of the children, Cyril, wants to dig a cave, but the others think it is too dangerous.

Appendix A: Sample Passages and Items – Literature

Sample Item 3

LAFS.6.RL.1.3

The children play an important role in advancing the plot of Passage 1. Place each statement about the plot next to the correct character or characters.

Cyril	
Jane and Robert	
Anthea	
Cyril and Anthea	
All the children	

wants to dig a cave
build a sand castle at the gravel pit
continues digging after the others quit
are nervous about the hole to Australia
understand they cannot dig to Australia

Sample Item 4

LAFS.6.L.3.5a

What is the effect of the personification in paragraph 16?

- (A) It shows that the gravel pit is very large.
- (B) It explains why the children chose to dig in the gravel pit.
- (C) It explains why the children’s father wants them to avoid the gravel pit.
- (D) It gives a picture of what caused the sea to disappear from the gravel pit.

Appendix A: Sample Passages and Items – Literature

Sample Item 5

LAFS.6.RL.2.5

How does the description of the setting in paragraph 5 affect the overall meaning of Passage 1?

- Ⓐ Describing the gravel pit as “like a giant’s washbowl” creates a sense of adventure.
- Ⓑ Mentioning the shape of the gravel pit explains that there used to be a beach there.
- Ⓒ Using words like “large and wide” to describe the gravel pit shows that the children must be careful.
- Ⓓ Giving the location of the gravel pit helps the reader understand how far the children walk to get there.

Sample Item 6

LAFS.6.RL.2.6

Select **two** lines from Passage 2 that develop the speaker’s desire for adventure.

- “Three of us afloat in the meadow by the swing,” (line 1)
- “Winds are in the air, they are blowing in the spring,” (line 3)
- “And waves are on the meadow like the waves there are at sea.” (line 4)
- “Shall it be to Africa, a-steering of the boat,” (line 7)
- “Quick, and we’ll escape them, they’re as mad as they can be,” (line 11)

Appendix A: Sample Passages and Items – Literature

Sample Item 7

LAFS.6.RL.3.9

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states a theme that is shared by both Passage 1 and Passage 2?

- (A) Creativity helps children learn.
- (B) Safety is more important than having fun.
- (C) Imagination makes everyday life more exciting
- (D) It is important to work at a task until it is complete

Part B

Select **two** quotations that support the answer in Part A.

- "The gravel-pit is not really dangerous if you don't try to climb down the edges, but go the slow safe way round by the road, as if you were a cart." (Passage 1, paragraph 3)
- "Cyril wanted to dig out a cave to play smugglers in, but the others thought it might bury them alive, so it ended in all spades going to work to dig a hole through the castle to Australia." (Passage 1, paragraph 7)
- "Cyril and Anthea knew that Australia was not quite so near as all that, but they agreed to stop using the spades and to go on with their hands." (Passage 1, paragraph 11)
- "Three of us afloat in the meadow by the swing," (Passage 2, line 1)
- "Winds are in the air, they are blowing in the spring," (Passage 2, line 3)
- "Where shall we adventure, to-day that we're afloat," (Passage 2, line 5)

Appendix A: Sample Passages and Items – Literature

Answer Key

Sample Item 1: D

Sample Item 2: The student places the sentences in the following order:

1. A group of children go to a gravel pit to play.
2. Pretending they are at the seaside, they build a sandcastle.
3. One of the children, Cyril, wants to dig a cave, but the others think it is too dangerous.
4. They decide to dig a hole through the Earth instead.
5. Even though the others decide to stop, Anthea feels that she must continue digging.

Sample Item 3: The student drags "wants to dig a cave" next to Cyril, "are nervous about the hole to Australia" next to Jane and Robert, "continues digging after the others quit" next to Anthea, "understand they cannot dig to Australia" next to Cyril and Anthea, and "build a sandcastle at the gravel pit" next to All the children.

Sample Item 4: D

Sample Item 5: A

Sample Item 6: D, E

Sample Item 7: Part A: C; Part B: B, F

Appendix A: Sample Passages and Items – Informational

**Passage 1: What on Earth
are Moon Trees?**
by Elaine M. Marconi

- 1 Anything having to do with the moon is still an unfolding mystery. And “Moon Trees” are part of that lunar mystique.
- 2 Are there actually trees on the moon? Not really . . . but tree seeds flown into space by NASA astronaut Stuart Roosa on the Apollo 14 mission in 1971, now grow strong and tall out of the Earth’s soil.
- 3 It all began after Roosa was selected to pilot the Apollo 14 command module. As a former smoke jumper with the U.S. Forest Service, he was contacted by then chief of the Forest Service, Ed Cliff, and asked if he would be willing to take tree seeds into space.
- 4 As his way of paying tribute to the Forest Service, Roosa agreed and packed hundreds of seeds from redwood, loblolly pine, sycamore, Douglas fir and sweet gum trees into his personal travel kit. Roosa and his seeds orbited the moon 34 times while stationed in the command module “Kitty Hawk.”
- 5 Scientists were curious to know if the seeds, after their journey into the microgravity of space, would sprout and look the same as Earth-grown trees. In the early 70s there were very few experiments done in space.
- 6 Unfortunately, after returning to Earth the seed canister burst open during the decontamination process¹ and all the different species of seeds, not only were mixed together, but thought to be no longer useful and able to germinate.
- 7 After being shipped to the Forest Service labs, it was found that most of the seeds did survive and ultimately were planted.
- 8 After 20 years of growing side-by-side with their Earth-bound equivalent as controls, no one could tell the difference.
- 9 The seedlings, now known as Moon Trees, were planted across the United States and throughout the world. Many were planted as part of the nation’s bicentennial celebration in 1976 and grow at national landmarks, such as the White House, Independence Square in Philadelphia, state capitols and university campuses.

Appendix A: Sample Passages and Items – Informational

- 10 There also was a “Moon Tree 1976” planting ceremony at NASA’s Kennedy Space Center in Florida on June 25 during the center’s Bicentennial Expo on Science and Technology. That tree still thrives at the center.
- 11 Second-generation trees, called “half-moon” trees, have been planted from seeds or cuttings from an original Moon Tree and are thriving as well.
- 12 Roosa passed away in December of 1994, but the Moon Trees continue to flourish—a tribute to our first visits to the moon and a memorial to Roosa.
- 13 A moon sycamore graces Roosa's grave at Arlington National Cemetery in Virginia.

¹decontamination process: the procedure through which astronauts (and some objects) were cleansed of any potentially harmful material they may have carried back from space

“What on Earth are Moon Trees?” by Elaine M. Marconi. In the public domain.

Appendix A: Sample Passages and Items – Informational

Passage 2: Audio Clip: In Search of Moon Trees

This audio clip describes what happened to the "Moon Tree" seeds after the return of the Apollo 14 mission. Alan Shepard and Ed Mitchell were astronauts on the mission. Stan Krugman was the U.S. Forest Service research director who chose the seeds that traveled to the moon.

Listen to the audio clip.



"In Search of Moon Trees" by NASA. In the public domain. The clip begins at 3:29 and ends at 5:17.

Appendix A: Sample Passages and Items – Informational

Sample Item 1

LAFS.6.RI.1.1

Select the sentence from Passage 1 that supports the inference that Stuart Roosa had a positive experience with the U.S. Forest Service.

- 3 It all began after Roosa was selected to pilot the Apollo 14 command module. As a former smoke jumper with the U.S. Forest Service, he was contacted by then chief of the Forest Service, Ed Cliff, and asked if he would be willing to take tree seeds into space.
- 4 As his way of paying tribute to the Forest Service, Roosa agreed and packed hundreds of seeds from redwood, loblolly pine, sycamore, Douglas fir and sweet gum trees into his personal travel kit. Roosa and his seeds orbited the moon 34 times while stationed in the command module "Kitty Hawk."

Appendix A: Sample Passages and Items – Informational

Sample Item 2

LAFS.6.RI.1.2

Add **two** sentences to complete the summary of Passage 1.

- | |
|--|
| 1. In 1971, the Apollo 14 mission flew to the moon. |
| 2. NASA astronaut Stuart Roosa took a collection of tree seeds with him on the mission. |
| 3. Scientists wanted to see how the seeds might be affected by the different gravity in space. |
| 4. |
| 5. |

The seeds were shipped to labs at the U.S. Forest Service.
--

Stuart Roosa was a smoke jumper for the U.S Forest Service.

The canister that held the seeds broke open after Apollo 14's return to Earth.
--

"Moon Trees" were planted all over the United States and the world.

The vehicle that the seeds orbited the moon in was called "Kitty Hawk."

Appendix A: Sample Passages and Items – Informational

Sample Item 3

LAFS.6.RI.1.3

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does Passage 1 introduce the importance of the “Moon Trees”?

- (A) by discussing the challenges faced by the scientists after returning
- (B) by listing the types of seeds that were chosen for this experiment
- (C) by presenting how rare experiments in space were at the time
- (D) by describing the process of getting the seeds into space

Part B

Which paragraph from Passage 1 supports the answer to Part A?

- (A) Paragraph 4
- (B) Paragraph 5
- (C) Paragraph 6
- (D) Paragraph 7

Sample Item 4

LAFS.6.RI.2.4

Read the following sentence from Passage 1.

“After 20 years of growing side-by-side with their Earth-bound equivalent as controls, no one could tell the difference.” (paragraph 8)

What does the word equivalent suggest about the two groups of trees?

- (A) They were mixed together.
- (B) They had similar characteristics.
- (C) They were both experimented on.
- (D) They came from the same collection of seeds.

Appendix A: Sample Passages and Items – Informational

Sample Item 5

LAFS.6.RI.2.5

Read the following sentence from Passage 1.

“Are there actually trees on the moon?” (paragraph 2)

How does this sentence help develop the author’s explanation of “Moon Trees”?

- Ⓐ It introduces the definition of the trees.
- Ⓑ It shows where the trees originally grew.
- Ⓒ It describes the experiments that were done with trees.
- Ⓓ It gives an example of trees that were included in experiments.

Appendix A: Sample Passages and Items – Informational

Sample Item 6

LAFS.6.RI.2.6

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What perspective is shared by the author of Passage 1 and the speaker of Passage 2?

- A) Scientific experiments can be hard to predict.
- B) The “Moon Trees” were significant to the public.
- C) It is important for scientists to conduct more experiments in space.
- D) The U.S. Forest Service did not keep track of the locations of the “Moon Trees.”

Part B

Select the sentence from Passage 1 that supports the answer in Part A.

- 7 After being shipped to the Forest Service labs, it was found that most of the seeds did survive and ultimately were planted.
- 8 After 20 years of growing side-by-side with their Earth-bound equivalent as controls, no one could tell the difference.
- 9 The seedlings, now known as Moon Trees, were planted across the United States and throughout the world. . . .

Sample Item 7

LAFS.6.RI.3.7

How does Passage 2 help develop the ideas in Passage 1?

- Ⓐ by explaining where the “Moon Trees” came from
- Ⓑ by giving details about the growth of the “Moon Trees”
- Ⓒ by giving biographical information about the astronauts on Apollo 14
- Ⓓ by describing how the U.S. Forest Service kept records of its experiments

Appendix A: Sample Passages and Items – Informational

Sample Item 8

LAFS.6.RI.3.8

Which **two** sentences from Passage 1 support the claim that “Moon Trees” are part of what makes the moon mysterious?

- “Roosa and his seeds orbited the moon 34 times while stationed in the command module ‘Kitty Hawk.’” (paragraph 4)
- “Scientists were curious to know if the seeds, after their journey into the microgravity of space, would sprout and look the same as Earth-grown trees.” (paragraph 5)
- “In the early 70s there were very few experiments done in space.” (paragraph 5)
- “After being shipped to the Forest Service labs, it was found that most of the seeds did survive and ultimately were planted.” (paragraph 7)
- “Many were planted as part of the nation’s bicentennial celebration in 1976 and grow at national landmarks, such as the White House, Independence Square in Philadelphia, state capitols and university campuses.” (paragraph 9)

Appendix A: Sample Passages and Items – Informational

Answer Key

Sample Item 1: The student selected “As his way of paying tribute to the Forest Service, Roosa agreed and packed hundreds of seeds from redwood, loblolly pine, sycamore, Douglas fir and sweet gum trees into his personal travel kit.”

Sample Item 2: The student drags “The canister that held the seeds broke open after Apollo 14’s return to Earth.” to space 4 and ““Moon Trees” were planted all over the United States and the world.” to space 5.

Sample Item 3: Part A: C; Part B: B

Sample Item 4: B

Sample Item 5: A

Sample Item 6: The student selected "The 'Moon Trees' were significant to the public." in Part A and "The seedlings, now known as Moon Trees, were planted across the United States and throughout the world." in Part B.

Sample Item 7: B

Sample Item 8: B, C

Appendix A: Sample Passages and Items – Editing Task

There are five highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

When people see a bird land on a branch or telephone wire, they may not think about where that bird is going. Birds are some of the most well-traveled species on Earth. Some **migreatory** birds, like the painted bunting, travel as little as a few hundred miles per year. Others, like the Arctic tern, travel up to 22,000 miles annually.

Birds do not make these long and tiring journeys just to avoid cold weather. They travel for food, which can be hard to find in winter. Some birds even fly to another hemisphere to make sure they'll have enough to eat. Most do not return north until the spring or summer, when **it is** much more abundant. That is when there are new caterpillars, insects, and tree blossoms to eat.

Birds may fly different distances and at a variety of speeds. The red knot spends spring and summer in northern **Canada where its breeding grounds are located** and winters as far south as the southern tip of South America. It is a shore bird and can fly up to 60 miles an hour. The **wood thrush a type of songbird,** travels from Central America to the Mid-Atlantic States, such as Maryland and Virginia. Songbirds fly at a speed of about 10–30 miles per hour.

How birds navigate also differs by species. Birds sometimes uses a landmark, such as a shoreline or a mountain range, to guide **itself**. Amazingly, some night fliers seem to use the stars and may become confused when it is cloudy. The next time you see a bird, think about where it might be going and how it will get there.

Appendix A: Sample Passages and Items – Editing Task

In this sample set, all items are Editing Task Choice items. The student clicks on the highlighted word or phrase in the text and a drop-down menu containing options for correcting the error is shown. The last option repeats the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed.

Sample Item 1

LAFS.6.L.1.2b

When people see a bird land on a branch or telephone wire, they may not think about where that bird is going. Birds are some of the most well-traveled species on Earth. Some **migreatory** birds, like the painted bunting, travel as little as a few hundred miles per year. Others, like the Arctic tern, travel up to 22,000 miles annually.

Answer options include:

migratory
migritory
migrotory
migreatory

Sample Item 2

LAFS.6.L.1.1d

Birds do not make these long and tiring journeys just to avoid cold weather. They travel for food, which can be hard to find in winter. Some birds even fly to another hemisphere to make sure they'll have enough to eat. Most do not return north until the spring or summer, when **it is** much more abundant. That is when there are new caterpillars, insects, and tree blossoms to eat.

Answer options include:

food is
winter is
that is
it is

Appendix A: Sample Passages and Items – Editing Task

Sample Item 3

LAFS.6.L.1.2a

Birds may fly different distances and at a variety of speeds. The red knot spends spring and summer in northern Canada where its breeding grounds are located and winters as far south as the southern tip of South America. It is a shore bird and can fly up to 60 miles an hour. The wood thrush a type of songbird, travels from Central America to the Mid-Atlantic States, such as Maryland and Virginia. Songbirds fly at a speed of about 10–30 miles per hour.

Answer options for the first error include:

Canada, where its breeding grounds are located
Canada where its breeding grounds are located,
Canada, where its breeding grounds are located,
Canada where its breeding grounds are located

Answer options for the second error include:

wood thrush, a type of songbird
wood thrush, a type of songbird,
wood thrush a type of songbird
wood thrush a type of songbird,

Sample Item 4

LAFS.6.L.1.1c

How birds navigate also differs by species. Birds sometimes uses a landmark, such as a shoreline or a mountain range, to guide itself. Amazingly, some night fliers seem to use the stars and may become confused when it is cloudy. The next time you see a bird, think about where it might be going and how it will get there.

Answer options include:

himself
him or herself
themselves
itself

Appendix A: Sample Passages and Items – Editing Task

Answer Key

Sample Item 1: The student selects “migratory.”

Sample Item 2: The student selects “food is.”

Sample Item 3: The student selects “Canada, where its breeding grounds are located,” AND “wood thrush, a type of songbird,”

Sample Item 4: The student selects “themselves.”