

DRAFT

Grade 8 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 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotations, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should emphasize the importance of citing evidence that provides the strongest support possible.
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 to answer questions using explicit information in the text as support. Requires the student to select words or phrases from the text that most strongly support the inference and then to select words or phrases from the text to further support the inference [Two-Part Hot Text]. 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 a correct answer, 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 direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
Task Demand	Response Mechanism
Select strong textual evidence to support a statement from the text where both the statement and support are explicit.	<ol style="list-style-type: none"> Hot Text Multiple Choice
Select the strongest textual evidence to support an inference from the text. The inference is provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select
Identify an explicit statement from the text and select explicit or implicit textual evidence to support it. The statement may be provided.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice
Select the strongest piece of textual evidence to support an inference from the text. The student draws the inference.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice

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Sample Item Stems	Notes
<p>Why did the main character feel like he was being (excerpted text)?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the text and answer the question based on evidence that is explicit in the text on how the main character feels in relation to being (excerpted text).</p>
<p>[Paragraph about the main character ignoring another character]</p> <p>Select the sentence that best shows the main character’s determination.</p> <p>[Hot Text]</p>	<p>The student must locate and identify a sentence in the text that expresses the main character’s determination. The correct sentence explicitly states this idea.</p>
<p>[Paragraph about the main character watching another character]</p> <p>Select two sentences that show the main character’s curiosity.</p> <p>[Hot Text]</p>	<p>The student must select textual evidence that shows the main character is curious. The section of text provided includes multiple instances of this statement, and the student must select two of them to show a true understanding of the text.</p>
<p>Select the sentence that explains why the main character (excerpted text).</p> <p>[Hot Text]</p>	<p>The student must demonstrate the ability to locate and understand implicit evidence. The student must then select the more explicit sentence as support.</p>
<p>Select two details that show why the main character feels frustrated at the beginning of the text.</p> <p>[Hot Text]</p>	<p>The student must support an analysis of the main character by using inference skills to sort through relevant details. The student must select several correct details from a large section of text.</p>
<p>Why is the main character motivated to ____?</p> <p>[Multi-Select]</p>	<p>The student must support an inference about the main character’s motivation by using inference skills to sort through relevant details. The student must show an understanding of all levels of the main character’s motivation by selecting multiple answers.</p>
<p>[Dialogue between narrator and mother]</p> <p>Select two pieces of text that show the narrator’s apathetic mood in this scene.</p> <p>[Hot Text]</p>	<p>The student must recognize where the narrator’s apathy is portrayed in this excerpt of text, which requires deep connection and inference.</p>

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<p>Part A: Select how the narrator feels about the town.</p> <p>Part B: Select a sentence from the text that shows the narrator feels this way.</p> <p>[Two-Part Hot Text]</p>	<p>The student must first understand the narrator’s specific feelings toward the town. Then, the student must synthesize information from the whole passage to provide evidence for that inference.</p>
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Content Standard(s) Assessed	LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
Assessment Limits	The item may ask the student to determine a theme or central idea from a section of the text or from the entire text. The item may refer to themes and central ideas that are explicit or implicit in the text. The item may focus on the use of characters, setting, and plot in the development of the theme or central idea but should not simply ask students to analyze characters, setting, and plot development. Items may ask students to summarize 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 text. • Requires the student to select words or phrases from the text that provide explicit support for 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 to support the theme or central idea selected [Two-Part Hot Text]. • Requires the student to select the central idea and then select how the central idea develops in the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the theme or central idea of the text. • Requires the student to select explicit or implicit details that support the theme or central idea of the text. • Requires the student to select the correct explanation of how a theme or idea is conveyed in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple pieces of textual evidence to support an explicit or implicit statement about theme. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the theme or central idea of the text. • Requires the student to explain the details from the text that can be used to support the theme or central idea of the text. • Requires the student to explain the theme or central idea of the text and a detail from the text that can be used to support the theme or central idea of the text. 	
Task Demand	Response Mechanism	
Determine a theme or central idea that is explicitly or implicitly stated.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response 	

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Analyze how a theme or central idea develops in a particular section of the text or over the course of the text. The theme or central idea is provided.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Multi-Select
Analyze how character, setting, or plot contributes to a theme or central idea’s development. The theme, idea, and/or the text element are provided.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Multi-Select
Determine a theme or central idea and analyze how it develops in a particular section of the text or over the course of the text.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Determine a theme or central idea and analyze how an element of the text contributes to its development. The text element may be provided.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Sample Item Stems	Notes
<p>[Paragraph provided]</p> <p>Select the text that exemplifies a theme of the entire passage.</p> <p>[Hot Text]</p>	The student must select the correct sentence from the entire paragraph presented. The student is required to identify a theme from text explicitly stated in the passage.
<p>Which quotation identifies a theme from the passage?</p> <p>[Multiple Choice]</p>	The student must select the correct, explicit statement of a theme from the passage. Determining this theme requires the student to synthesize the entire passage.
<p>[Quotation from the text]</p> <p>How does the author develop this theme in the passage?</p> <p>Select all that apply.</p> <p>[Multi-Select]</p>	The student must analyze the entire text to recognize how the theme develops throughout the text. The student must determine how the quotation is the theme of the passage.

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<p>Part A: Select the sentence that best states the theme of the passage.</p> <p>Part B: How does the author develop this theme in the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the theme and select a sentence in the paragraph that explicitly states it. Then, the student must select the correct description of how that theme is developed. The student must determine the theme and analyze its development in the passage.</p>
<p>Part A: What universal statement about human behavior does the author make in this passage?</p> <p>Part B: How does the author develop this statement throughout the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the theme and analyze how it relates to character development. The student must recognize that the author structures the passage in a specific way to demonstrate the theme. The student must infer the universal statement about human behavior and then select the literary devices the author uses to develop that theme.</p>
<p>How does the author develop a universal statement about human behavior in the text?</p> <p>[Multiple Choice]</p>	<p>The student must determine how the author develops a universal theme throughout the passage.</p>

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Content Standard(s) Assessed	LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.
Assessment Limits	The item should focus on specific dialogue or actions that contribute significantly to plot or character development rather than general and overarching questions about a character or plot point. The item may ask the student to identify specific dialogue or actions in 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 particular lines of dialogue or descriptions of an incident from the text that provide explicit support for an inference about the text. Requires the student to select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how particular lines of dialogue or incidents in a story propel an action, reveal an aspect of a character, or provoke a decision. Requires the student to select a line of dialogue or incident that affects a certain element of the story. Requires the student to select an action, aspect of a character, or decision that has been affected by a line of dialogue or incident in the story. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select particular lines of dialogue or incidents in a story. Requires the student to select actions, aspects of a character, or decisions that have been affected by a line of dialogue or incident in the story.
Task Demand	Response Mechanism
Analyze what a specific line(s) of dialogue or incident from the text reveals about character or plot. The dialogue or incident is identified.	<ol style="list-style-type: none"> Multiple Choice Multi-Select
Select a line(s) of dialogue or incident from the text that supports an analysis about a plot point or character. The analysis is provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select

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<p>Draw a conclusion about character or plot and select a line(s) of dialogue or incident from the text as support.</p>	<p>1. Two-Part Hot Text</p>
<p>Sample Item Stems</p>	<p>Notes</p>
<p>[Sample dialogue from passage]</p> <p>How does this line of dialogue propel the action in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the dialogue to recognize how it propels an action in the text. The student must determine how a line from the passage moves the action along.</p>
<p>Which line of dialogue first causes the main character to want to do chores?</p> <p>[Hot Text]</p>	<p>The student must recognize that one line of the main character’s dialogue leads to the line that references doing chores. The student must identify the sentence from the passage that provides the cause for a character’s action.</p>
<p>What does the main character’s impression reveal about his relationship with his friend?</p> <p>[Multi-Select]</p>	<p>The student must recognize how the detailed description of the impression reveals character traits of the main character and his friend. The student must determine the traits of two characters from a description of one of the character’s actions in the passage.</p>
<p>[Sample paragraph from passage]</p> <p>Part A: What does the main character’s behavior at the pond reveal about his disposition?</p> <p>Part B: Select the text that supports your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine a character’s traits from his behavior in the passage and provide support with a citation from the text.</p>
<p>Part A: Select how the text reveals the relationship between the main character and his friend.</p> <p>Part B: Select a sentence from the text that best reveals this relationship.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the relationship between two characters based on the action in the text and provide evidence with a sentence from the text.</p>

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<p>[Sample dialogue from the passage]</p> <p>Part A: How is the narrator's mood revealed in this scene?</p> <p>Part B: Highlight two sentences that reveal this mood.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how a character's mood is provided in the text and then justify that decision by selecting sentences from the text.</p>
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<p>Content Standard(s) Assessed</p>	<p>LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede).</p> <p>LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>Assessment Limits</p>	<p>The item should focus on grade-appropriate words. The item should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. The item may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings. The item should not include obscure analogies or allusions.</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 provide an example of figurative language. • Requires the student to select words or phrases from the text that act as context clues when determining another word’s meaning. • Requires the student to select a word’s meaning and then to select context clues from the text to support the meaning [Two-Part Hot Text]. • Requires the student to select an example of figurative language from the text and then to select the impact of that figurative language on the passage [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for determining the meaning of figures of speech. • 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].

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	<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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase from the passage. • Requires the student to select the impact of figurative language on a certain section of the text. • Requires the student to identify which strategies could best be used to determine the meaning of an unknown word in a particular context. • 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>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple ways in which figurative language affects a certain section of the text. • Requires the student to select multiple strategies to determine the meaning of an unknown word in a particular context. • Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying multiple words that play similar roles or have similar connotative meanings.
Task Demand	Response Mechanism
Determine the meaning of a word or phrase as it is used in a text.	1. Multiple Choice
Determine the meaning of a word or phrase and/or select other words or phrases in the text that provide clues to the meaning.	1. One- or Two-Part Hot Text
Analyze the impact of figurative language, an analogy, or an allusion from the text on the text’s meaning or tone. The figurative language, analogy, or allusion is provided.	1. Two-Part Hot Text 2. Multiple Choice
Analyze the impact of figurative language or word choice on the passage.	1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select

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Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
<p>What is the effect of the phrase (excerpted text) in paragraph 1?</p> <p>[Multiple Choice]</p>	<p>The student must determine the impact of figurative language. The student must recognize that this phrase affects the tone. The student must determine the effect of a specific phrase on the passage.</p>
<p>The author uses phrases like (excerpted text) and (excerpted text).</p> <p>How does the author’s word choice impact the tone of the story?</p> <p>[Multiple Choice]</p>	<p>The student must analyze and demonstrate understanding of how the author’s choice of words and phrases affects the tone of the story.</p>
<p>[Sample paragraph from the passage]</p> <p>Part A: What effect does figurative language have on the passage? [Multi-Select]</p> <p>Part B: Select an example from the text that shows this.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the effect the author’s use of figurative language has on the passage as a whole and must provide evidence by selecting a sentence from the text.</p>

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<p>[Sample paragraph from the passage]</p> <p>Part A: Select how the author establishes the tone of the story.</p> <p>Part B: Select a sentence from the text to support your response.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how the author establishes the tone for the story and then support that answer with evidence from the text.</p>
<p>[Sample quotation from the passage]</p> <p>What does this line say about the character of the protagonist?</p> <p>[Multi-Select]</p>	<p>The student must synthesize what the quotation reveals about the character of the protagonist. The student must select all possibilities from a variety of choices. The correct answers will have some reference to the use of hyperbole, which the student must recognize to receive full credit.</p>
<p>How does the meaning of the word “work” change throughout the passage?</p> <p>[Multiple Choice]</p>	<p>The student must understand how the main character identifies the word “work” at the beginning of the passage, then changes the meaning of the word “work” at the end of the passage. The student must synthesize the complete passage in order to answer the question.</p>

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.2.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
Assessment Limits	The item should not simply ask the student to describe the structures of the texts, but should focus on the way structure influences meaning and style. The item must be inter-textual, but can focus on one text more than another. The item can refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs. The item may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.	
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> • Requires the student to compare and contrast the structure of two or more texts by dragging descriptions, analyses, or elements of structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly show or highlight the text’s structure. • Requires the student to select words or phrases from the text that exemplify a structural element. • Requires the student to select a word or phrase from the text that signals a significant change in structure. • Requires the student to select words or phrases from the text that exemplify an element and then to select the impact of these words or phrases on the text’s meaning [Two-Part Hot Text]. • Requires the student to select an analysis of a text’s structure and then to select an analysis of/comparison to another text’s structure [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select how an element of form or structure contributes meaning to the texts. 	
Task Demand	Response Mechanism	
Analyze how an element of structure found in both texts contributes to each text’s meaning. The element of structure is provided.	1. Multiple Choice	
Analyze how the texts’ meanings have been influenced or created by structure. An inference(s) about the texts’ meanings is provided.	1. Multiple Choice	

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Analyze how the structure of each text creates differences or similarities in the texts' meanings.	<ol style="list-style-type: none"> 1. Grid Item 2. Two-Part Hot Text
Sample Item Stems	Notes
<p>What is the function of each poem's shape?</p> <p>[Multiple Choice]</p>	The student must identify how the shapes of the poems reflect an aspect of meaning. The student must analyze how the external features of the poems interact with the implied meaning of the poem.
<p>What structural feature of both poems parallels an aspect of each poem's meaning?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of the poem that is reflected in a structural feature of the poem. The student must determine which aspect (shape of stanzas, rhyme scheme, etc.) shapes the poem's meaning.
<p>Compare and contrast the structures of the two poems.</p> <p>[Grid Item]</p>	The student must drag and drop details and elements about the two poems into a graphic organizer. Categories will be words or phrases about meaning that the student must connect to the details and elements.
<p>Part A: In the first poem, how does the poet use form to convey the theme of ____ and ____?</p> <p>Part B: How does the second poet create a similar relationship between form and meaning?</p> <p>[Two-Part Hot Text]</p>	The student must provide an explanation for how a stated theme is reinforced by a poem's form and then provide a similar relationship for the second poem. The student will select supporting details.
<p>Part A: What is the relationship between form and meaning in the first poem?</p> <p>Part B: How does this compare to the relationship between form and meaning in the second poem?</p> <p>[Two-Part Hot Text]</p>	The student must analyze the relationship between the form and meaning of one poem and then compare it to the second poem.

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Content Standard(s) Assessed	LAFS.8.RL.2.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Assessment Limits	The item should not simply ask the student to identify points of view, but should focus on how they affect the tone of the text. The item should ask about the interactions of multiple points of view. The item may focus on what the audience knows that the character doesn't know, or what the character knows that the audience doesn't know.
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 explicit support for a point of view in the text. Requires the student to select an analysis about how a difference in points of view affects the text and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about how a difference in points of view affects the text. Requires the student to select explicit or implicit details that support an inference about how a difference in points of view affects 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 inference about how a difference in points of view affects the text.
Task Demand	Response Mechanism
Select textual evidence to support an inference about how different points of view affect the passage or create tone. The inference may be provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select
Analyze how different points of view affect the passage or create tone. The points of view and/or tone are defined.	<ol style="list-style-type: none"> Multiple Choice Multi-Select
Determine a difference between two points of view and analyze how this difference affects the passage or creates tone.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice Multi-Select

Grade 8 Reading Standards for Literature

Sample Item Stems	Notes
<p>How does a comparison of the main character and his friend create a comical tone in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must realize that a comical tone is created by comparing/contrasting two characters and describing their opposite traits. The student must infer how the author creates a comical tone in the passage.</p>
<p>[One or two paragraphs from the passage]</p> <p>The author shifts the perspective of the passage away from the main character to create a comical tone and reveal a different point of view. Select the sentence in the text where this shift occurs.</p> <p>[Hot Text]</p>	<p>The student must identify the section in the passage that shows when the author shifts the point of view to a different character to create humor.</p>
<p>[Quotation from passage]</p> <p>How does this shift in perspective affect the passage?</p> <p>[Multi-Select]</p>	<p>The student must determine how a statement from the passage indicates a shift in the perspective of the passage and then determine the effect of this shift on the passage as a whole.</p>
<p>How does the point of view create humor in the passage?</p> <p>[Multi-Select]</p>	<p>The student must determine how the author uses a character's point of view to create a humorous tone in the passage.</p>
<p>The main character does not recognize that he is being tricked.</p> <p>Part A: How does this differ from the reader's perspective?</p> <p>Part B: What effect do these differing perspectives have on the tone of the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how a character's perspective in the story differs from the reader's perspective, and then analyze the story to determine the effect of the different perspectives on the tone of the passage overall.</p>

Grade 8 Reading Standards for Literature

<p>Part A: How does Character A's understanding of the main character's actions differ from the reader's understanding of the main character's actions?</p> <p>Part B: How does this difference affect the tone of the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the difference between the reader's understanding and a character's understanding of another character's actions. Then, the student must determine how this difference affects the tone of the passage as a whole.</p>
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Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	<p>LAFS.8.RL.3.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Also assesses: LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	
Assessment Limits	<p>The item must ask about the text version and its multimedia counterpart. The item’s difficulty may be dependent on the significance and extent of the adaptation’s departure from the original text. The item may focus on the effectiveness of the adaptation. The item may ask students to analyze the purpose of a decision to present the information in diverse media. The item may ask students to evaluate the motives behind the presentation of the content in a particular media format.</p>	
Text Types	<p>The sample item stems below may be used with one or more grade-appropriate literary texts and other media versions. Texts may vary in complexity.</p>	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. • Requires the student to select words or phrases that are similar in both sources and then to select a comparison or analysis of this similarity [Two-Part Hot Text]. • Requires the student to select an analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis [Two-Part Hot Text]. • Requires the student to select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis or comparison of the sources. • Requires the student to select an analysis of the director’s/actor’s choice. • Requires the student to select explicit or implicit details that support an analysis of the sources. • Requires the student to select an analysis of the purpose for presenting information in a particular media or format. • Requires the student to select an evaluation of the motives behind the presentation decision. 	
Task Demand	Response Mechanism	
Analyze how the director’s or actor’s choices contribute to a similarity or difference in the two texts.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 	

Grade 8 Reading Standards for Literature

Analyze the purpose of presenting the information in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Sample Item Stems	Notes
<p>[Quotation from text/video]</p> <p>This line is said by the main character in both versions of the text. How does the line’s meaning in the video differ from its original meaning?</p> <p>[Multiple Choice]</p>	<p>The student must compare the difference in meaning of the same line in a text and in a video presentation. This connection has both explicit and implicit elements.</p>
<p>[Excerpt from each source]</p> <p>Part A: Select a line that is similar in the text and the video.</p> <p>Part B: What is the effect of keeping the line from the original in the adaptation?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze a video and the printed text of a drama to determine the effect of keeping a line of dialogue the same in the printed text and in the video presentation.</p>
<p>How does the screenwriter’s choice of setting impact the video and alter the meaning of the original text?</p> <p>[Multiple Choice]</p>	<p>The student must analyze how the video’s presentation of the scene changes the meaning of the author’s text. This analysis must be drawn after a thorough contemplation of both texts.</p>

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Assessment Limits	The item should focus primarily on the modern passage, not on the older text. When focusing on the older text, the item should home in on the connection between the two texts (rather than the older text itself) and pertain to matters of theme, pattern, events, or archetypes, rather than the overall meaning or non-essential information found in the older text.	
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis of how the modern work draws from older sources. Requires the student to select explicit or implicit details that support an analysis of how the modern work draws from older sources. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support an analysis of how the modern work draws from older sources. 	
Task Demand	Response Mechanism	
Analyze how an archaic element in the modern work impacts meaning. The element may be provided.	<ol style="list-style-type: none"> Multiple Choice Multi-Select 	
Analyze how an archaic element in the modern work has been rendered new. The element may be provided.	<ol style="list-style-type: none"> Multiple Choice Multi-Select 	
Analyze how an element in the modern work has been drawn from a myth, traditional story, or religious work.	<ol style="list-style-type: none"> Two-Part Hot Text 	
Analyze how an archaic element in the modern work has been rendered new.	<ol style="list-style-type: none"> Two-Part Hot Text 	

Grade 8 Reading Standards for Literature

Sample Item Stems	Notes
<p>How does the title influence the passage's theme?</p> <p>[Multiple Choice]</p>	<p>The student must determine how the similar wording of the titles of two texts influences their themes.</p>
<p>How does the author of a classic text alter elements of a myth to convey the author's own story?</p> <p>[Multi-Select]</p>	<p>The student must analyze each text to determine how the author changes the elements of an earlier story to fit the author's text.</p>
<p>Part A: How does the author explicitly draw on myth to convey meaning in this text?</p> <p>Part B: What effect does this choice have?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how the author uses elements of myth in the text and the effect this has on the text.</p>
<p>(Description of element from the passage)</p> <p>Part A: What is the purpose of this line in the text?</p> <p>Part B: How does the title alter the meaning of this line?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the purpose of a line in the text and the interaction between the line and the title of the passage.</p>
<p>Part A: Which element from the classic text is drawn from the myth?</p> <p>Part B: How does the author of the classic text alter this element for the purposes of this story?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine which literary element the author takes from a myth and then decide how it was altered in the story.</p>

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
Assessment Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotations, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should emphasize the importance of citing evidence that provides the strongest support possible.	
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 support an implicit or explicit statement from the text. Requires the student to select an inference or analysis and then to select words or phrases from the text to support the inference or analysis[Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a direct quotation or description of textual evidence to support an explicit or implicit statement from the text. <p>Multi-Select</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	
Select strong textual evidence to support a statement from the text where both the statement and support are explicit.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select 	
Select strong textual evidence to support a statement from the text where the statement and/or support are implicit.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice Multi-Select 	
Select strong textual evidence to support an inference from or about the text.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice 	
Sample Item Stems	Notes	
<p>[Two paragraphs from passage]</p> <p>What reason does the author provide for considering every individual to be (excerpted text)?</p> <p>[Hot Text]</p>	The student must select the explicitly stated sentence in a provided section of text.	

Grade 8 Standards for Informational Texts

<p>How did the explorer plan to capture the park's beauty on his expedition?</p> <p>[Multiple Choice]</p>	<p>The student must select an explicit action or decision from the text to support a provided inference about an individual's motivations.</p>
<p>What did the explorer do to fully capture his team's experience at the park?</p> <p>[Multi-Select]</p>	<p>The student must select explicit actions and decisions from the text to support a provided inference about an individual's motivations.</p>
<p>[Two paragraphs from the article]</p> <p>Part A: Select the U.S. government's attitude toward the explorer and his mission.</p> <p>Part B: Select a sentence from the text that supports your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must infer the motivations of a group of people and select textual evidence to support the inference from a provided section of text.</p>
<p>Part A: Select the explorer's reason for bringing artists and photographers on the expedition.</p> <p>Part B: Select a sentence from the article that supports this reason.</p> <p>[Two-Part Hot Text]</p>	<p>The student must infer an individual's motivations and select textual evidence to support the inference from within the entire text.</p>

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Assessment Limits	The item may refer to central ideas that are explicit or implicit in the text. The item may ask the student to determine the central idea from a section of the text or from the entire text. The item may focus on how the central idea of the text relates to supporting ideas. The item may ask the student to distinguish fact from opinion. 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 provide explicit support for the central idea. Requires the student to select the central idea and then to select words or phrases from the text to support the central idea selected [Two-Part Hot Text]. Requires the student to select the central idea and then to select how the central idea develops in the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the central idea of the text. Requires the student to select the correct explanation of how a central idea develops in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple descriptions of how a central idea develops in the text. Requires the student to select multiple pieces of textual evidence to support an explicit or implicit statement about the 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.
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
Analyze how a central idea develops in a particular section of the text or over the course of the text. The central idea is provided.	<ol style="list-style-type: none"> Multiple Choice Multi-Select
Determine a central idea and analyze how it develops in a particular section of the text or over the course of the text.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice

Grade 8 Standards for Informational Texts

Determine a central idea and analyze how a supporting idea from the text contributes to its development.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Sample Item Stems	Notes
<p>[Quotation from article]</p> <p>How does the author develop this central idea about the explorer throughout the text?</p> <p>[Multiple Choice]</p>	The student must analyze the development of an explicit central idea throughout the text.
<p>What is the central idea of the text?</p> <p>[Multiple Choice]</p>	The student must determine the text’s central idea from information that is explicitly stated in the text.
<p>How does the author convey the explorer’s accomplishments and determination to readers?</p> <p>[Multi-Select]</p>	The student must select multiple descriptions of textual evidence, or direct quotations and analyze how a provided, implicit central idea develops in the text.
<p>Part A: Select the central idea of the text.</p> <p>Part B: Select a sentence from the text that conveys the central idea.</p> <p>[Two-Part Hot Text]</p>	The student must determine the central idea of the text and provide support with an explicit detail. The student must select a central idea of the text from a variety of possible answers and then provide textual evidence for that selection.
<p>Part A: What is the central idea of the text?</p> <p>Part B: How does the author develop this idea throughout the text?</p> <p>[Two-Part Hot Text]</p>	The student must determine the central idea of the text and analyze how it develops throughout the text. The student must select a central idea, which may be a quotation from the text or a general statement. Then, the student must select an analysis about the development of this idea.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Assessment Limits	The item should not ask general or overarching questions about individuals, ideas, or events in the text, but rather about the connections and distinctions between them. The item may ask the student to compare, contrast, or categorize individuals, ideas, or events in the text. The item may focus on causes and effects or ask the student to make a prediction. The item may ask about individuals' motivations.
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 provide explicit support for a connection or distinction between individuals, ideas, or events. Requires the student to select an analysis about a connection or distinction between individuals, ideas, or events in the text and then to select words or phrases from the text as support [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about the connection or distinction between individuals, ideas, or events in the text. Requires the student to select an individual, idea, or event in the text that connects to another individual, idea, or event. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select individuals, ideas, or events in the text that connect to or are distinct from each other. Requires the student to select analyses about the connections or distinctions between individuals, ideas, or events in the text.
Task Demand	Response Mechanism
Analyze how a specific individual, idea, or event from the text connects to or is distinct from another individual, idea, or event. One or both individuals, ideas, or events are provided.	<ol style="list-style-type: none"> Multiple Choice Multi-Select
Select textual evidence that supports an analysis about the connection or distinction between individuals, ideas, or events in the text. The analysis is provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select
Determine how the text makes a connection or distinction between individuals, ideas, or events in the text and analyze the effect of this connection or distinction.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice
Sample Item Stems	Notes

Grade 8 Standards for Informational Texts

<p>[Paragraph from the text]</p> <p>What does the author do to explain how winning a competition can affect the lives of the individuals?</p> <p>[Multiple Choice]</p>	<p>The student must determine how the author conveys an event’s influence on individuals within a section of the text.</p>
<p>What technique does the author use to define the word (excerpted text)?</p> <p>[Multi-Select]</p>	<p>The student must analyze the techniques used by the author to connect an integral word’s definition to a central idea of the text.</p>
<p>What technique does the author use to connect or distinguish individuals throughout the text?</p> <p>[Multiple Choice]</p>	<p>The student must recognize the technique the author uses to classify individuals in many different ways throughout the text to connect/distinguish particular individuals in the text.</p>
<p>Part A: Select how the first author chooses to describe her experience.</p> <p>Part B: Select a sentence from the text that exemplifies your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze how events and ideas interact in a specific aspect of the text and provide support for that analysis. The student must select the technique used to describe the experience and select the proper support from the article.</p>
<p>Part A: Select the major distinction that the second author draws between two central ideas in the text.</p> <p>Part B: Select a sentence from the text that supports your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the distinction and central ideas referred to in the item and provide explicit support.</p>
<p>How does the author draw a distinction between the two ideas that are at odds throughout the text?</p> <p>[Multiple Choice]</p>	<p>The student must first identify the two ideas that are at odds and then analyze how the author approaches and presents these ideas throughout the text. The student must determine the distinction and central ideas referred to in the item and analyze how this distinction is created throughout the text.</p>

Grade 8 Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.8.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede).</p> <p>LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>Assessment Limits</p>	<p>The item should focus on grade-appropriate words. The item should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. The item may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings. The item should not include obscure analogies or allusions, but should only reference grade-appropriate texts.</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>

Grade 8 Standards for Informational Texts

<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 provide an example of figurative language. • Requires the student to select words or phrases from the text that act as context clues when determining another word’s meaning. • Requires the student to select a word’s meaning and then to select context clues from the text to support the meaning [Two-Part Hot Text]. • Requires the student to select an inference or analysis about the use of figurative language and then to select words or phrases from the text as support [Two-Part Hot Text]. • Requires the student to select an inference or analysis about the use of figurative language and then to select the impact of the figurative language on the text [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for the meaning of figures of speech. • 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase from the text. • Requires the student to select the impact of figurative language on the text. • Requires the student to identify which strategies could best be used to determine the meaning of an unknown word in a particular context. • Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning, perhaps 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>Task Demand</p>	<p>Response Mechanism</p>
<p>Determine the meaning of a word or phrase as it is used in a text.</p>	<p>1. Multiple Choice</p>
<p>Determine the meaning of a word or phrase and/or identify other words or phrases in the text that provide clues to the meaning.</p>	<p>1. One- or Two-Part Hot Text 2. Multiple Choice</p>
<p>Analyze the impact of word choice, analogy, or allusion on the text’s meaning or tone. The figurative language is identified.</p>	<p>1. One- or Two-Part Hot Text 2. Multiple Choice</p>

Grade 8 Standards for Informational Texts

Determine and analyze the impact of word choice, analogy, or allusion on the text’s meaning or tone.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
<p>[Excerpted text]</p> <p>What is the meaning of (word from excerpted text)?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of an unfamiliar word based on the context clues provided.
<p>Part A: Select the meaning of the word (excerpted text).</p> <p>Part B: Select two words or phrases that help the reader determine the meaning of this word.</p> <p>[Two-Part Hot Text]</p>	The student must determine the meaning of an unfamiliar word and select the context clues used to make this determination.
<p>[Paragraph provided]</p> <p>Part A: How does the author use figurative language in this part of the text?</p> <p>Part B: What is the effect of this language?</p> <p>[Two-Part Hot Text]</p>	The student must analyze the use of figurative language in a provided section of text and determine the figurative language’s impact on the entire text.

Grade 8 Standards for Informational Texts

<p>Part A: Select the tone created by the author’s description of the geographical feature.</p> <p>Part B: Select two words or phrases that help create this tone.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the tone of a particular section of the text and select words from within the text that provide support by conveying that tone.</p>
<p>[Paragraph from the text]</p> <p>How does the figurative language in this part of the text affect the article as a whole?</p> <p>[Multiple Choice]</p>	<p>The student must determine the type of figurative language used in a section of the text and analyze its impact on the entire text’s meaning.</p>

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Content Standard(s) Assessed	LAFS.8.RI.2.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Assessment Limits	The item may focus on a single sentence or the paragraph as a whole. The item should not simply ask the student to describe the structure of the paragraph, but should focus on the impact and importance of the structure. The item may focus on organizational structures like cause/effect, compare/contrast, problem/solution, or chronology.
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>Grid Item</p> <ul style="list-style-type: none"> Requires the student to analyze the structure of a paragraph in the text by dragging descriptions, analyses, or elements of structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure. Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure and then to select the impact of these words or phrases on the paragraph’s meaning [Two-Part Hot Text]. Requires the student to select an analysis about the paragraph’s structure and then to select the structure’s impact on the meaning of the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about the paragraph’s structure and/or the structure’s impact on the meaning of the text. Requires the student to select an analysis about the role of a particular sentence in the paragraph.
Task Demand	Response Mechanism
Determine the structure of a specific paragraph in the text.	1. Multiple Choice
Analyze how a paragraph’s structure develops or impacts the meaning of the paragraph or the meaning of the entire text. An inference(s) about meaning is provided.	1. One- or Two-Part Hot Text 2. Multiple Choice
Analyze how a paragraph’s structure develops and/or refines a key concept in the text.	1. Grid Item 2. Two-Part Hot Text

Grade 8 Standards for Informational Texts

Sample Item Stems	Notes
How is paragraph four structured? [Multiple Choice]	The student must determine a structure that a specific paragraph shows.
What is the best description of the text’s structure? [Multiple Choice]	The student must synthesize the entire text to determine its structure.
[Paragraph from the text] How does the paragraph work to refute a commonly held belief about ____? [Multiple Choice]	The student must analyze how the structure of a provided paragraph conveys a provided inference.
[Paragraph from the text] Part A: Select the sentence containing an assumption about ____. Part B: Select a description of how the paragraph’s structure relies on this assumption. [Two-Part Hot Text]	The student must determine which sentence in a provided paragraph conveys a provided inference and determine how the sentence impacts the structure of the paragraph.
[Paragraph from the text] Each sentence plays a specific role within the paragraph. Show each sentence’s role by dragging and dropping the words and phrases into the correct boxes. [Grid Item]	The student must analyze and determine the role of each sentence in a provided paragraph and how each sentence impacts the paragraph as a whole.
Part A: How is paragraph four structured? Part B: How does this structure impact the meaning of the paragraph? [Two-Part Hot Text]	The student must analyze the structure of a specific paragraph and then determine how this structure impacts the paragraph’s meaning.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
Assessment Limits	The item may ask about how the author develops a point of view or purpose in the text. The item may ask about one or more viewpoints. The item may ask about the author’s word choice or use of figurative language. The item may ask about the tone or mood of the author or text. The item may ask about a lack of textual evidence or about inappropriate or unsound evidence.	
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 provide explicit support for the author’s point of view, purpose, or response to conflicting information in the text. Requires the student to select an analysis about author’s point of view, purpose, or response to conflicting information in the text and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. Requires the student to select an analysis about author’s point of view or purpose and then to select an analysis about the response to conflicting information in the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about how the author develops a point of view, conveys purpose, or responds to conflicting information in the text. Requires the student to select explicit or implicit details that support an inference about how the author handles conflicting information. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support an inference about how the author handles conflicting information. 	
Task Demand	Response Mechanism	
Select textual evidence to support an inference about how the author develops a viewpoint or handles conflicting information. The inference may be provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select 	
Analyze how the author handles conflicting information. The conflicting evidence or viewpoint is identified.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select 	
Determine the author’s point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ol style="list-style-type: none"> Two-Part Hot Text Multi-Select 	
Sample Item Stems	Notes	

Grade 8 Standards for Informational Texts

<p>How does the author of the first text feel about laws against _____?</p> <p>[Multiple Choice]</p>	<p>The student must determine the author’s viewpoint on a provided issue.</p>
<p>The first author feels that neither _____ nor _____ should be used while _____.</p> <p>Select a sentence from the text where the author responds to a conflicting viewpoint about _____.</p> <p>[Hot Text]</p>	<p>The student must determine a viewpoint that conflicts with a provided viewpoint and select a sentence from the text that shows this conflict.</p>
<p>How does the author use conflicting evidence to develop the point of view in the text?</p> <p>[Multiple Choice]</p>	<p>The student must determine how the author’s use of conflicting evidence develops and strengthens the point of view in the text.</p>
<p>Part A: Why do you think the author wrote this text?</p> <p>Part B: How does the author respond to conflicting evidence and viewpoints on the various topics of _____?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the author’s purpose and analyze how the author develops that purpose.</p>
<p>Part A: Select the best explanation of how the author uses conflicting evidence to develop the point of view in the text.</p> <p>Part B: Select a sentence from the text that supports this explanation.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how the author develops the point of view and provide textual support for the analysis.</p>

Grade 8 Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.8.RI.3.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. Also assesses: LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation. LAFS.8.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>Assessment Limits</p>	<p>The item must ask about two or more media, but may focus on one more than another. The item should not ask general or overarching questions about the different media, but should focus on their advantages or disadvantages. The item may rely on multiple stimuli that use alternative media, or it can simply refer to other media and/or hypothetical sources. The item may ask students to analyze the purpose of a decision to present the information in diverse media. The item may ask students to evaluate the motives behind the presentation of the content in a particular media format. The item may ask students to delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</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 versions. 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 an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected [Two-Part Hot Text]. • Requires the student to select an evaluation of the advantages or disadvantages of using the different media and then to select another evaluation of the advantages or disadvantages of using the different media [Two-Part Hot Text]. • Requires the student to select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis [Two-Part Hot Text]. • Requires the student to select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation [Two-Part Hot Text]. • Requires the student to identify a speaker’s argument and then select specific claims that support the argument [Two-Part Hot Text]. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence and identify when irrelevant evidence is introduced [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select from an evaluation of the advantages or disadvantages of using the different media. • Requires the student to select an analysis of the purpose of presenting

Grade 8 Standards for Informational Texts

	<p>the information in a particular medium or format.</p> <ul style="list-style-type: none"> • Requires the student to select an evaluation of the motives behind the presentation decision. • Requires the student to identify a speaker’s argument. • Requires the student to select a claim that supports the speaker’s argument. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. • Requires the student to identify when irrelevant evidence is introduced.
Task Demand	Response Mechanism
<p>Evaluate one or more advantage and/or disadvantage of using different media to present a topic or idea. The medium, topic, or idea may be provided.</p>	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
<p>Analyze the purpose of presenting the information in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Sample Item Stems	Notes
<p>Part A: What are the advantages of using video to present information about the explorer and the park? [Multi-Select]</p> <p>Part B: What are the disadvantages? [Multi-Select]</p> <p>[Two-Part Hot Text]</p>	<p>The student must evaluate two media to determine their advantages and disadvantages. The student must analyze and evaluate the advantages and disadvantages of the two media in the portrayal of the subject.</p>

Grade 8 Standards for Informational Texts

<p>Part A: Select an advantage of using video to present information about the explorer’s expedition to the park.</p> <p>[Two paragraphs from the text]</p> <p>Part B: Select a sentence that would most benefit from being portrayed in video format.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze and evaluate the multimedia portrayal of the subject by selecting one of its advantages and then select a sentence from the text that would benefit from being included in the multimedia portrayal.</p>
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Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Assessment Limits	The item should not ask the student to simply identify the argument or claims in the text. The item may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item may focus on irrelevant or inappropriate evidence, or distinguishing fact from opinion. The item may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, or false analogy.
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 delineate an argument or claim. • Requires the student to select words or phrases from the text that are used to support an evaluation of an argument, claim, or evidence [One- or Two-Part Hot Text]. • 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 [Two-Part Hot Text]. • Requires the student to select an inference about an argument or claim from the text and then to select words or phrases from the text to support the inference 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 an explicit or implicit detail that helps delineate an argument or claim in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support the evaluation of an argument or claim in the text. • Requires the student to select multiple evaluations of an argument or claim in the text.
Task Demand	Response Mechanism
Select textual evidence to delineate or evaluate an explicit argument, claim, or piece of evidence in the text. The argument, claim, or evidence may be identified.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice

Grade 8 Standards for Informational Texts

<p>Delineate and/or evaluate an explicit argument or claim in the text and determine whether reasoning is sound and/or evidence is relevant and sufficient to support the argument or claim.</p>	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
<p>Sample Item Stems</p>	<p>Notes</p>
<p>Select a sentence in the first text where the author appeals to the reader’s emotions to support an argument.</p> <p>[Hot Text]</p>	<p>The student must assess the evidence in the text by connecting a provided inference about the evidence to a specific sentence in the text.</p>
<p>[Excerpted text]</p> <p>Select the word or phrase where the author first introduces an argument.</p> <p>[Hot Text]</p>	<p>The student must locate the author’s argument in a specific section of text. Analysis is required, and the student must determine the central argument of the text and select a sentence from a specific section of the text that explicitly states this argument.</p>
<p>Select the sentence in this text where the author introduces irrelevant evidence.</p> <p>[Hot Text]</p>	<p>The student must evaluate the evidence in the text by examining the entire text to connect a provided inference about the evidence to a specific sentence in the text.</p>
<p>[Three paragraphs excerpted]</p> <p>Part A: Select the main argument of the text provided.</p> <p>Part B: Select a sentence containing relevant and supportive evidence for this argument.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the argument of a provided section of the text and provide relevant evidence.</p>
<p>Part A: Select a sentence containing relevant and supportive evidence for the text’s central argument.</p> <p>Part B: Select a sentence containing irrelevant or inappropriate evidence.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the central argument of the text and evaluate and assess the evidence in the text by selecting an example of relevant and supportive evidence and an example of irrelevant and inappropriate evidence.</p>

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Assessment Limits	The item should ask about both texts but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts rather than the similarities.
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an analysis of how the texts conflict or disagree. Requires the student to select words or phrases from the text that provide conflicting information. Requires the student to select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. Requires the student to select an analysis of how the texts conflict or disagree and then to select another analysis of how the texts conflict or disagree [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis of how the texts conflict or disagree. Requires the student to select explicit or implicit details that support an analysis of how the texts conflict or disagree.
Task Demand	Response Mechanism
Contrast the ways in which the authors provide information, use facts, or interpret details.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice
Analyze how the texts provide conflicting information by identifying where they disagree on matters of fact or interpretation.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice
Sample Item Stems	Notes
<p>Part A: What is the first author’s stance on the use of _____?</p> <p>Part B: How is this issue portrayed in the second text?</p> <p>[Two-Part Hot Text]</p>	The student must identify one author’s stance on a provided issue and then determine how that same issue is presented in another text.
<p>How do the texts’ authors differ in their interpretation of the term (excerpted text)?</p> <p>[Multiple Choice]</p>	The student must analyze each text to determine the authors’ stances on a specific topic.

Grade 8 Standards for Informational Texts

<p>Part A: Select one way in which the first text disagrees with the second text on a matter of fact or interpretation.</p> <p>Part B: Select a sentence from the first text that highlights this disagreement.</p> <p>[Two-Part Hot Text]</p>	<p>The student must identify a point of contention between the two texts and then provide support for this response.</p>
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Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.8.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.8.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Overall Task Description

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

Stimulus Attributes

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

Acceptable Word Count Ranges by Grade:

Grade Band	Word Count Range
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
8	1000	1800

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.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 6–11

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 passages in your essay.

Manage your time carefully so that you can

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

(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.

Text-based Writing Stimulus and Prompt Guidelines

Acceptable Text Types

Informational Text	Literary Text
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • 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