

DRAFT

Grade 6 English Language Arts Item Specifications



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

Item Specifications Definitions

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

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

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

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

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

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

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

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

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

Reading Stimulus Guidelines

Overall Description

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

Stimulus Attributes

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

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

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

| 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 |
| 11 | 350 - 1400 |

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 | The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. | |
| Acceptable Response Mechanism | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. Requires the student to select an inference and then to select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. | |
| Task Demand | Response Mechanism | |
| Identify support for a statement in the text where both the statement and support are explicit. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |
| Provide text-based support for an inference drawn from the text. The inference may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |
| Sample Item Stems | Notes | |
| Select the sentence from the paragraph that shows why the main character had to leave one job to go work on another. [Hot Text] | The student must identify which explicit detail in the text provides the correct answer. | |
| Where does the main character get the idea about how to _____? [Multiple Choice] | The student must identify which detail in the text gives the main character the idea of how to _____. Although the answer is stated explicitly in the text, the student must sort through multiple details and paragraphs. | |
| Which sentence from the text shows that the main character's situation has not improved? [Multiple Choice] | The student must use details from the text to determine that the family's situation still has not improved. The student must choose which sentence supports the inference provided. | |

Grade 6 Reading Standards for Literature

| | |
|--|---|
| <p>Select a sentence from the text that shows that the family's situation still has not improved.</p> <p>[Hot Text]</p> | <p>The student must find evidence to support an inference and select the example embedded within the text.</p> |
| <p>Reread paragraph ____.</p> <p>Part A: Why does Character B believe ____ is so important?</p> <p>Part B: Select the sentence from the text that shows why Character B thinks ____ is so important.</p> <p>[Two-Part Hot Text]</p> | <p>The student must interpret details from the text and infer the answer to the question based on dialogue between two characters. In Part B, the student must integrate details from across the text to draw an inference.</p> |

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. The item 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 students to summarize all or part of the text. |
| Text Types | The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. Requires the student to select words or phrases from the text that help to convey the theme or central idea. Requires the student to select the theme or central idea and then to select words or phrases from the text that help to convey the theme or central idea selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a theme or central idea of the passage. Requires the student to select explicit or implicit details from the text that convey a theme or central idea. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to state a theme or central idea of the passage. Requires the student to state the details from the text that convey a theme or central idea of the passage. Requires the student to state a theme or central idea of the passage and a detail from the text that is used to convey that theme or central idea of the passage. |
| Task Demand | Response Mechanism |
| Determine a theme or central idea that is explicitly or implicitly stated. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response |
| Provide details that convey the theme or central idea of a text. The theme may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response |
| Determine a theme or central idea of a text and determine how specific details from the text contribute to how it is conveyed. | <ol style="list-style-type: none"> Hot Text Multiple Choice |

Grade 6 Reading Standards for Literature

| Sample Item Stems | Notes |
|---|---|
| How does the author use the description of the _____ to convey its importance? [Multiple Choice] | The student must analyze the impact that the provided central idea has on each of the individual characters. |
| Part A: What is the central idea of the passage? Part B: Identify the parts of the passage that convey this idea. [Two-Part Hot Text] | The student must first analyze the text to identify the implicit central idea of the passage. The student must then select the evidence in the text that supports this inference. |

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 for support that is directly stated in the text or ask students to draw inferences. Items should not ask general questions about plot and character. | |
| Text Types | The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> 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 an analysis about character and/or plot development and to select words or phrases from the text that provide support [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about character and/or plot development. Requires the student to select details that support an analysis about character and/or plot development. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain character and/or plot development. Requires the student to explain character and/or plot development and to support the analysis with details from the text. | |
| Task Demand | Response Mechanism | |
| Interpret details from the text to make or support an analysis about plot or character development. The inference may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |
| Determine how a character responds to key events in a story’s plot. The key events may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |
| Make connections between character development and plot development using explicit or implicit details from the text. | <ol style="list-style-type: none"> Hot Text Open Response | |

Grade 6 Reading Standards for Literature

| Sample Item Stems | Notes |
|---|--|
| <p>Part A: How does the main character’s experience affect his future actions?</p> <p>Part B: Select two sentences from the text that support your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must recognize the relationship between the main character’s actions and previous events. The text explicitly states that the main character tries to learn from his mistakes. The student must interpret which specific actions or details from the text demonstrate that the main character has learned from the event.</p> |
| <p>Part A: How does the main character feel after creating the pond?</p> <p>Part B: Which sentence from the passage best shows how the main character feels?</p> <p>[Two-Part Hot Text]</p> | <p>The student must determine a character’s feelings from the character’s actions. The student must provide evidence with a sentence from the text.</p> |
| <p>The main character responds to Character B leaving again by flashing back to the first time he left. What does this response reveal about the main character?</p> <p>[Multiple Choice]</p> | <p>The student must interpret details in the text in order to determine the impact of a plot event on character development. The student must make connections from implicit details in the text.</p> |
| <p>Part A: How does Character A respond to Character B leaving again?</p> <p>Part B: What does this reveal about Character A?</p> <p>[Two-Part Hot Text]</p> | <p>The student must interpret details in the text in order to determine the impact of both Character B’s departure and the flashback on the development of Character A. The student must identify Character A’s response and select a correct interpretation of what the response reveals.</p> |
| <p>How does Character A respond to Character B leaving again? What does this response reveal about Character A? Use details from the text to support your response.</p> <p>[Open Response]</p> | <p>The student must identify Character A’s response and then interpret details in the text to draw a conclusion. Although the student is directed to consider what the event reveals about Character A, the student must make this connection independently, synthesizing multiple implicit details.</p> |

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.</p> <p>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.</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, 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 students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to analyze figurative or connotative meanings.</p> |
| <p>Text Types</p> | <p>The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p> |
| <p>Acceptable Response Mechanisms</p> | <p>Hot Text</p> <ul style="list-style-type: none"> • 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 the meaning of a word or phrase and to select words or phrases from the text that show the meaning [Two-Part Hot Text]. • Requires the student to select words or phrases within a sentence or paragraph that provide clues to the meaning of a specified word or phrase. • Requires the student to select examples of figurative language in the text and to select the impact of that language on meaning or tone [Two-Part Hot Text]. |

Grade 6 Reading Standards for Literature

| | <ul style="list-style-type: none"> Requires the student to interpret the meaning of figures of speech and then to select words or phrases from the text that support that meaning [Two-Part Hot Text]. Requires the student to select words or phrases from the text that provide support for the connotation of a word [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the meaning of words used in the text. Requires the student to select the meaning of a Greek or Latin root used in the text. Requires the student to select the impact of word choice on a text’s meaning or tone. Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to identify 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. Requires the student to explain in words the impact of specific word choice on meaning or tone. |
|---|---|
| Task Demand | Response Mechanism |
| Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response |
| Analyze the impact of the author’s word choice on meaning or tone. | <ol style="list-style-type: none"> Hot Text Multiple Choice |
| Determine the meaning of words or phrases and analyze the impact of the words on the meaning or tone of the text. | <ol style="list-style-type: none"> Hot Text Open Response |
| Sample Item Stems | Notes |

Grade 6 Reading Standards for Literature

| | |
|--|--|
| <p>What do the descriptions “_____” and “_____” suggest about the clothes the main character wears?</p> <p>[Open Response]</p> | <p>The student must analyze how the connotations within the author’s descriptions affect meaning.</p> |
| <p>Part A: What does it mean when the main character describes her clothes as (excerpted text)?</p> <p>Part B: What does this meaning imply about the land?</p> <p>[Two-Part Hot Text]</p> | <p>The student must interpret the meaning of the phrase in Part A. In Part B, the student must interpret the phrase in the context of the entire paragraph by synthesizing multiple details in the paragraph.</p> |
| <p>Why does the author repeat the line (excerpted text) throughout the passage?</p> <p>[Multiple Choice]</p> | <p>The student must evaluate what the author is trying to emphasize or communicate by repeating the line. Although analysis of the entire text is required, explicit details in the text can be used to decipher the meaning.</p> |
| <p>Part A: Select a phrase from paragraph 1 that helps establish the difference between Character A’s land and Character B’s land.</p> <p>Part B: How does this phrase help convey the characters’ views of their land?</p> <p>[Two-Part Hot Text]</p> | <p>The student must interpret the connotation of the language used to describe the physical characteristics of each character’s land. The student must then analyze the impact of this language on the reader’s overall understanding of how the characters feel about the land. Although the physical description is explicit in the text, its contribution to the overall meaning is subtle.</p> |

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 students 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 | The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that contribute to the development of the theme, setting, or plot and to select the effect on meaning [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select 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. |
| Task Demand | Response Mechanism |
| Analyze and explain how a specific element contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response |
| Sample Item Stems | Notes |
| <p>Read these sentences from the text.</p> <p>[Excerpted Text]</p> <p>How does this quotation help the reader understand the difference between Character A's land and Character B's land?</p> <p>[Multiple Choice]</p> | <p>The student must analyze the impact of the selected quotation. The student must analyze the quotation and surrounding text to contrast the differences in each character's land.</p> |

Grade 6 Reading Standards for Literature

| | |
|---|---|
| <p>How does the flashback in paragraphs 5 and 6 contribute to the reader's understanding of Character A's current perception of the land? Use details from the passage to support your response.</p> <p>[Open Response]</p> | <p>The student must determine both the purpose and the importance of the flashback. The flashback provides the reader with additional information about the land. The student must examine Character A's internal struggle in order to determine its meaning and significance. Then, the student must use details from the passage to construct a response using the student's own words.</p> |
|---|---|

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 | The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> 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 [Two-Part Hot Text]. Requires the student to select the narrator’s point of view and to select a correct explanation of how point of view is developed [Two-Part Hot Text]. 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 [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select explicit or implicit details from the text that develop the narrator’s or speaker’s point of view. Requires the student to select the correct explanation of how the author develops 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. |
| Task Demand | Response Mechanism |
| Determine which details from the text support the development of point of view. | <ol style="list-style-type: none"> Hot Text Multiple Choice |
| Explain how the author develops point of view using details from the text. The point of view may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response |

Grade 6 Reading Standards for Literature

| Sample Item Stems | Notes |
|--|--|
| <p>Which sentences from the passage illustrate information the reader would likely miss if the story were written from a different point of view?</p> <p>[Multiple Choice]</p> | <p>The student must interpret details from the text to determine which are privileged for the reader on the basis of the narrator’s point of view. The student must differentiate between information revealed through dialogue and action and information revealed through description of the speaker’s inner thoughts.</p> |
| <p>Part A: How does the author reveal the narrator’s view of the main character?</p> <p>Part B: Select a sentence from the passage that supports your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must identify the strategies the author uses to show how the narrator feels about the main character. The student must identify and interpret phrases that can be used to clarify the narrator’s perspective.</p> |
| <p>Explain how the author uses Character B’s explanation of why he must leave to develop Character A’s perspective on the land.</p> <p>[Multiple Choice]</p> | <p>The student must negotiate the contrasting perspectives of Character A and Character B during the flashback. The student must focus on Character A’s thoughts and actions to recognize that her response to Character B’s explanation reveals where her understanding differs from Character B’s. The student must analyze multiple implicit details to build understanding of how this point of view is built.</p> |

Grade 6 Reading Standards for Literature

| | | |
|---|---|--|
| Content Standard(s) Assessed | 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. Also assesses: 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. | |
| Assessment Limits | Items may ask the student to describe similarities and differences between reading a text and a media version of that text. Items should focus on what students see, hear, or perceive. Items should not ask about one literary text and should be used with a pairing of a text with a media version of that text. The item may ask students to analyze the purpose of a decision to present the information in diverse media. | |
| Text Types | The sample item stems below may be used with one or more grade-appropriate literary texts and other media. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases in the text that represent a similarity or difference between a text and its media version. • Requires the student to select words or phrases in the text that represent a similarity or difference between a text and its media version and to select the impact of this similarity or difference [Two-Part Hot Text]. <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. • Requires the student to select an analysis of the purpose of present information in a particular media or format. | |
| Task Demand | Response Mechanism | |
| Identify similarities and/or differences between reading a text and listening to or viewing a media version. | <ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice | |
| Determine which details from the text indicate a similarity and/or difference between a text and its media version. | <ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice | |
| Explain the similarities and differences between reading a text and listening to or viewing a media version. | <ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice | |

Grade 6 Reading Standards for Literature

| Sample Item Stems | Notes |
|---|---|
| <p>Compare the text of a poem with the recording of the poet reading the poem aloud.</p> <p>What do you hear when listening to the recording?</p> <p>[Multiple Choice]</p> | <p>The student must compare the poem and the recording by following along while listening to the poet read aloud. The student must recognize that the poet does not pause at the end of each line or verse. The student must compare explicit details.</p> |
| <p>Compare the text of a poem with the recording of the poet reading the poem aloud.</p> <p>Part A: What do you notice when listening to the recording?</p> <p>Part B: How does this impact what you hear?</p> <p>[Two-Part Hot Text]</p> | <p>The student must compare the poem and the recording by following along as they listen to the poet read aloud. The student must recognize that the poet does not pause at the end of each line or verse. In Part B, the student must evaluate the impact of how the poem is read. The student must recognize that the poet's reading of the poem aloud makes the rhyme sequence more difficult to detect.</p> |
| <p>What does the listener learn from the poet's reading of the poem that is not conveyed by the text of the poem?</p> <p>[Multiple Choice]</p> | <p>The student must recognize that hearing the poet read the poem aloud gives the listener an opportunity to experience the poet's intended reading and rhythm of the poem. The poet may read in a manner, for example, that emphasizes the tone of the poem rather than the rhyme structure.</p> |

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 students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items should be developed with text sets from different genres. |
| Text Types | The sample item stems below may be used with two or more grade-appropriate literary texts in different forms and genres. Texts may vary in complexity. |
| Acceptable Response Mechanisms | <p>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/topic and to select sentences or phrases from each text that show similarities or differences [Two-Part Hot Text]. <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/topic. |
| Task Demand | Response Mechanism |
| Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The theme or topics may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice |
| Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The theme or topics may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice |
| Sample Item Stems | Notes |
| <p>Part A: How is the theme of love revealed in the excerpt from the novel?</p> <p>Part B: How is the theme of love revealed in the poem?</p> <p>[Two-Part Hot Text]</p> | The student must contrast the two texts to determine how the theme is revealed in each. The student must analyze explicit and implicit details in both texts in order to recognize how the theme of love is revealed—through the narrator’s action and inner dialogue in the novel and through extended metaphor in the poem. |

Grade 6 Reading Standards for Literature

| | |
|---|---|
| <p>Both the novel and the poem deal with the topic of love.</p> <p>Part A: Select a sentence from the novel that reveals the narrator’s feelings for the girl.</p> <p>Part B: Select a line from the poem that reveals the narrator’s feelings for the girl.</p> <p>[Two-Part Hot Text]</p> | <p>The student must contrast the two texts to determine how the theme is revealed in each. The student must interpret the meaning of each quotation in order to determine if it contributes to the development of the characters’ feelings of love.</p> |
|---|---|

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 | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. | |
| Acceptable Response Mechanism | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. Requires the student to select an inference and then to select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to answer questions using explicit or implicit information from the text as support. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple details to support an explicit or implicit statement from the text. | |
| Task Demand | Response Mechanism | |
| Identify support for a statement in the text where both the statement and support are explicit. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select | |
| Provide text-based support for an inference drawn from the text. The inference may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select | |
| Sample Item Stems | Notes | |
| Why do families worry about children who (excerpted text)? [Multiple Choice] | The student must access information across multiple paragraphs, although the answer to the question is provided explicitly in the text. | |
| Part A: Why do doctors monitor children who (excerpted text)? Part B: Select a sentence from the text that supports your response. [Two-Part Hot Text] | The student must use explicit details in the text to answer Part A. In Part B, the student must provide support for the response in Part A. | |

Grade 6 Reading Standards for Informational Texts

| | |
|--|--|
| <p>Why did most scientists at the time believe that _____ was a myth?</p> <p>[Multiple Choice]</p> | <p>The student must use explicit and implicit details to determine the reason scientists believe that _____ did not exist.</p> |
| <p>Select the phrases from the text that show why people believed _____ did not exist.</p> <p>[Hot Text]</p> | <p>The student must use explicit and implicit details to determine the reason scientists believe that _____ did not exist. The student must identify multiple pieces of evidence embedded within the text.</p> |

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. The item should focus on specific details used to convey the central idea and not the manner in which the author handles them. Items may ask students to summarize the text. | |
| Text Types | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>Hot text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state the central idea of the text. Requires the student to select words or phrases from the text that help to convey for the central idea. Requires the student to select the central idea and then to select words or phrases from the text that help to convey the central idea selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a central idea of the text. Requires the student to select explicit or implicit details from the text that convey a central idea. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to state in words the central idea of the text. Requires the student to use words to state details from the text that convey the central idea of the text. Requires the student to state in words the central idea of the text and a detail from the text that is used to convey the central idea of the text. | |
| Task Demand | Response Mechanism | |
| Determine a central idea that is explicitly or implicitly stated. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |
| Provide details that convey the central idea of a text. The theme may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |
| Determine a central idea of text and determine how specific details from the text contribute to how it is conveyed. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |

Grade 6 Reading Standards for Informational Texts

| Sample Item Stems | Notes |
|---|--|
| Which sentence from the article best captures the central idea? [Multiple Choice] | The student must analyze the entire text in order to identify the central idea. The central idea is explicitly stated in the text. |
| Part A: What is the central idea of the article? Part B: Which detail from the article best supports your answer in Part A? [Two-Part Hot Text] | The student must first identify the central idea of the text. The student must then select evidence in the text that supports the central idea. |
| How does the section about _____ contribute to the central idea of the article? [Multiple Choice] | The student must examine how the section about _____ contributes to the overall meaning of the text. The student must identify the central idea of the text and analyze the impact of the section on the central idea. |

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 students to draw inferences. Items should not ask general questions about events, individuals, or ideas. | |
| Text Types | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that show the development of a key individual, event, or idea. 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 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 [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select explicit or implicit details that illustrate the development of a key individual, event, or idea. 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>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. Requires the student to explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text and to support this analysis with details from the text. | |
| Task Demand | Response Mechanism | |
| Determine which details from the text illustrate how a key individual, event, or idea is introduced, illustrated, and elaborated. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |
| Explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text using explicit or implicit details from the text. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |

Grade 6 Reading Standards for Informational Texts

| Sample Item Stems | Notes |
|--|---|
| <p>The author uses the opinions of other scientists to develop the reader’s understanding of ____.</p> <p>Select the details from the text that support this development.</p> <p>[Hot Text]</p> | <p>The student must select evidence from the text that illustrates a key individual. Although the student must interpret multiple paragraphs from the text, the item stem directs the student to focus on the opinion of other scientists.</p> |
| <p>Part A: How is the explorer introduced in the text?</p> <p>Part B: Select details from the text to support your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must determine how the main individual from the text is introduced and support this response with evidence from the text.</p> |
| <p>The text states that (excerpted text).</p> <p>Part A: How does the author develop this idea throughout the text?</p> <p>Part B: Select the sentences from the text that support your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must recognize that the author use anecdotes, opinions of other scientists, and details about the actions of others in order to illustrate _____. The student must identify details from the text that support this idea in order to trace its development throughout. The student must analyze the text in its entirety and select evidence directly from the text.</p> |

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, 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 ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to analyze figurative or connotative meanings.</p> |
| <p>Text Types</p> | <p>The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p> |
| <p>Acceptable Response Mechanisms</p> | <p>Hot Text</p> <ul style="list-style-type: none"> • 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 the meaning of a word or phrase and to select words or phrases from the text that show the meaning [Two-Part Hot Text]. • Requires the student to select examples of figurative language in the text and to select the meaning of that figurative language [Two-Part Hot Text]. • Requires the student to select words or phrases within a sentence or paragraph that provide clues to the meaning of a specified word or phrase. • Requires the student to interpret the meaning of figures of speech and then to select words or phrases from the text that support that meaning [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for the connotation of a word [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words used in the text. |

Grade 6 Reading Standards for Informational Texts

| | |
|--|---|
| | <ul style="list-style-type: none">• Requires the student to select the meaning of a Greek or Latin root used in the text.• Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying words that play similar roles or have similar connotative meanings.• Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word. <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 Informational Texts

| Task Demand | Response Mechanism |
|--|--|
| Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text. | <ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response |
| Sample Item Stems | Notes |
| <p>What is meant when a food is described as (excerpted vocabulary)?</p> <p>[Multiple Choice]</p> | <p>The student must recognize that (excerpted vocabulary) refers to a process. The meaning of the term is provided in the same paragraph in which the term is introduced.</p> |
| <p>Read paragraph 2.</p> <p>Part A: What does the term (excerpted phrase) mean as used in this paragraph?</p> <p>Part B: Select the words from the paragraph that help provide the meaning of the term.</p> <p>[Two-Part Hot Text]</p> | <p>The student must apply knowledge of the word in the particular context of the article and the quotation. The student must then identify the words in the quotation that provide this context.</p> |
| <p>Which statement best describes the theory of (excerpted phrase)?</p> <p>[Multiple Choice]</p> | <p>The student must interpret multiple details from the text in order to select an appropriate, single-sentence summary of the concept, although the theory is described explicitly in the text.</p> |

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 students 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 | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that contribute to the development of ideas and to select how they contribute to overall structure and meaning [Two-Part Hot Text]. <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. | |
| Task Demand | Response Mechanism | |
| Determine how a specific element contributes to overall structure and development of the text’s ideas where the purpose of the element is explicit. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |
| Analyze and 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. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |
| Sample Item Stems | Notes | |
| What is the purpose of section _____ in the article? [Multiple Choice] | The student must determine the purpose of a section of the article. | |

Grade 6 Reading Standards for Informational Texts

| | |
|---|---|
| <p>Part A: How does the _____ section contribute to the reader’s understanding of the article?</p> <p>Part B: Select a detail from the section to support your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must determine how an entire section of the text contributes to the meaning of the article. The student must select a sentence from the text that reveals how an entire section of the text contributes to the meaning of the article.</p> |
| <p>Part A: How do paragraphs 8 and 9 contribute to the reader’s understanding of _____?</p> <p>Part B: Select a sentence from the paragraphs to support your response in Part A.</p> <p>[Two-Part Hot Text]</p> | <p>The student must analyze the purpose of paragraphs 8 and 9. The student must determine what a specific section of the text contributes to the reader’s understanding and support this response with textual evidence.</p> |
| <p>Part A: Which sentence from the text helps to develop the idea that _____ may have been real?</p> <p>Part B: How does this sentence support this idea?</p> <p>[Two-Part Hot Text]</p> | <p>The student must analyze each sentence provided to determine which sentence supports the inference provided. The student must make connections between multiple implicit details.</p> |

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 or identify the author’s point of view or purpose in a text. Items also may ask the student to explain the strategies the author uses to convey purpose or point of view. | |
| Text Types | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>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 point of view or purpose. Requires the student to select the purpose or point of view and to select details from the text that show how the author develops this point of view or purpose [Two-Part Hot Text]. Requires the student to select the author’s point of view or purpose and to select a correct explanation of how point of view or purpose is conveyed [Two-Part Hot Text]. Requires the student to select a correct explanation of how point of view or purpose is developed and to select words or phrases in the text that show the development [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the author’s point of view or purpose. Requires the student to select explicit or implicit details from the text that develop the author’s point of view or purpose. Requires the student to select the correct explanation of how the author develops point of view or purpose. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in words the author’s point of view or purpose. Requires the student to explain in words how an author develops point of view or purpose. | |
| Task Demand | Response Mechanism | |
| Determine the author’s point of view or purpose. | <ol style="list-style-type: none"> Multiple Choice Open Response | |
| Determine which details from the text support the development of point of view or purpose. | <ol style="list-style-type: none"> Hot Text Multiple Choice | |
| Explain how the author develops point of view or purpose using details from the text. The point of view may be provided. | <ol style="list-style-type: none"> Hot Text Multiple Choice Open Response | |

Grade 6 Reading Standards for Informational Texts

| Sample Item Stems | Notes |
|--|--|
| What is the author’s purpose for writing this text? [Multiple Choice] | The student must use details from the entire text in order to identify the overall purpose. The student must differentiate between supporting details and overall purpose. |
| Which sentence from the text reveals the author’s primary point of view or message? [Multiple Choice] | The student must differentiate between specific details and the overarching view presented when the author addresses several topics. The student must connect the author’s point of view to a specific sentence from the text. |
| Part A: What is the author’s primary point of view or message? Part B: How does the author develop this point of view in the text? [Two-Part Hot Text] | The student must recognize the strategies, such as expert opinion and anecdotes, used by the author to develop the author’s point of view. The student must trace the development of the author’s point of view across the text. |

Grade 6 Reading Standards for Informational Texts

| | |
|---|--|
| <p>Content Standard(s) Assessed</p> | <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. Also assesses: 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. 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> |
| <p>Assessment Limits</p> | <p>Items may ask students to integrate information presented in different media formats in order to develop or support inferences drawn from the text. Items should require students 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. The item may ask students to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |
| <p>Text Types</p> | <p>The sample item stems below may be used with one or more grade-appropriate informational texts and other media. Texts may vary in complexity.</p> |
| <p>Acceptable Response Mechanisms</p> | <p>Grid Item</p> <ul style="list-style-type: none"> • Requires the student to select palette images to show the integration of information presented in a media form with information in the text. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from the text that show the integration of information present in a text with information presented in a media format. • 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 [Two-Part Hot Text]. • Requires the student to select an inference and to select information presented in different formats to support that inference [Two-Part Hot Text]. • Requires the student to select claims that are supported by reasons and evidence. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to answer questions using explicit or implicit information from a text and information presented in a media format. • Requires the student to identify claims that are supported by reasons and evidence. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to answer using information from a text and information presented in a media format. |

Grade 6 Reading Standards for Informational Texts

| Task Demand | Response Mechanism |
|--|---|
| Integrate information presented in media and written format in order to make or support an inference. | <ol style="list-style-type: none"> 1. Grid Item 2. Hot Text 3. Multiple Choice 4. Open Response |
| Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | <ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice |
| Sample Item Stems | Notes |
| <p>Which claim in the text is supported by the information presented in the chart?</p> <p>[Multiple Choice]</p> | <p>The student must integrate information from multiple sources and presented in different formats. The student must connect information from the chart to one discrete claim in the text.</p> |
| <p>Part A: How could the author use the information presented in the chart to support the argument that _____ produces a positive result?</p> <p>Part B: How could the author use the information presented in the chart to support the argument?</p> <p>[Two-Part Hot Text]</p> | <p>The student must integrate information from both the chart and the text in order to respond correctly. The student must interpret the information provided in a chart and determine how that information could be used to support multiple arguments provided in the text.</p> |
| <p>Part A: How could the author use the information presented in the chart to support the argument in the _____ section?</p> <p>Part B: How could the author use the information presented in the chart to support the argument in the _____ section?</p> <p>[Two-Part Hot Text]</p> | <p>The student must integrate information from the chart as well as the text in order to determine how the information presented in the chart would fit in multiple sections of the text. The arguments presented in each section of the text are not provided for the student.</p> |

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 | The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Acceptable Response Mechanisms | <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to trace an argument or claim. Requires the student to select words or phrases from the text that are used to support an argument or claim. Requires the student to select an evaluation of the text and to select words or phrases from the text to support the evaluation selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an evaluation of an argument or claim in the text. Requires the student to select explicit or implicit details that support an analysis or inference about the text. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support an argument or claim in the text. Requires the student to select multiple claims that are supported by reasons or evidence. |
| Task Demand | Response Mechanism |
| Select textual evidence to trace an argument or claim in the text. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select |
| Determine which claims in a text are supported by reasoning or evidence. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select |

Grade 6 Reading Standards for Informational Texts

| Sample Item Stems | Notes |
|--|--|
| <p>Which details does the author use to support the idea that _____?</p> <p>[Multi-Select]</p> | <p>The student must recognize multiple pieces of evidence provided by the author in support of this point. The student must differentiate between evidence used to support this claim and evidence used to support the alternate claim.</p> |
| <p>Describe the reasons the author provides to support the idea that it is best to _____. Use at least two details from the text in your response.</p> <p>[Open Response]</p> | <p>The student must explain that the support used by the author is used to strengthen a particular viewpoint. The student must also differentiate between the evidence used to support opposing claims.</p> |
| <p>Part A: How does the author support the idea that _____ may not always be the better choice?</p> <p>Part B: Trace the author’s argument throughout the text by selecting the sentences that support this idea.</p> <p>[Two-Part Hot Text]</p> | <p>The student must evaluate the strategies used by the author to establish and develop the claim provided in the text. The student must first recognize the strategies the author uses, and then trace the author’s argument by identifying which details from the text provide support for the idea. Although the section headings guide the student to a particular part of the text, the student must evaluate the text in its entirety and interpret multiple details in order to trace the argument throughout the text.</p> |

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 students to use key details to explain how authors are similar or different in their approach. Items should not simply ask students to identify common events. Items should be developed with text sets focusing on the same events or ideas. | |
| Text Types | The sample item stems below may be used with two or more grade-appropriate informational texts and other media. Texts may vary in complexity. | |
| Acceptable Response Mechanisms | <p>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 events. Requires the student to select a correct explanation of how two or more authors present events and to select sentences or phrases from each text that show similarities or differences [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of how two or more authors present events. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple details to show similarities or differences in how two authors present events. | |
| Task Demand | Response Mechanism | |
| Determine similarities and differences in two authors’ presentation of the same events using explicit details in the text. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select | |
| Determine similarities and differences in two authors’ presentation of the same events using implicit details in the text. | <ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select | |

Grade 6 Reading Standards for Informational Texts

| Sample Item Stems | Notes |
|---|---|
| Which details about _____ are only available in the biography? [Multi-Select] | The student must compare explicit details across multiple texts. The student must identify multiple details to correctly answer the question. |
| What additional information about _____'s character does the reader learn in the autobiography? [Multiple Choice] | The student must read closely and interpret implicit details to determine what information about _____'s character is only available to the reader in the autobiography. The student must recognize what is suggested by the language _____ uses in the personal description. |
| Part A: What additional information about _____'s character does the reader learn in the autobiography? Part B: Select the paragraph from the text that supports your response in Part A. [Two-Part Hot Text] | The student must read closely to complete the inference in the stem. The student must also identify the paragraph in the text that supports this response. |

Editing Task Guidelines for Language Standards

| | |
|----------------------------------|--|
| Content Standards(s) Assessed | LAFS.6.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.6.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------------------------------|--|

Overall Task Description

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

Stimulus Attributes

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

Acceptable Word Count Ranges by Grade:

| Grade Band | Word Count Range |
|------------|------------------|
| 6–8 | 200–250 |

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

Editing Task Errors

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

Editing Tasks with Choices (ETCs)

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

Directions Template—ETCs

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

Editing Tasks without Choices (ETs)

Students will type in the correct edit.

Directions Template—ETs

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

Text-based Writing Stimulus and Prompt Guidelines
Writing Prompt Specifications

Overall Task Description

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

Stimulus Attributes

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

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

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

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 6–11).

Assessed Standards

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

LAFS.W.1.1 or LAFS.W.1.2
LAFS.W.2.4
LAFS.W.2.5
LAFS.W.2.6
LAFS.W.3.8
LAFS.W.3.9

LAFS.L.1.1
LAFS.L.1.2
LAFS.L.2.3
LAFS.L.3.4
LAFS.L.3.5
LAFS.L.3.6

Text-based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 6–11

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.

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.

Text-based Writing Stimulus and Prompt Guidelines

| 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 |

Text-based Writing Stimulus and Prompt Guidelines
Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and Mathematics

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

Health and Physical Education

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

Business Management and Administration

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

Social Studies

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

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

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