



**FCAT 2.0 READING**  
**Test Item Specifications**  
**Grades 3–5**  
(Updated November 2012)



FLORIDA DEPARTMENT OF EDUCATION  
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## INTRODUCTION

In recent years, two realities focused attention on the need to reevaluate Florida's Sunshine State Standards. First, in 2005, outside consultants reviewed the 1996 Sunshine State Standards and suggested that the benchmark language offer greater specificity to indicate clearly what teachers should teach and what students should be able to do. Second, federal legislation through the *No Child Left Behind Act of 2001* (NCLB) holds schools and school districts accountable for how well each child is learning, which further emphasized the need to hone expectations for all students.

In January 2006, the Florida Department of Education (DOE) committed to a six-year cycle of review and revision of the K–12 content standards. The language arts standards were rewritten, and the Next Generation Sunshine State Standards (NGSSS) for language arts were adopted by the Florida State Board of Education on January 25, 2007 (available online at:

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>).

The NGSSS are divided into benchmarks that identify what a student should know and be able to do at each grade level. This document, *FCAT 2.0 Reading Test Item Specifications Grades 3–5 (Specifications)*, provides information about the benchmarks, the stimulus types, and the test items designed to assess the NGSSS for language arts.

The Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) measures achievement of Florida students in writing, reading, mathematics, and science. End-of-course (EOC) assessments measure achievement of Florida students who have completed coursework in Algebra 1, Geometry, Biology, and U.S. History.

### Mission Statement

Although not all benchmarks lend themselves to large-scale testing, successful schools recognize the need for students to master all of Florida's standards. The increased rigor exemplified in the NGSSS will enhance student performance in a rapidly advancing, global environment.

### Origin and Purpose of the *Specifications*

The Florida Department of Education and committees of experienced Florida educators developed and approved the *Specifications*. The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level *Specifications* document indicates the alignment of items with the NGSSS. It also serves to provide all stakeholders with information about the scope and function of the FCAT 2.0.

### Scope of this Document

The *Specifications* provides general and grade-specific guidelines for the development of all test items used in the FCAT 2.0 Reading test for Grades 3–5. Two additional *Specifications* documents provide the same information for Grades 6–8 and 9–10.

The Criteria for FCAT 2.0 Reading Items section addresses the general guidelines used to develop multiple-choice items. The Cognitive Complexity of FCAT 2.0 Reading Items section addresses item difficulty and cognitive complexity. Information about reading reporting categories is provided in Appendix C. Additional information about test design is provided in Appendix F.

The Guide to the Grade-Level Specifications section provides an explanation of the reading benchmarks assessed by the test and identifies the ways in which each benchmark is assessed. This section also provides content limits and text attributes.

## Overall Considerations

This section of the *Specifications* describes the guidelines that apply to all test items developed for the FCAT 2.0 Reading test.

Overall considerations are broad item-development guidelines that should be addressed during the development of multiple-choice test items. Other sections of this document relate more specifically to the particular aspects of item development (for example, content limits).

1. Each item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content.
2. Items should be grade-level appropriate in terms of item difficulty, cognitive demands, and reading level.
3. At a given grade, the items should exhibit a varied range of difficulty.
4. The reading level of items should be on or below the grade level of the test, with the exception of items that require the student to use context clues to determine the meaning of unfamiliar words and phrases, which may be two grade levels above the tested grade.
5. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
6. Items should require students to apply the reading skills described in the NGSSS benchmarks from lower grade levels. Skills previously taught in lower grades will continue to be tested at higher grade levels.
7. Some items may include an excerpt from the associated passage in addition to the item stem.
8. Items should provide clear, concise, and complete instructions to students.
9. Each item should be written clearly and unambiguously to elicit the desired response.

## CRITERIA FOR SELECTING FCAT 2.0 READING TEXTS

Reading texts form the basis for assessing the benchmarks identified in the NGSSS; therefore, it is important to select high-quality FCAT 2.0 Reading texts.

### Types

The purpose of FCAT 2.0 Reading is to measure student achievement in constructing meaning from a wide variety of texts. Reading texts may be either literary or informational.

Literary texts focus on the art of language as their medium. They provide insight, entertainment, or inspiration and include fiction and some types of nonfiction (e.g., biographies, speeches, essays, poetry, drama). Literary texts should address a variety of themes appropriate for and interesting to students at the designated grade level. Excerpts from literary texts must reflect qualities of good literature.

In informational texts, language is used to solve problems, raise questions, provide information, and present new ideas about the subject matter. Another form of informational text includes functional reading materials (e.g., websites, how-to's) encountered in real-world situations. Informational texts must include a variety of grade-appropriate information sources—both primary and secondary.

The texts should also represent different points of view while including issues and problems that persist across time. The texts should have identifiable key concepts and relevant supporting details. In addition, the texts should address the NGSSS subject areas that are not directly assessed by FCAT 2.0 Reading: social studies, science, foreign language, the arts, health education, physical education, and vocational education.

As students progress beyond the early grades, they will read informational texts with increasing frequency—in and out of school; therefore, the percentage of informational texts students will encounter on FCAT 2.0 Reading increases as they move up through the grades. The table below shows the percentages of FCAT 2.0 Reading items on a test for literary and informational texts by grade.

Grade	Literary Text	Informational Text
3	60%	40%
4	50%	50%
5	50%	50%
6	50%	50%
7	40%	60%
8	40%	60%
9	30%	70%
10	30%	70%

The following table lists examples of literary and informational texts that may be represented on FCAT 2.0 Reading. Poems, fables, and plays can be expected to make up only a small portion of the texts used on FCAT 2.0 Reading.

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

## Sources

Texts should be noncopyrighted selections in the public domain or commissioned by the contractor expressly for Florida. These selections should represent a wide variety of contexts and NGSSS subject areas, located at <http://fcat.fldoe.org/fcat2/pdf/ReadingAppendixA.pdf>. Published selections from the public domain will be selected from a wide variety of sources that are not likely to be familiar to students. These will be utilized on tests as they were published, or as closely and reasonably as can be accomplished. Commissioned texts produced by the contractor for Florida’s assessments and related products will be the property of the DOE.

The contractor is responsible for identifying a team of commissioned reading text authors. These authors should have been previously published in a critically reviewed publication, such as *Smithsonian*, *Crickets*, *Highlights*, etc., and must have their resumés approved by the DOE. Resumés should include detailed information about authors’ publications, samples of their work,



and where other samples can be found. The contractor must submit examples of prospective authors' works as the examples appear in publications with their names in the bylines (or copyright statements).

The contractor may use teachers from outside of Florida (no current public Florida teachers may write items) as writers/internal reviewers, or the contractor may use trained college-level instructors (from within or outside of Florida currently employed by a college or university) as writers/reviewers.

## **Characteristics**

Selections must be well-written and authentic. They should be cohesive, logically arranged, and stylistically consistent. Material that requires the reader to have prior or specialized knowledge that is not contained in the main text should include the necessary information in a separate insert, such as an introduction or a text box.

Excerpts must function as intact, stand-alone pieces. They must also contain recognizable key concepts; exemplify all the elements of good writing; and meet the requirements for complete selections with a readily identifiable beginning, middle, and end.

Commissioned materials written specifically for the FCAT 2.0 should reflect the same qualities and tone of good literature and include informational materials that are grade-level appropriate. The material should present subject matter that is of high interest and pertinent to students' lives. The format (i.e., the presentation of the text and graphics) should be grade-level appropriate.

The selection of public domain works should follow the same rigorous process as do all other types of reading selections. Public domain selections will be reviewed for any bias and sensitivity issues and grade-level appropriateness. The public domain selections must reflect the characteristics of good literature.

## **Content**

Content should be based on topics located at <http://fcad.fldoe.org/fcat2/pdf/ReadingAppendixA.pdf>. Vocabulary should be checked against accepted published word lists to ensure it is appropriate for the intended grade level. Texts must contain sufficient content, including details and idea development, to serve as a basis for at least 8 to 12 test items. During the initial development of items, 15 to 20 items should be written for a reading selection of medium or longer length. Items should also be developed for shorter selections that can be paired with selections of similar topics.

Texts should be interesting and appealing to students at the grades for which the selections are intended. Texts at a given grade level should include a range of age-appropriate selections that are representative of the material students may be expected to read and comprehend. Also, texts should be conceptually appropriate and relevant and should reflect 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 on the test. 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.

## **Modifications**

A public domain or commissioned text or excerpt that is otherwise appropriate may be modified to remove, replace, or footnote a word or phrase that is above grade level; however, if the word or phrase has sufficient context, it may be tested. (See the Reading Level section below.) Footnotes may be used at Grade 4 and above. (Footnotes are counted in the total word count of the text but are not tested in items.) At Grade 3, words will be explained using editorial brackets within the body of text. Any modifications must be reviewed carefully to ensure they do not significantly alter the meaning, clarity, reading level, tone, etc., of the text. Selections may need to be edited simply to satisfy length requirements.

## **Text Features**

Graphics should be included with texts wherever possible. Graphics may include photographs, website features, illustrations, maps, charts, graphs, advertisements, and schedules. Maps, graphs, tables, text boxes, and other graphic stimuli must have appropriate labels, legends, keys, and/or captions. All graphics should help students understand the text and/or provide information supplemental to the text. Graphics should also reflect multicultural diversity and avoid gender stereotyping.

Item writers must not develop items where the stimulus, correct answer, or multiple-choice distractors are dependent upon recognition of color. If a reference to color is used in an item, the color must be labeled with appropriate text. All artwork must be high quality.

## **Diversity**

Texts should bring a range of cultural diversity to the test. Characters, settings, and situations should reflect the variety of interests and backgrounds that make up Florida’s student population. Texts should be written by and about people of different cultures and races; however, selections about culture- or region-specific topics should not create an advantage or disadvantage for any particular group of students with a particular characteristic, including gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region. These kinds of texts must contain sufficient information to allow a student to answer the accompanying test items.

Except as appropriate for historically accurate public domain pieces, texts should also be free from any bias or stereotyping (e.g., always having male doctors and female nurses).

## **Reading Level**

The reading level of each selection should be appropriate to the tested grade level. Selections for a given grade should represent a range of reading levels suitable for the beginning and through the end of the tested grade.

Indices of reading levels may be used to assist in making judgments about a text’s appropriateness. When reading indices are used, multiple indices should be applied to the text. Because such indices often vary widely in their results, the nature and limitations of each index will be taken into account when interpreting results.

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 of the test. Decisions about the appropriateness of vocabulary are based on professional judgment and commonly accepted published word lists. Individual words or phrases no more than two grade levels beyond the tested grade may be used to assess benchmarks that include the use of context if the context is sufficient to determine the meaning of the unfamiliar word or phrase.

## Length of Texts

The length of reading selections should vary within grade levels and increase across grade levels. The table below suggests approximate average lengths of texts. Texts' lengths must not exceed the maximum number of words allowed at each grade level; however, poems may be shorter than the minimum indicated.

Grade	Range of Number of Words per Text	Average Number of Words per Text
3	100–700	500
4	100–900	500
5	200–1000	600
6	200–1100	700
7	300–1100	700
8	300–1200	700
9	300–1400	900
10	300–1500	1000

## **REVIEW PROCEDURES FOR FCAT 2.0 READING**

Before appearing on FCAT 2.0 Reading tests, all reading selections and items must pass several levels of review as part of the FCAT 2.0 development process. Florida educators and citizens, in conjunction with the DOE and FCAT 2.0 contractors, scrutinize all material prior to accepting it for placement on the tests. After the initial selection process, all reading texts are reviewed for content characteristics, potential bias, and any issues of concern to Florida stakeholders. Concerns expressed during the reviews must be resolved satisfactorily before item development begins.

### **Review of Reading Selections**

A committee made up of select Florida educators with experience and expertise in language arts and reading instruction at the appropriate grade levels review reading selections for potential use on the FCAT 2.0. Of extreme importance is the vital role the educators play in determining the appropriateness of selections for test use. After reviewing reading selections, the committee must reach a consensus as to whether a particular selection will be used on the FCAT 2.0. Each factor considered in this review process is identified in the previous section, Criteria for Selecting FCAT 2.0 Reading Texts.

### **Review for Potential Bias**

Reading selections are also reviewed by groups of Florida educators representative of Florida's geographic regions and culturally diverse population. Selections are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Reviews also include consideration of issues relevant to individuals with disabilities.

### **Review for Community Sensitivity**

Florida citizens associated with a variety of organizations and institutions review all selections for issues of potential concern to members of the community at large. The purpose for this review is to ensure that the primary purpose of assessing reading achievement is not undermined by inadvertently including in the test any material that is deemed inappropriate by the committee. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Test items are written for the types of texts that meet FCAT 2.0 criteria. Issues of sensitivity are distinct from bias because sensitivity issues do not necessarily affect student success on an item, whereas bias may. Examples of sensitive topics for Florida students may include wildfires, hurricanes, or other topics that may be considered offensive or distracting to students. With the addition of public domain works, the review committee will be informed of any historical impact and necessary information that is required for them to make a fair assessment of the selection.

## **Review of Test Items**

The DOE and test contractors review all test items during the item development process. Content specialists and copy editors review and edit items, judging them for overall quality and suitability for the tested grade level.

Groups of Florida educators and citizens are convened to review the items for content characteristics and item specifications. This review focuses on validity and determines if an item is a valid measure of the designated NGSSS benchmark, as defined by the grade-level specifications for test items. Separate reviews for bias and sensitivity issues are also conducted.

FCAT 2.0 items are field tested in Florida to ensure clarity of items before they count toward a student's score. In the event an item does not test well, it is either deleted or revised. Revised items will again require field testing prior to being scored.

## CRITERIA FOR FCAT 2.0 READING ITEMS

FCAT 2.0 Reading includes one type of test item: multiple-choice (MC).

### Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing multiple-choice test items. Items should be written to measure the knowledge and skills in the designated benchmarks with the underlying expectation that students demonstrate critical thinking. For more information about test design, see Appendix F.

### General Guidelines

1. Items should be clear and concise, using vocabulary and sentence structure appropriate for the assessed grade level.
2. Item stems should be expressed either as a question or in an open-ended format.
3. On the rare occasion a multiple-choice item asks a question involving the word NOT, EXCEPT, or LEAST, the word should be emphasized by uppercase type.
4. As deemed grade-level appropriate, uppercase type may be used to emphasize key words in items (e.g., FIRST, MOST, MAIN, OPPOSITE, BEST).
5. In Grades 3 and 4, items calling for comparison or contrast should use all uppercase letters for the words ALIKE and DIFFERENT. In Grade 5, items should use all uppercase letters for the words OPPOSITE, NOT, EXCEPT, and LEAST.
6. Masculine pronouns should **not** be used to refer to both sexes. Plural forms should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he . . .*, use *The students will make changes so that they . . .*).
7. Graphics referenced in a test item will not be presented within the item itself.
8. Items should avoid clueing, also referred to as a *clang* (i.e., duplicating words from excerpted text used in a MC item), in answer choices (options).
9. Answer choices should not include: *No change needed*, *Correct as is*, *None of the above*, *All of the above*, etc.
10. Answer choices such as *Not enough information* or *Cannot be determined* should **not** be used.
11. Incorrect answer choices (distractors) should be on or below grade level.
12. Because directions are given to students both before each reading selection and before the items, it is generally not necessary to begin an item with “According to the passage . . .” Occasionally, there will be a need to use the phrase “as used in the passage . . .” in the stimulus. This should be done sparingly.
13. Distractors should be text based or plausible according to the text.
14. Item stems can be written to direct students to a specific portion of the text instead of using an excerpt or quotation in the stem.
15. As needed, item stems may be constructed using more than one sentence.

## Multiple-Choice (MC) Items

1. MC items should take approximately one minute per item to answer.
2. MC items are worth one point each.
3. MC items should have four answer choices (A, B, C, D; or F, G, H, I for alternating items).
4. MC items should be clearly identified and have only one correct answer.
5. In most cases, answer choices should be parallel in concept and format and should be arranged vertically beneath the item stem.
6. In Grade 3, *story*, *article*, *play*, or *poem* should be used when referring to a reading selection. Grades 4–10 should use the terms *passage*, *article*, *play*, or *poem*. For all grades, functional material should be referred to by its specific format (e.g., *schedule*, *brochure*, *flier*, *webpage*).
7. In Grades 6–10, if more than one sentence is quoted from the passage or article, the term *excerpt* should be used. When just one sentence is quoted, the term *sentence* should be used. When ellipses are used to indicate an omission within a quoted sentence, the quoted text should be referred to as an *excerpt*. In poetry, the term *line* or *lines* should be used when referring to a quotation from a poem.
8. One-word answer choices should be arranged alphabetically and be balanced in the use of words beginning with a vowel or a consonant. Answer choices should be parallel in reference to parts of speech (i.e., options may all be the same part of speech, may all be different parts of speech, or may represent two parts of speech twice). Answer choices of more than one word should be arranged by length: short to long or long to short, depending on the position of the correct answer.
9. Distractors should relate to the context of the selection. Distractors should be incorrect and plausible based on the passage but not necessarily based on explicit details.
10. Outliers should be avoided because they are answer choices that clue or draw the student’s attention away from the other answer choices. Outliers may contain grammatical clues and may involve answer choices that are longer or more specific than other answer choices. A common type of outlier occurs when a date or proper noun appears in only one of the four options, or in three of four options, in which case the fourth option is the outlier.
11. Answer choices that are opposite of correct answer choices should not be used as distractors, except in items assessing synonyms or antonyms.

## Scope of Items

The scope of FCAT 2.0 Reading for Grades 3–10 is presented in Appendix B, which gives the NGSSS benchmarks for these grades. The benchmarks serve as the objectives to which the test items are written. There may be additional specifications or restrictions by grade level (e.g., specific word relationships used to determine the meaning of vocabulary); these are given under the content limits in the benchmark pages.

Some of the NGSSS benchmarks are assessed across Grades 3–10, as shown in Appendix B. These benchmarks are introduced at one grade with the understanding that they will be assessed at higher levels of difficulty in each succeeding grade.

## COGNITIVE COMPLEXITY OF FCAT 2.0 READING ITEMS

The degree of challenge of FCAT 2.0 items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

### Item Difficulty

The difficulty of FCAT 2.0 items is initially estimated by committees of educators participating in Item Content Review meetings each year. As each test item is reviewed, committee members make a prediction of difficulty based upon their knowledge of student performance at the given grade level. The classification scheme used for this prediction of item difficulty is based on the following:

- |                    |  |
|--------------------|--|
| <b>Easy</b>        | More than 70 percent of the students are likely to respond correctly.              |
| <b>Average</b>     | Between 40 percent and 70 percent of the students are likely to respond correctly. |
| <b>Challenging</b> | Less than 40 percent of the students are likely to respond correctly.              |

After an item appears on a test, item difficulty refers to the actual percentage of students who chose the correct answer.

### Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. In the early years of the FCAT program, the Florida Department of Education (DOE) used Bloom's Taxonomy<sup>1</sup> to classify test items; however, Bloom's Taxonomy is difficult to use because it requires an inference about the skill, knowledge, and background of the students responding to the item. Beginning in 2004, the DOE implemented a new cognitive classification system based upon Dr. Norman L. Webb's Depth of Knowledge (DOK) levels.<sup>2</sup> The rationale for classifying an item by its DOK level of complexity focuses on the *expectations made of the item*, not on the *ability of the student*. When classifying an item's demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the FCAT 2.0 based on the NGSSS and their grade-level appropriateness, but the complexity of the items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distractors. The cognitive complexity of an item depends on the grade level of the assessment; an item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step problem. Moderate-complexity items may require multiple steps. High-complexity items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of an item.

<sup>1</sup> Bloom, B.S., et al. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: McKay, 1956.

<sup>2</sup> Webb, Norman L. and others. "Webb Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.



The pages that follow illustrate some of the varying demands that items might make at each complexity level for FCAT 2.0 Reading. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 15) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of item complexity should be made considering the overall cognitive demand placed on a student. Another table (page 16) provides the breakdown of the percentage of points by cognitive complexity level.

Item writers are expected to evaluate their items in terms of cognitive complexity and include this on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, though some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and not create items only at the lower ranges.

### Low Complexity

FCAT 2.0 Reading low-complexity items require students to recall, observe, question, or represent basic facts. For a low-complexity item, the student would be expected to demonstrate simple skills or abilities. A low-complexity item requires only a basic understanding of text—often verbatim recall from text or simple understanding of a single word or phrase.

Below is an example of a low-complexity item that is based on “Across the Blue Mountains” on page G–8. For more information about this item type, see Benchmark LA.4.1.7.3, which begins on page 68.

How do Miss Bilberry and her animals finally find their way out of the tall flowers?

- A. Miss Bilberry climbs a tree and tells everyone where to go.
- B. Chester and Cecilie find their way and then call the others.
- ★ C. Chitty and Chatty fly ahead and then lead the way to a house.
- D. Miss Bilberry and her animals use the blue mountains as a guide.

### Moderate Complexity

FCAT 2.0 Reading moderate-complexity items require two steps: comprehension and subsequent processing of text. Students are expected to make inferences within the text and may encounter items that include words such as *summarize*, *infer*, *classify*, *gather*, *organize*, *compare*, and *display*. Depending on the objective of a particular moderate-level item, students may also be required to explain, describe, or interpret.

Below is an example of a moderate-complexity item that is based on “Swim, Baby, Swim!” on page G–2. For more information about this item type, see Benchmark LA.3.1.7.3, which begins on page 34.

Which sentence BEST tells what the story is about?

- A. A young bird thinks he is a fish and learns to swim.
- B. A young bird tries to fly to a marsh but falls into a pond.
- C. A young bird tries to catch a fish by jumping in the water.
- ★ D. A young bird falls into a pond by accident as he learns to fly.

### High Complexity

FCAT 2.0 Reading high-complexity items make heavy demands on student thinking. Students may be asked to explain, generalize, or make multiple connections. High-complexity items require several steps involving abstract reasoning and planning. Students must be able to support their thinking. Items may involve identifying the theme and the implicit main idea and making complex inferences within or across texts. Students may also be asked to take information from at least one portion of the text and apply the information to a new task. They may be asked to perform complex analyses of the connections among texts.

Below is an example of a high-complexity item that is based on “Learning to Sing” on page G–11. For more information about this item type, see Benchmark LA.4.2.2.1, which begins on page 86.

Read the following sentence that describes the picture in the article.

**Extravagant costumes and beautiful songs help turn Carol into a star in the opera *Otello*.**

Use the picture to help tell what the word *extravagant* means.

- A. dirty and dull
- B. modern and popular
- C. ordinary and simple
- ★ D. expensive and wonderful

Items developed for each selection should be written to reflect a range of low, moderate, and high complexities. The following table is provided for ease of reference; however, caution must be used in referring to this table describing activities at each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

<b>Examples of FCAT 2.0 Reading Activities Across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<ul style="list-style-type: none"> <li>• Identify the correct meanings of grade-level appropriate words.</li> <li>• Locate details in a text.</li> <li>• Locate details on a graph, chart, or diagram.</li> <li>• Recognize the correct order of events in a text.</li> <li>• Identify figurative language in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Use context clues to identify the meanings of unfamiliar words.</li> <li>• Analyze word structure to determine the meaning of unfamiliar words.</li> <li>• Determine how details support the main idea.</li> <li>• Interpret the information found in text features (e.g., graphs, charts, diagrams, subheadings).</li> <li>• Identify cause-and-effect relationships.</li> <li>• Determine an author’s main purpose or perspective.</li> <li>• Identify similarities and differences.</li> <li>• Demonstrate an understanding of plot development.</li> <li>• Recognize elements of plot.</li> <li>• Recognize text structures/patterns of organization in a text.</li> <li>• Recognize summary statements pertaining to a text.</li> <li>• Compare word meanings.</li> <li>• Identify the main idea.</li> <li>• Draw conclusions; make inferences.</li> <li>• Determine the correct meaning of words with multiple meanings in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the use of figurative language in a text.</li> <li>• Determine how text features (e.g., graphs, charts, diagrams, subheadings) contribute to a text.</li> <li>• Determine an author’s purpose, perspective, and/or bias and describe how it affects the text.</li> <li>• Evaluate strong vs. weak arguments in a text.</li> <li>• Analyze similarities and differences.</li> <li>• Describe and analyze the characteristics of various types of literature.</li> <li>• Describe and illustrate how common themes are found across texts.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Determine the validity and reliability of information within/across texts.</li> <li>• Identify and analyze the meaning of affixes and words and phrases with Greek/Latin derivations.</li> </ul>

Items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. The table below presents the range for the percentage of points by cognitive complexity level on each FCAT 2.0 Reading test.

<b>FCAT 2.0 Reading</b>			
<b>Percentage of Points by Cognitive Complexity Level</b>			
<b>Grade(s)</b>	<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
3	25–35%	50–70%	5–15%
4	20–30%	50–70%	10–20%
5–7	15–25%	50–70%	15–25%
8	10–20%	50–70%	20–30%
9	10–20%	50–70%	20–30%
10	10–20%	45–65%	25–35%

## **Universal Design**

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for potential bias and sensitivity issues.

The DOE trains both internal and external reviewers to revise items, allowing for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including, but not limited to

- reduction of wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process for FCAT 2.0 Reading, these elements are carefully monitored. The review processes and field testing are used to ensure appropriateness, clarity, and fairness.

## Guidelines for Item Writers

FCAT 2.0 Reading item writers must have a comprehensive knowledge of the assessed reading curriculum and a strong understanding of the cognitive abilities of the students taking the test. Item writers should know and respect the guidelines established in the *Specifications* as well as appreciate the spirit of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the reading benchmarks of the NGSSS without introducing extraneous elements that may interfere with the test's validity.

Item writers for FCAT 2.0 Reading must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the DOE, familiarity with the directions for rating items (found in Appendix E) would prove useful to all item writers.

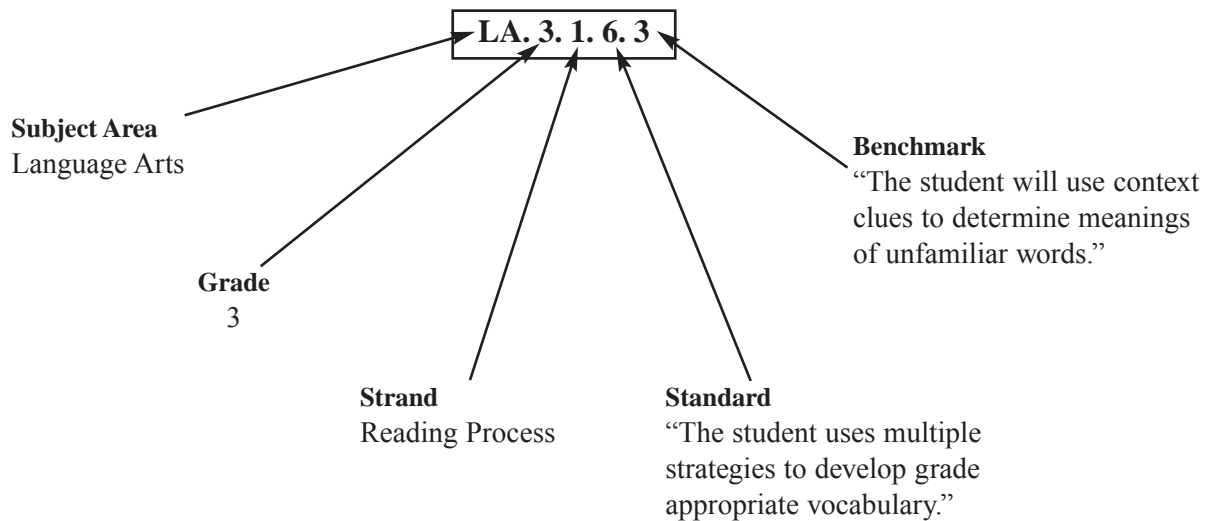
<b>Format</b>	Item writers must submit items in the agreed-upon template. All appropriate sections of the template should be completed before the items are submitted.
<b>Sources</b>	Item writers are expected to provide sources for all verifiable information included in the item. Acceptable sources include up-to-date textbooks, magazines, and journals respected by the reading community, as well as Internet sites operated by reputable organizations, such as universities. It may be necessary to provide sources verifying why a correct answer is correct as well as why other answer choices are incorrect.
<b>Correct Response</b>	Item writers must indicate which option is the correct answer.
<b>Item Difficulty</b>	Item writers are expected to evaluate their items in terms of item difficulty and include this information on the item template.
<b>Cognitive Complexity</b>	Item writers are expected to evaluate their items in terms of cognitive complexity and include this on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, though some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and to not create items only at the lower ranges.
<b>Submission of Items</b>	When submitting items, item writers must balance several factors. Item submissions should <ul style="list-style-type: none"><li>• include items of varying difficulty;</li><li>• include items of each cognitive complexity (approximately 25% low, 50% moderate, and 25% high);</li><li>• have an approximate balance of the correct response between the four answer choices for multiple-choice items; and</li><li>• have an equal balance of male and female names and include names representing different ethnic groups in Florida.</li></ul>

## GUIDE TO THE GRADE-LEVEL SPECIFICATIONS

### Benchmark Classification System

Each benchmark in the NGSSS is coded with a system of numbers and letters.

- The two letters in the *first position* of the code identify the **Subject Area** (e.g., LA for Language Arts).
- The number in the *second position* (first number) represents the **Grade Level**.
- The number in the *third position* (second number) represents the **Strand**, or category of knowledge, to which the benchmark belongs. In Language Arts, the FCAT 2.0 assesses six strands: (1) Reading Process; (2) Literary Analysis; (3) Writing Process; (4) Writing Applications; (5) Communication; and (6) Information and Media Literacy. FCAT 2.0 Reading assesses Reading Process (Strand 1), Literary Analysis (Strand 2), and Information and Media Literacy (Strand 6).
- The number in the *fourth position* of the code represents the **Standard** for the benchmark.
- The number in the *fifth position* shows the specific **Benchmark** that falls under the specified strand and within the standard.



<b>GRADE 3</b>	
<b>Strand 1</b>	Reading Process
<b>Standard 6</b>	The student uses multiple strategies to develop grade appropriate vocabulary.
<b>LA.3.1.6.3</b>	The student will use context clues to determine meanings of unfamiliar words.

## Definitions of Benchmark Specifications

The *Specifications* documents identify how Florida’s NGSSS benchmarks are assessed on the FCAT 2.0 at Grades 3–10. The four reading **reporting categories** used for FCAT 2.0 design, scoring, and reporting are Vocabulary, Reading Application, Literary Analysis—Fiction/Nonfiction, and Informational Text/Research Process. For each benchmark assessed in reading, the following information is provided in each grade-level *Specifications* section.

<b>Strand</b>	A strand is a broad category of knowledge within a content area in the NGSSS. The strands are the same for all grade levels.
<b>Standard</b>	Each standard is a general statement of expected student achievement within a strand at each grade level in the NGSSS.
<b>Benchmark</b>	Benchmarks are grade-level specific statements of expected student achievement under each reading standard. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark necessarily addresses another benchmark. Such groupings are indicated in the benchmark statement.
<b>Clarification</b>	The clarification statement explains how the achievement of the benchmark will be demonstrated by students for each specific item type. Clarification statements explain what the student will do when responding to items of each type.
<b>Content Focus</b>	The content focus defines the specific content measured by each FCAT 2.0 item.
<b>Content Limits</b>	The content limits define the scope of content knowledge that will be assessed (e.g., specific elements that can be compared or contrasted) and, in some cases, indicate areas of the benchmark that will not be assessed. For some benchmarks, additional information is provided to clarify specific directions in developing test items.
<b>Text Attributes</b>	Text attributes define the types of texts that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark. The texts may also contain certain stimuli that contribute to the development of items (e.g., illustrations with captions, charts, graphs).
<b>Distractor Attributes</b>	The distractor attributes give specific descriptions of the distractors for items at each grade level.
<b>Sample Items</b>	Sample multiple-choice items that assess each benchmark are provided at each grade level. The sample items are presented in a format similar to the test, and the correct answer for each sample item is indicated.

**SPECIFICATIONS  
FOR  
GRADE 3**



Grade 3

Reporting Category 1: Vocabulary

GRADE 3			
Reporting Category 1: Vocabulary			
Benchmark			Content Focus
Grade 3	LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.	<ul style="list-style-type: none"> <li>• Context Clues</li> </ul>
Grade 4	LA.4.1.6.3		
Grade 5	LA.5.1.6.3		
Grade 3	LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	<ul style="list-style-type: none"> <li>• Base Words</li> <li>• Affixes</li> <li>• Roots (Grade 5)</li> </ul>
Grade 4	LA.4.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	
Grade 5	LA.5.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i>	
Grade 3	LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> </ul>
Grade 4	LA.4.1.6.8		
Grade 5	LA.5.1.6.8		
Grade 3	LA.3.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	<ul style="list-style-type: none"> <li>• Multiple Meanings</li> <li>• Analyze Words in Text</li> <li>• Shades of Meaning</li> </ul>
Grade 4	LA.4.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	
Grade 5	LA.5.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	

### **BENCHMARK LA.3.1.6.3**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.3.1.6.3 The student will use context clues to determine meanings of unfamiliar words.</b>
<b>Clarification</b>	The student, using context clues, will identify the meaning of an unfamiliar word.
<b>Content Focus</b>	Context Clues
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words unfamiliar to most students.  Excerpted text should contain clear and sufficient context for determining the meaning of the assessed word.  If an item stem directs the student back to the text to determine the meaning of an unfamiliar word, the text should contain clear and sufficient context for determining the meaning of the assessed word.  The assessed word should be no more than two grade levels above the tested grade.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of the assessed word;</li><li>• meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;</li><li>• contextual meanings drawn from the text but unrelated to the assessed word or test item; and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 1                      Context Clues**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read these sentences from the story.

**His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight.**

What does the word *sagged* mean as used in the sentences above?

- ★ A. It bent.
- B. It grew.
- C. It dripped.
- D. It disappeared.

**Sample Item 2                      Context Clues**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read these sentences from the story.

**With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!**

**But just as the bass was about to lunge for the bird, an otter came streaking through the water.**

What is the meaning of the word *lunge* as used in the sentences above?

- A. to dive down and swim under him
- ★ B. to move quickly forward and grab him
- C. to jump out of the pond and splash him
- D. to turn around and swim away from him

### **BENCHMARK LA.3.1.6.7**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.3.1.6.7 The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</b>
<b>Clarification</b>	The student will identify familiar base words with prefixes and/or suffixes to determine the meanings of complex words in a text. Simple analysis and/or inference may be required.
<b>Content Focus</b>	Base Words Affixes
<b>Content Limits</b>	Grade-level appropriate texts should contain vocabulary for assessing prefixes (e.g., <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i> ), suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> , <i>-ly</i> , <i>-or</i> , <i>-ness</i> ), and base words.  Assessed words should be no more than two grade levels above the tested grade.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.  Excerpted text should contain the assessed word to provide clear and sufficient context.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain appropriate words to assess knowledge of base words or affixes.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of words;</li><li>• words with construct similar to the correct response (e.g., same affix, same tense); and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 3**                      **Base Words**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

Read this sentence from the article.

**You can make a collection box of stuff to leave for birds so they can help themselves.**

Which word has the SAME base word as *collection*?

- A. collar
- ★ B. collector
- C. conclusion
- D. condition

**Sample Item 4**                      **Affixes**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read this sentence from the story.

**The little brown bird held tightly to a stem and flapped his wings.**

If *tight* means “firm,” what does *tightly* mean?

- A. to make firm
- B. able to be firm
- C. one who is firm
- ★ D. in a way that is firm

### **BENCHMARK LA.3.1.6.8**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.3.1.6.8</b> The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
<b>Clarification</b>	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or inference may be required to comprehend the meaning of the word.
<b>Content Focus</b>	Antonyms Synonyms
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess antonyms and synonyms.  Homophones and homographs should <b>not</b> be assessed.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.  The terms <i>antonym</i> and <i>synonym</i> should <b>not</b> be used in the stem construction. Wording should be similar to <i>means almost the same as</i> or <i>has the opposite meaning of</i> .
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain appropriate words to assess knowledge of antonyms and synonyms at grade level.

**Distractor Attributes**     Distractors may include, but are not limited to

- incorrect meanings of assessed words;
- meanings of the assessed words that are correct but are not appropriate for the context;
- words constructed similarly to the correct response (e.g., same affix, same tense);
- words and details drawn from the text but unrelated to the assessed word or test item; and
- plausible but incorrect distractors based on the text.

Note: When constructing answer choices using word pairs, the words within the pair should be the same part of speech.

**Sample Item 5                      Antonyms**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read this sentence from the story.

**Now his parents circled wildly above him, squawking and shrieking.**

Which word has the OPPOSITE meaning of the word *wildly*?

- A. bravely
- ★ B. calmly
- C. faithfully
- D. merrily

**Sample Item 6                      Synonyms**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Which pair of words from the story have almost the SAME meaning?

- ★ A. noticed, saw
- B. dropped, hung
- C. grabbed, spilled
- D. screamed, struggled

### **BENCHMARK LA.3.1.6.9**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.3.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.</b> <i>Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>
<b>Clarification</b>	The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text.  For shades of meaning, the student will analyze the word or phrase to determine small, subtle differences in meaning between related words (e.g., <i>glance</i> , <i>glare</i> , and <i>peek</i> all refer to the concept of looking, but each word has a different meaning or connotation).
<b>Content Focus</b>	Multiple Meanings Analyze Words in Text Shades of Meaning
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words with multiple meanings or shades of meaning.  The words should be assessed using words at or below grade level.  Excerpted text must contain clear and sufficient context for determining the meaning of the assessed word.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain words with multiple meanings or shades of meaning and must provide clear and sufficient information or context for the student to determine the correct meaning.



- Distractor Attributes**     Distractors may include, but are not limited to
- correct meanings of the assessed word but inappropriate to the text;
  - meanings drawn from the text but unrelated to the meaning of the assessed word or test item;
  - incorrect connotation of a word based on the use of the word in the text (use only to assess shades of meaning);
  - words constructed similarly to the correct response (e.g., same affix, same tense); and
  - plausible but incorrect distractors based on the text.

**Sample Item 7                      Multiple Meanings**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

Read this sentence from the article.

**Keep your bird station away from places where cats hang out.**

Which meaning of the word *station* is the SAME one used in the sentence above?

- ★ A. area
- B. job
- C. office
- D. situation

**Sample Item 8                      Multiple Meanings**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

Read this sentence from the article.

**Scientists think that the white stuff reminds birds of cotton fluff they find in the wild.**

Which sentence uses the word *wild* the SAME as it is used in the sentence above?

- A. The wild kitten would not let us pet it.
- B. My uncle makes us laugh with his wild stories.
- C. The swimmer enjoyed playing in the wild waves.
- ★ D. We saw the most beautiful flowers growing in the wild.

**Sample Item 9 Multiple Meanings**

The sample item below is based on “Swim, Baby, Swim!” on page G-2.

Read this sentence from the story.

**Now the little bird’s parents hopped around the cattails and called to their baby.**

Which sentence below uses the word *called* the same way it is used in the sentence above?

- ★ A. The teacher called my name twice.
- B. Susan called me on the phone to talk.
- C. My coach called the plays to the team.
- D. The new puppy was called Spot by the children.

**Sample Item 10 Analyze Words in Text**

The sample item below is based on “Birds Do It! RECYCLE!” on page G-5.

Read this sentence from the article.

**Even though birds can help us recycle some of our junk by using it to build nests, they also need to use lots of natural materials.**

What feeling does the word *junk* create?

- A. alarm
- ★ B. dislike
- C. uncertainty
- D. worry

**Sample Item 11 Shades of Meaning**

The sample item below is based on “Swim, Baby, Swim!” on page G-2.

Read this sentence from the story.

**One summer morning, a young blackbird clung to a cattail stem near his nest.**

Why does the author use the word *clung* instead of “held on” in the sentence above?

- ★ A. to show that the blackbird grips the stem tightly
- B. to show that the blackbird causes the stem to sag
- C. to show that the blackbird is ready to fly from the stem
- D. to show that the blackbird hugs the stem in a playful way

Grade 3

Reporting Category 2: Reading Application

GRADE 3			
Reporting Category 2: Reading Application			
Benchmark			Content Focus
Grade 3 Grade 4 Grade 5	LA.3.1.7.2 LA.4.1.7.2 LA.5.1.7.2	The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.  The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Author’s Perspective</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.3 LA.4.1.7.3 LA.5.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.  The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.  The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> <li>• Main Idea (stated or implied)</li> <li>• Relevant Details</li> <li>• Conclusions/ Inferences</li> <li>• Chronological Order</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.4 LA.4.1.7.4 LA.5.1.7.4	The student will identify cause-and-effect relationships in text.	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.5 LA.4.1.7.5 LA.5.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<ul style="list-style-type: none"> <li>• Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.6 LA.4.1.7.6 LA.5.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections.	<ul style="list-style-type: none"> <li>• Themes (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Topics (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.7 LA.4.1.7.7 LA.5.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts.  The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).  The student will compare and contrast elements in multiple texts.	<ul style="list-style-type: none"> <li>• Compare (similarities: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Contrast (differences: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>

**BENCHMARK LA.3.1.7.2**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.2 The student will identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.</b>
<b>Clarification</b>	The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within a text.
<b>Content Focus</b>	Author’s Purpose Author’s Perspective
<b>Content Limits</b>	Grade-level appropriate texts used in assessing author’s purpose should contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s purpose and perspective should be recognizable within texts.
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> <li>• facts and details that do not support the author’s purpose or represent the author’s perspective;</li> <li>• incorrect interpretations of the author’s purpose or perspective;</li> <li>• incorrect analysis or evaluation of the impact of the author’s purpose or perspective; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul> <p>Note: Distractors should <b>not</b> be a list of general categories (e.g., to inform, to persuade) but should include specific examples related to the text.</p>

**Sample Item 12**      **Author’s Purpose**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

What is the MOST LIKELY reason the author wrote the story “Swim, Baby, Swim!”?

- A. to show how pond animals live
- ★ B. to tell about a bird learning to fly
- C. to explain why fish hunt young birds
- D. to describe how animals raise their babies

**Sample Item 13**      **Author’s Perspective**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

With which statement would the author of this article MOST LIKELY agree?

- ★ A. Birds show us how to recycle.
- B. Birds create trash for us to recycle.
- C. Birds need our help to build their nests.
- D. Birds prefer natural materials in their nests.

**Sample Item 14**      **Author’s Perspective**

The sample item below is based on “The Better Birdhouse!” on page G–7.

With which statement would the author MOST LIKELY agree?

- A. Building a birdhouse can be very expensive.
- B. Bird watching should be done in a forest or park.
- ★ C. If people would try bird watching, they would like it.
- D. If children want to build birdhouses, they can do it alone.

### **BENCHMARK LA.3.1.7.3**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.</b>
<b>Clarification</b>	The student will determine the main idea (stated or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
<b>Content Focus</b>	Main Idea (stated or implied) Relevant Details Conclusions/Inferences Chronological Order
<b>Content Limits</b>	Grade-level appropriate texts should include an identifiable main idea (stated or strongly implied) and relevant details from which students may draw logical conclusions or make appropriate inferences. In addition, texts may include a clear, identifiable chronological order (sequence of events).  Paraphrasing should <b>not</b> be assessed.  Items may assess a student’s ability to identify a strongly stated main idea.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include a main idea (stated or strongly implied), relevant details, and an identifiable chronological order that will enable students to draw logical conclusions and make appropriate inferences.

**Distractor Attributes**     Distractors may include, but are not limited to

- details that do not support the main idea;
- incorrect interpretations of the main idea that are too broad, too narrow, or are a specific fact;
- incorrect inferences or conclusions based on details found in the text;
- events that are drawn from the text and presented out of order; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** assess a student’s ability to identify details of least importance when assessing a main idea statement.

Note: A main idea should be stated in a complete sentence.

**Sample Item 15                    Main Idea**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

What is the MOST important lesson the young bird learns in this story?

- A. Stay close to your nest.
- ★ B. Be careful where you land.
- C. Swimming is easier than flying.
- D. The marsh is safer than the pond.

**Sample Item 16                    Relevant Details**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

At the end of the story, where does the young bird finally feel safe?

- A. on the shore
- ★ B. in the cattails
- C. in the farm pond
- D. on a willow branch

**Sample Item 17                    Chronological Order**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

What happens AFTER the baby bird falls into the pond but BEFORE he is noticed by the bass?

- ★ A. He learns to swim.
- B. He reaches the shore.
- C. He is saved by an otter.
- D. He is fed by his parents.

### **BENCHMARK LA.3.1.7.4**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.4 The student will identify cause-and-effect relationships in text.</b>
<b>Clarification</b>	The student will identify cause-and-effect relationships within texts. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
<b>Content Focus</b>	Cause and Effect
<b>Content Limits</b>	Grade-level appropriate texts used in assessing cause-and-effect relationships should contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships.
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts should include an identifiable cause-and-effect relationship that may be stated or implied.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"><li>• incorrect causal relationships based on the text;</li><li>• incorrect rationales and/or interpretations of implied causal relationships; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: When constructing cause-and-effect items using literary texts, it is preferred that interactions and situations between characters be attributed to Benchmark LA.3.2.1.2 and the content focus of character development and/or character point of view.</p>



**Sample Item 18**                      **Cause and Effect**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

What probably causes birds to choose white yarn over other colors for building their nests?

- A. It is short.
- B. It is warm.
- ★ C. It looks like cotton in the wild.
- D. It looks like lint from a clothes dryer.

**Sample Item 19**                      **Cause and Effect**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Why does the little bird fall in the pond?

- ★ A. He slips off a thin branch.
- B. He is learning how to swim.
- C. His wings get tired from flying.
- D. His wing tips dip too low in the water.

**Sample Item 20**                      **Cause and Effect**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Why do the young bird’s parents call and scream AFTER he makes it to the shore?

- A. They are telling their son to fly to the marsh.
- ★ B. They are trying to frighten away other animals.
- C. They are thanking the otter for chasing the fish.
- D. They are yelling at their son for falling in the pond.

### **BENCHMARK LA.3.1.7.5**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.</b>
<b>Clarification</b>	The student will identify the text structures/organizational patterns and determine how they impact meaning within texts.
<b>Content Focus</b>	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)
<b>Content Limits</b>	<p>Text structures found within grade-level appropriate texts should be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order).</p> <p>Text features should <b>not</b> be assessed in this benchmark but will be assessed in LA.3.2.2.1 for literary text and in LA.3.6.1.1 for informational text.</p>
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Informational texts are more suited than literary texts toward item development for this benchmark; however, a literary text may occasionally be appropriate (e.g., one that utilizes sequence of events, comparison/contrast, or cause/effect).</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Text structures must be clearly evident as indicated by signal words and phrases.</p> <p>Texts should contain an identifiable organizational pattern.</p>

**Distractor Attributes**

Distractors may include, but are not limited to

- incorrect interpretations of text structures/organizational patterns;
- incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;
- incorrect details drawn from the text;
- incorrect sequence of events (chronological order); and
- plausible but incorrect distractors based on the text.

Note: Distractors should include a brief elaboration on how the organizational pattern impacts meaning in the text and should **not** be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect).

**Sample Item 21**                      **Text Structures/Organizational Patterns**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

How does the author organize “Birds Do It! RECYCLE!”?

- A. by listing the steps birds use to build nests
- B. by comparing the different nests birds build
- ★ C. by explaining how birds recycle materials to build nests
- D. by contrasting the different materials birds use to build nests

**Sample Item 22**                      **Text Structures/Organizational Patterns**

The sample item below is based on “The Better Birdhouse!” on page G–7.

How does the author MOSTLY explain how to build a birdhouse?

- A. by solving safety problems
- B. by identifying natural materials
- ★ C. by providing detailed directions
- D. by comparing different types of birds

### **BENCHMARK LA.3.1.7.6**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.</b>
<b>Clarification</b>	<p>The student will identify themes (e.g., save our Earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within a text.</p> <p>Note: In Grade 3, students are required to work within only one text.</p>
<b>Content Focus</b>	Themes (Grade 3 within one text) Topics (Grade 3 within one text)
<b>Content Limits</b>	Grade-level appropriate texts used to assess themes or topics must have a clear and identifiable theme or topic.
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts should include a readily identifiable theme or topic.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"><li>• facts and details that may contribute to but do not significantly support the theme or topic;</li><li>• facts, details, or ideas drawn from the text but unrelated to the test item;</li><li>• incorrect interpretations of the theme or topic;</li><li>• a summary statement that is unrelated to the overall theme; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship).</p> <p>Note: A theme should be stated in a complete sentence or a phrase (e.g., <i>the rewards of old age</i>, or <i>Old age can be a time of great satisfaction</i>).</p> <p>Note: A topic should be stated in a word or phrase.</p>

**Sample Item 23**                      **Themes**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

What is the theme of the story?

- A. Stay close to your home.
- ★ B. Learn from your experiences.
- C. Keep away from your enemies.
- D. Listen carefully to your parents.

**Sample Item 24**                      **Topics**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

What topic is covered in this article?

- A. collecting trash
- B. protecting nature
- ★ C. recycling in nature
- D. decorating with scraps

### **BENCHMARK LA.3.1.7.7**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.3.1.7.7 The student will compare and contrast elements, settings, characters, and problems in two texts.</b>
<b>Clarification</b>	<p>The student will identify similarities between elements within one text or will identify differences between elements within one text (e.g., between two settings, characters, or problems).</p> <p>Note: In Grade 3, students are required to work within only <b>one</b> text.</p>
<b>Content Focus</b>	<p>Compare (similarities: Grade 3 within one text) Contrast (differences: Grade 3 within one text)</p>
<b>Content Limits</b>	<p>Grade-level appropriate texts should include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea.</p> <p>When constructing compare-and-contrast items using literary text, situations involving one or more characters changing over time should be assessed under LA.3.2.1.2 and the content focus of character development.</p> <p>When constructing a test item, <i>alike</i> or <i>different</i> is the preferred wording for this benchmark; however, in Grade 3, these words should appear in all capital letters.</p> <p>Similarities and differences should <b>not</b> be assessed together in a single item.</p>
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts within one text.</p> <p>Texts should include elements that compare or contrast.</p> <p>To assess this benchmark within a text, items should be based on elements that can be compared or contrasted.</p>

**Distractor Attributes**     Distractors may include, but are not limited to

- incorrect comparisons;
- incorrect contrasts;
- similarities or differences that are drawn from the text but unrelated to the test item;
- facts and details drawn from the text but unrelated to the test item; and
- plausible but incorrect distractors based on the text.

Note: When constructing a comparison item, distractors should **not** contrast elements. When constructing a contrast item, distractors should **not** compare elements.

**Sample Item 25            Compare**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

Read this sentence from the article “Birds Do It! RECYCLE!”

**Yarn is big on an oriole’s shopping list when nest building.**

What is the author comparing an oriole to in the sentence above?

- A. a bird that can write
- B. a bird that collects paper
- C. a person who lives in a house
- ★ D. a person who buys things at a store

**Sample Item 26            Compare**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

How are the otter and the bass ALIKE?

- ★ A. They look for food.
- B. They chase the little bird.
- C. They try to warn the little bird.
- D. They swim slowly in the pond.

<b>GRADE 3</b>		
<b>Reporting Category 3: Literary Analysis—Fiction/Nonfiction</b>		
<b>Benchmark</b>		<b>Content Focus</b>
<b>Grade 3</b>	<b>LA.3.2.1.2</b>	<b>The student will identify and explain the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction.</b>
Grade 4	LA.4.2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/ resolution, and theme in a variety of fiction.
Grade 5	LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.
<b>Grade 3</b>	<b>LA.3.2.1.7</b>	<b>The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</b>
Grade 4	LA.4.2.1.7	
Grade 5	LA.5.2.1.7	

- **Character Development**
- **Character Point of View**
- **Setting**
- **Plot Development**
- **Problem/Resolution**

- **Descriptive Language (e.g., mood, imagery)**
- **Figurative Language (e.g., simile, metaphor, personification)**



**BENCHMARK LA.3.2.1.2**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.</b>
<b>Clarification</b>	<p>The student will identify and interpret elements of story structure within a text. The student will also identify and interpret other literary elements, such as character development, character point of view, setting, and plot within a text. In addition, the student will identify how story events in the text contribute to problem/resolution.</p> <p>Note: In Grade 3, students are required to work within only one text.</p>
<b>Content Focus</b>	Character Development Character Point of View Setting Plot Development Problem/Resolution
<b>Content Limits</b>	<p>Texts should be grade-level appropriate and contain identifiable literary elements (e.g., character development, character point of view, setting, plot development, problem/resolution).</p> <p>Students should <b>not</b> be tested on exposition or theme. (Theme is tested under LA.3.1.7.6.)</p>
<b>Text Attributes</b>	<p>Texts should be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>To assess this benchmark, items should be based on one text that contains a variety of literary elements.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> <li>• details that may contribute to but do not significantly support plot, character development, and problem/resolution;</li> <li>• facts, details, or ideas drawn from the text but unrelated to the test item;</li> <li>• inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul>

**Sample Item 27**                      **Character Development**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

How do the parents change from BEFORE the baby bird falls into the pond to AFTER he lands on the shore?

- A. First they are calm; then they are anxious.
- B. First they are peaceful; then they are restless.
- C. First they are protective; then they are relaxed.
- ★ D. First they are nervous; then they are frightened.

**Sample Item 28**                      **Character Development**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Which word BEST describes the parents in this story?

- A. brave
- B. curious
- C. gentle
- ★ D. protective

**Sample Item 29**                      **Problem/Resolution**

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

What is the young bird’s MAIN problem in the story?

- A. finding the marsh
- B. drying his feathers
- ★ C. getting out of the pond
- D. escaping from the otter

### **BENCHMARK LA.3.2.1.7**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.3.2.1.7 The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</b>
<b>Clarification</b>	The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-level appropriate texts.
<b>Content Focus</b>	Descriptive Language (e.g., mood, imagery) Figurative Language (e.g., simile, metaphor, personification)
<b>Content Limits</b>	Grade-level appropriate texts should contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification).  Idioms and symbolism should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts may be literary or informational and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• examples of descriptive language or figurative language drawn from the text but unrelated to the test item;</li><li>• inaccurate interpretations of descriptive language or figurative language; and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

Note: If two descriptive language distractors are used, they must be balanced with two figurative language distractors. The correct answer determines the content focus for the item.

Note: Distractors may also include all descriptive language examples or all figurative language examples.

Note: When assessing the author’s mood (e.g., happy, sad, angry) in a text, whenever possible, distractors should **not** be a list of words but should include specific examples related to the text.

### Sample Item 30                      Descriptive Language

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read these sentences from the story.

**Meanwhile, the bird’s frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.**

What mood does the author create by writing that the bird’s parents *shrieked and screamed*?

- A. gloomy
- B. joyful
- C. proud
- ★ D. scary

### Sample Item 31                      Figurative Language

The sample item below is based on “Swim, Baby, Swim!” on page G–2.

Read the following sentences from the story.

**Now the little bird’s parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.**

How is the author comparing the little bird’s parents to human parents?

- A. like humans feeding their children
- ★ B. like humans warning their children
- C. like humans teaching their children
- D. like humans comforting their children

<b>GRADE 3</b>		
<b>Reporting Category 4: Informational Text/Research Process</b>		
<b>Benchmark</b>		<b>Content Focus</b>
Grade 3	LA.3.2.2.1	<b>The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).</b>
Grade 4	LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
Grade 5	LA.5.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).
<b>Content Focus</b>		
<ul style="list-style-type: none"> <li>• Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)</li> </ul>		
Grade 3	LA.3.6.1.1	<b>The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.</b>
Grade 4	LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
Grade 5	LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
<b>Content Focus</b>		
<ul style="list-style-type: none"> <li>• Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)</li> <li>• Locate, Interpret, Organize Information</li> </ul>		
Grade 5	LA.5.6.2.2	The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.
<b>Content Focus</b>		
<ul style="list-style-type: none"> <li>• Determine the Validity and Reliability of Information (within/across texts)</li> </ul>		

**BENCHMARK LA.3.2.2.1**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>2</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
<b>Benchmark</b>	<b>LA.3.2.2.1 The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).</b>
<b>Clarification</b>	The student will identify and determine meaning from a variety of text features.
<b>Content Focus</b>	Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)
<b>Content Limits</b>	Text features should be assessed within grade-level appropriate literary nonfiction texts (e.g., biographies, autobiographies, diary entries, memoirs) or literary fictional texts when appropriate.  Texts should include a single, identifiable text feature or a variety of text features.  Tables of contents, glossaries, indices, and key/guide words should <b>not</b> be assessed.
<b>Text Attributes</b>	Literary nonfiction texts are more suited than literary fictional texts toward item development for this benchmark; however, a literary text may occasionally be appropriate.  Stimuli found in texts may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.

## Reporting Category 4: Informational Text/Research Process

- Distractor Attributes**     Distractors may include, but are not limited to
- facts, details, or other information drawn from text features but unrelated to the test item;
  - incorrect analysis and interpretation of text features;
  - incorrect or irrelevant information drawn from text features; and
  - plausible but incorrect distractors based on the text.

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?;* or
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

**Sample Item 32                      Text Features**

The sample item below is based on “Swim, Baby, Swim!” on page G–2 and references the illustration on page G–2.

Which sentence from the story BEST describes what is happening in the illustration on the first page of the story?

- A. He fluffed up his feathers.
- B. He dipped his wing tips low into the water.
- C. The little bird blinked his dark eyes and looked around.
- ★ D. The little brown bird held tightly to a stem and flapped his wings.

**Sample Item 33                      Text Features**

The sample item below is based on “Swim, Baby, Swim!” on page G–2 and references the illustration on page G–3.

What is the purpose of the illustration on the second page of the story?

- A. to show why the baby bird slips
- B. to show who helps the baby bird
- C. to show how the baby bird escapes the bass
- ★ D. to show how the baby bird reaches the shore

**BENCHMARK LA.3.6.1.1**

<b>Strand</b>	<b>6</b> Information and Media Literacy
<b>Standard</b>	<b>1</b> The student comprehends the wide array of informational text that is part of our day to day experiences.
<b>Benchmark</b>	<b>LA.3.6.1.1</b> The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
<b>Clarification</b>	<p>The student will identify and determine meaning from a variety of text features.</p> <p>Note: In Grade 3, students are required to work within only one text.</p>
<b>Content Focus</b>	<p>Locate, Interpret, Organize Information</p> <p>Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)</p>
<b>Content Limits</b>	<p>Text features should be assessed using grade-level appropriate texts that may include, but are not limited to, informational articles and functional reading materials (e.g., websites, consumer documents, how-to articles, brochures, fliers, other real-world documents).</p> <p>Texts should include a single, identifiable text feature or a variety of text features.</p> <p>Making a report, conducting interviews, preparing to take a test, and performing a task should <b>not</b> be assessed.</p>
<b>Text Attributes</b>	<p>Texts should be informational.</p> <p>Stimuli found in texts may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.</p> <p>Texts may include, but are not limited to, grade-level appropriate informational articles and functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).</p>



**Distractor Attributes**

Distractors may include, but are not limited to

- facts, details, or other information drawn from text features but unrelated to the test item;
- incorrect analysis and interpretation of text features;
- incorrect or irrelevant information drawn from text features; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?;* or
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

**Sample Item 34****Locate, Interpret, Organize Information**

The sample item below is based on “Birds Do It! RECYCLE!” on page G–5.

Under which heading would you MOST LIKELY find information on materials birds find in the wild?

- A. *Picky, Picky*
- B. *What A Yarn*
- C. *For The Birds!*
- ★ D. *Do It Naturally*

**Sample Item 35****Text Features**

The sample item below is based on “The Better Birdhouse!” on page G–7.

Based on the flier, what is the purpose for the twigs, grass, and moss listed in the *Materials you will need* section?

- A. to make the birdhouse stronger
- B. to make the birdhouse look larger
- C. to make the birdhouse more beautiful
- ★ D. to make the birdhouse look more natural

**SPECIFICATIONS  
FOR  
GRADE 4**

## Grade 4

## Reporting Category 1: Vocabulary

GRADE 4			
Reporting Category 1: Vocabulary			
Benchmark			Content Focus
Grade 3	LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.	<ul style="list-style-type: none"> <li>Context Clues</li> </ul>
Grade 4	LA.4.1.6.3		
Grade 5	LA.5.1.6.3		
Grade 3	LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	<ul style="list-style-type: none"> <li>Base Words</li> <li>Affixes</li> <li>Roots (Grade 5)</li> </ul>
Grade 4	LA.4.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	
Grade 5	LA.5.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i>	
Grade 3	LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	<ul style="list-style-type: none"> <li>Antonyms</li> <li>Synonyms</li> </ul>
Grade 4	LA.4.1.6.8		
Grade 5	LA.5.1.6.8		
Grade 3	LA.3.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	<ul style="list-style-type: none"> <li>Multiple Meanings</li> <li>Analyze Words in Text</li> <li>Shades of Meaning</li> </ul>
Grade 4	LA.4.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	
Grade 5	LA.5.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	

### **BENCHMARK LA.4.1.6.3**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words.</b>
<b>Clarification</b>	The student, using context clues, will identify the meaning of an unfamiliar word.
<b>Content Focus</b>	Context Clues
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words unfamiliar to most students.  Excerpted text should contain clear and sufficient context for determining the meaning of the assessed word.  If an item stem directs the student back to the text to determine the meaning of an unfamiliar word, the text should contain clear and sufficient context for determining the meaning of the assessed word.  The assessed word should be no more than two grade levels above the tested grade.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of the assessed word;</li><li>• meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;</li><li>• contextual meanings drawn from the text but unrelated to the assessed word or test item; and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 36**      **Context Clues**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read this sentence from the passage.

**Miss Bilberry was so tired that she slept all afternoon in her hammock, which she strung between two swaying palms, exactly as before.**

What does the word *strung* mean in the sentence above?

- ★ A. She hung the hammock up.
- B. She sat in the hammock and rocked.
- C. She made the hammock out of rope.
- D. She lay down on the hammock and rested.

**Sample Item 37**      **Context Clues**

The sample item below is based on “Learning to Sing” on page G–11.

Read these sentences from the text box “Sing Like a Pro.”

**If you’re singing in the school chorus, don’t try to sing louder than the person next to you. You will only strain your voice.**

What does the word *strain* mean as used in the sentences above?

- ★ A. hurt
- B. improve
- C. strengthen
- D. tire

### **BENCHMARK LA.4.1.6.7**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</b>
<b>Clarification</b>	The student will identify familiar base words with prefixes and/or suffixes to determine the meanings of complex words in a text. Simple analysis and/or inference may be required.
<b>Content Focus</b>	Base Words Affixes
<b>Content Limits</b>	Grade-level appropriate texts should contain vocabulary for assessing prefixes (e.g., <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i> ), suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> , <i>-ly</i> , <i>-or</i> , <i>-ness</i> ), and base words.  Assessed words should be no more than two grade levels above the tested grade.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.  Excerpted text should contain the assessed word to provide clear and sufficient context.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain appropriate words to assess knowledge of base words or affixes.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of words;</li><li>• words with construct similar to the correct response (e.g., same affix, same tense); and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 38**                      **Base Words**

The sample item below is based on “Learning to Sing” on page G–11.

Read this sentence from the article.

**Her voice teacher discovered that nineteen-year-old Carol had an exceptionally beautiful soprano voice—the highest singing voice for women.**

What is the base word for the word *discovered*?

- A. red
- B. over
- C. disc
- ★ D. cover

**Sample Item 39**                      **Affixes**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read this sentence from the passage.

**When Miss Bilberry caught up they all unpacked the boxes and emptied the bags.**

If *packed* means to put items in a container, what does *unpacked* mean?

- ★ A. to take items out of a container
- B. to put items in a container again
- C. to give away items from a container
- D. to put items in a container beforehand

### **BENCHMARK LA.4.1.6.8**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.</b>
<b>Clarification</b>	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or inference may be required to comprehend the meaning of the word.
<b>Content Focus</b>	Antonyms Synonyms
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess antonyms and synonyms.  Homophones and homographs should <b>not</b> be assessed.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain appropriate words to assess knowledge of antonyms and synonyms at grade level.



**Distractor Attributes**

Distractors may include, but are not limited to

- incorrect meanings of assessed words;
- meanings of the assessed words that are correct but are not appropriate for the context;
- words constructed similarly to the correct response (e.g., same affix, same tense);
- words and details drawn from the text but unrelated to the assessed word or test item; and
- plausible but incorrect distractors based on the text.

Note: When constructing answer choices using word pairs, the words within the pair should be the same part of speech.

**Sample Item 40                      Antonyms**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read this sentence from the passage.

**Miss Bilberry lived in a pale yellow house at the base of the great blue mountains with a dog named Cecilie, a cat called Chester, and two birds called Chitty and Chatty.**

Which word has the OPPOSITE meaning of the word *pale*?

- ★ A. dark
- B. fancy
- C. pretty
- D. tiny

**Sample Item 41                      Synonyms**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Which pair of words from the passage have almost the SAME meaning?

- A. played, waved
- B. sighed, snarled
- C. bothered, climbed
- ★ D. emptied, unpacked

### **BENCHMARK LA.4.1.6.9**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.</b> <i>Also assesses LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>
<b>Clarification</b>	The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text.  For shades of meaning, the student will analyze the word or phrase to determine small, subtle differences in meaning between related words (e.g., <i>glance</i> , <i>glare</i> , and <i>peek</i> all refer to the concept of looking, but each word has a different meaning or connotation).
<b>Content Focus</b>	Multiple Meanings Analyze Words in Text Shades of Meaning
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words with multiple meanings or shades of meaning.  The words should be assessed using words at or below grade level.  Excerpted text must contain clear and sufficient context for determining the meaning of the assessed word.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain words with multiple meanings or shades of meaning and must provide clear and sufficient information or context for the student to determine the correct meaning.

- Distractor Attributes**     Distractors may include, but are not limited to
- correct meanings of the assessed word but inappropriate to the text;
  - meanings drawn from the text but unrelated to the meaning of the assessed word or test item;
  - incorrect connotation of a word based on the use of the word in the text (use only to assess shades of meaning);
  - words constructed similarly to the correct response (e.g., same affix, same tense); and
  - plausible but incorrect distractors based on the text.

**Sample Item 42                      Multiple Meanings**

The sample item below is based on “Learning to Sing” on page G–11.

Read this sentence from the article.

**Talented singers have the power to affect us in many ways—emotionally, physically, and mentally.**

Which sentence uses the word *power* the SAME way it is used in the sentence above?

- ★ A. My teddy bear has the power to comfort me.
- B. Our government has the power to make laws.
- C. Our lights blinked off when our block lost power.
- D. My friend did not have the power to finish the race.

**Sample Item 43                      Multiple Meanings**

The sample item below is based on “Learning to Sing” on page G–11.

Read this sentence from the article.

**“Put your heart into your singing and enjoy it,” says Carol, “because singing is a great joy.”**

What is the meaning of the word *great* as it is used in the sentence above?

- A. countless
- B. important
- C. large
- ★ D. outstanding

**Sample Item 44 Analyze Words in Text**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read this sentence from the passage.

**Each morning when the sun shone in her window, Miss Bilberry leapt out of bed.**

Why does the author use the word *leapt* in the sentence above?

- ★ A. to show how happy Miss Bilberry is
- B. to show how jealous Miss Bilberry is
- C. to show how peaceful Miss Bilberry is
- D. to show how stubborn Miss Bilberry is

**Sample Item 45 Shades of Meaning**

The sample item below is based on “Living on the Edge of Danger” on page G–14.

Read these sentences from the article.

**Their whole colony stays in the nest until the sand temperature outside gets to about 116 degrees. Then a few scouts give a signal, and hundreds of ants come pouring out.**

Why does the author use the word *pouring* instead of “crawling” in the sentence above?

- ★ A. to show that the colony of ants exits the nest quickly
- B. to show that the colony of ants moves in a specific direction
- C. to show that the heat makes the ants uncomfortable in their nest
- D. to show that the ants become confused when they leave the nest

**Sample Item 46 Shades of Meaning**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read these sentences from the passage.

**“This is the wrong way,” snarled Chester.**

**“No it isn’t,” snapped Cecilie.**

By using the word *snapped* instead of “said” or “replied” in the sentence above, the author shows that Cecilie is

- ★ A. cross.
- B. daring.
- C. strong.
- D. worried.

## Grade 4

## Reporting Category 2: Reading Application

GRADE 4			
Reporting Category 2: Reading Application			
Benchmark			Content Focus
Grade 3 Grade 4 Grade 5	LA.3.1.7.2 LA.4.1.7.2 LA.5.1.7.2	The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.  The student will identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text.	<ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Author's Perspective</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.3 LA.4.1.7.3 LA.5.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.  The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.  The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> <li>• Main Idea (stated or implied)</li> <li>• Relevant Details</li> <li>• Conclusions/ Inferences</li> <li>• Chronological Order</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.4 LA.4.1.7.4 LA.5.1.7.4	The student will identify cause-and-effect relationships in text.	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.5 LA.4.1.7.5 LA.5.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<ul style="list-style-type: none"> <li>• Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.6 LA.4.1.7.6 LA.5.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections.	<ul style="list-style-type: none"> <li>• Themes (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Topics (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.7 LA.4.1.7.7 LA.5.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts.  The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).  The student will compare and contrast elements in multiple texts.	<ul style="list-style-type: none"> <li>• Compare (similarities: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Contrast (differences: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>

## **BENCHMARK LA.4.1.7.2**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.2 The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.</b>
<b>Clarification</b>	The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within or across texts.
<b>Content Focus</b>	Author’s Purpose Author’s Perspective
<b>Content Limits</b>	Grade-level appropriate texts used in assessing author’s purpose should contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s purpose and perspective should be recognizable within or across texts.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• facts and details that do not support the author’s purpose or represent the author’s perspective;</li><li>• incorrect interpretations of the author’s purpose or perspective;</li><li>• incorrect analysis or evaluation of the impact of the author’s purpose or perspective; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> Note: Distractors should <b>not</b> be a list of general categories (e.g., to inform, to persuade) but should include specific examples related to the text.

**Sample Item 47**                      **Author’s Purpose**

The sample item below is based on “Play a Game” on page G–13.

Why did the author MOST likely write “Play a Game”?

- A. to list the parts of a license plate
- B. to inform readers about field trips
- ★ C. to give ideas for activities while traveling
- D. to entertain readers with a story about traveling

**Sample Item 48**                      **Author’s Purpose**

The sample item below is based on “Living on the Edge of Danger” on page G–14.

Which statement BEST describes the author’s view of the silver ants?

- A. The author respects the ants’ hunting skills.
- ★ B. The author respects the ants’ ability to adapt.
- C. The author believes the ants live dangerous lives.
- D. The author believes the ants prefer high temperatures.

### **BENCHMARK LA.4.1.7.3**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.3</b> The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.
<b>Clarification</b>	The student will determine the main idea (stated or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within or across grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
<b>Content Focus</b>	Main Idea (stated or implied) Relevant Details Conclusions/Inferences Chronological Order
<b>Content Limits</b>	Grade-level appropriate texts should include an identifiable main idea (stated or strongly implied) and relevant details from which students may draw logical conclusions or make appropriate inferences. In addition, texts may include a clear, identifiable chronological order (sequence of events).  Paraphrasing should <b>not</b> be assessed.  Items may assess a student's ability to identify a strongly stated main idea.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include a main idea (stated or strongly implied), relevant details, and an identifiable chronological order that will enable students to draw logical conclusions and make appropriate inferences.



**Distractor Attributes**     Distractors may include, but are not limited to

- details that do not support the main idea;
- incorrect interpretations of the main idea that are too broad, too narrow, or are a specific fact;
- incorrect inferences or conclusions based on details found in the text;
- events that are drawn from the text and presented out of order; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** assess a student’s ability to identify details of least importance when assessing a main idea statement.

Note: A main idea should be stated in a complete sentence.

**Sample Item 49                      Relevant Details**

The sample item below is based on “Learning to Sing” on page G–11.

Which is a way to improve your breathing for singing?

- A. Take the air in quickly.
- B. Bring the air in noisily.
- C. Push the air out powerfully.
- ★D. Let the air come out slowly.

**Sample Item 50                      Conclusions/Inferences**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Why are the mountains in front of the house once Miss Bilberry has moved?

- A. Miss Bilberry has been tricked by her pets.
- B. Miss Bilberry moves close to her old house.
- C. Miss Bilberry discovers different mountains.
- ★D. Miss Bilberry ends the journey where she began.

**Sample Item 51**      **Chronological Order**

The sample item below is based on “Across the Blue Mountains” on page G–8.

What happens **AFTER** everyone loads the cart with supplies but **BEFORE** everyone gets lost?

- A. Everyone helps pack boxes.
- ★ B. Everyone waves bye to the house.
- C. Miss Bilberry announces the move.
- D. Miss Bilberry thinks about her happiness.

### **BENCHMARK LA.4.1.7.4**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.4 The student will identify cause-and-effect relationships in text.</b>
<b>Clarification</b>	The student will identify cause-and-effect relationships within texts. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
<b>Content Focus</b>	Cause and Effect
<b>Content Limits</b>	Grade-level appropriate texts used in assessing cause-and-effect relationships should contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships.
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts should include an identifiable cause-and-effect relationship that may be stated and/or implied.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"><li>• incorrect causal relationships based on the text;</li><li>• incorrect rationales and/or interpretations of implied causal relationships; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: When constructing cause-and-effect items using literary texts, it is preferred that interactions and situations between characters be attributed to Benchmark LA.4.2.1.2 and the content focus of character development and/or character point of view.</p>

**Sample Item 52 Cause and Effect**

The sample item below is based on “Learning to Sing” on page G–11.

Based on the text box “Sing Like a Pro,” what might happen if you sing very loudly in a chorus?

- ★ A. You can damage your voice.
- B. You can develop stronger lungs.
- C. You can sing higher than before.
- D. You can hurt your abdominal muscles.

**Sample Item 53 Cause and Effect**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Why does Miss Bilberry want to move?

- A. She is lonely in the pale yellow house.
- B. She is looking for an exciting adventure.
- C. She wants more space for her vegetable garden.
- ★ D. She thinks she will be more content somewhere else.

## **BENCHMARK LA.4.1.7.5**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.5</b> The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.
<b>Clarification</b>	The student will identify the text structures/organizational patterns and determine how they impact meaning within texts.
<b>Content Focus</b>	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)
<b>Content Limits</b>	<p>Text structures found within grade-level appropriate texts should be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order).</p> <p>Text features should <b>not</b> be assessed in this benchmark but will be assessed in LA.4.2.2.1 for literary text and in LA.4.6.1.1 for informational text.</p>
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Informational texts are more suited than literary texts toward item development for this benchmark; however, a literary text may occasionally be appropriate (e.g., one that utilizes sequence of events, comparison/contrast, or cause/effect).</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Text structures must be clearly evident as indicated by signal words and phrases.</p> <p>Texts should contain an identifiable organizational pattern.</p>

- Distractor Attributes**     Distractors may include, but are not limited to
- incorrect interpretations of text structures/organizational patterns;
  - incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;
  - incorrect details drawn from the text;
  - incorrect sequence of events (chronological order); and
  - plausible but incorrect distractors based on the text.

Note: Distractors should include a brief elaboration on how the organizational pattern impacts meaning in the text and should **not** be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect).

**Sample Item 54                      Text Structures/Organizational Patterns**

The sample item below is based on “Across the Blue Mountains” on page G–8.

At the end of the passage, why does the author repeat her description of the house?

- A. to show why Chester was angry about moving from the house again
- B. to let readers know that Miss Bilberry would probably move again
- C. to show why Miss Bilberry was happy when they left the old house
- ★ D. to let readers know that Chester realizes the truth about the new house

**Sample Item 55                      Text Structures/Organizational Patterns**

The sample item below is based on “Learning to Sing” on page G–11.

The author organized the text box “Sing Like a Pro” to

- A. give steps for breathing properly.
- ★ B. advise how anyone can sing better.
- C. explain why Carol became a singer.
- D. describe how Carol improved her voice.

**Sample Item 56                      Text Structures/Organizational Patterns**

The sample item below is based on “Play a Game” on page G–13.

How does the author help readers to BETTER understand how to play the license plate games?

- A. by listing name suggestions
- ★ B. by giving the order of playing
- C. by comparing areas of the country
- D. by giving the consequences of a mistake

## **BENCHMARK LA.4.1.7.6**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.</b>
<b>Clarification</b>	The student will identify themes (e.g., save our Earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within texts.
<b>Content Focus</b>	Themes (Grades 4–5 within/across texts) Topics (Grades 4–5 within/across texts)
<b>Content Limits</b>	Grade-level appropriate texts used to assess themes or topics must have a clear and identifiable theme or topic.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include a readily identifiable theme or topic.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• facts and details that may contribute to but do not significantly support the theme or topic;</li><li>• facts, details, or ideas drawn from the text but unrelated to the test item;</li><li>• incorrect interpretations of the theme or topic;</li><li>• a summary statement that is unrelated to the overall theme; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship).</p> <p>Note: A theme should be stated in a complete sentence or a phrase (e.g., <i>the rewards of old age</i>, or <i>Old age can be a time of great satisfaction</i>).</p> <p>Note: A topic should be stated in a word or phrase.</p>

**Sample Item 57**                      **Themes**

The sample item below is based on “Across the Blue Mountains” on page G–8.

What is the theme of this passage?

- A. Everyone has a special talent.
- ★ B. Be happy with what you have.
- C. Include others in your decisions.
- D. Follow friends wherever they go.

**Sample Item 58**                      **Topics**

The sample item below is based on “Living on the Edge of Danger” on page G–14.

What is the topic of “Living on the Edge of Danger”?

- ★ A. how a silver ant survives
- B. predators of the Sahara desert
- C. the climate of the Sahara desert
- D. where a silver ant finds its food



### **BENCHMARK LA.4.1.7.7**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).</b>
<b>Clarification</b>	The student will identify similarities between elements within or across texts or will identify differences between elements within or across texts.
<b>Content Focus</b>	Compare (similarities: Grades 4–5 within/across texts) Contrast (differences: Grades 4–5 within/across texts)
<b>Content Limits</b>	Grade-level appropriate texts should include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea.  When constructing compare-and-contrast items using literary text, situations involving one or more characters changing over time should be assessed under LA.4.2.1.2 and the content focus of character development.  When constructing a test item, <i>similarities</i> or <i>differences</i> is the preferred wording for this benchmark.  Similarities and differences should <b>not</b> be assessed together in a single item.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include elements that compare and/or contrast.  To assess this benchmark across texts, items should be based on two related texts containing elements that can be compared or contrasted.  To assess this benchmark within a text, items should be based on elements that can be compared or contrasted.

**Distractor Attributes**     Distractors may include, but are not limited to

- incorrect comparisons;
- incorrect contrasts;
- similarities or differences that are drawn from the text but unrelated to the test item;
- facts and details drawn from the text but unrelated to the test item; and
- plausible but incorrect distractors based on the text.

Note: When constructing a comparison item, distractors should **not** contrast elements. When constructing a contrast item, distractors should **not** compare elements.

**Sample Item 59**             **Compare**

The sample item below is based on “Across the Blue Mountains” on page G–8.

How is Miss Bilberry’s life at the new house SIMILAR to what it was before?

- A. Her pets are troubled.
- B. She still wants to move.
- ★ C. Her surroundings are the same.
- D. She still wishes for companions.

**Sample Item 60**             **Contrast**

The sample item below is based on “Learning to Sing” on page G–11.

How is the article “Learning to Sing” DIFFERENT from the text box “Sing Like a Pro”?

- A. The article describes pop singing, while the text box describes opera singing.
- ★ B. The article describes a singer, while the text box describes the process for singing.
- C. The article describes voice vibrations, while the text box describes singing on pitch.
- D. The article describes singing in a chorus, while the text box describes singing on stage.

GRADE 4			
Reporting Category 3: Literary Analysis—Fiction/Nonfiction			
Benchmark			Content Focus
Grade 3	LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/ character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> <li>• Character Development</li> <li>• Character Point of View</li> <li>• Setting</li> <li>• Plot Development</li> <li>• Problem/Resolution</li> </ul>
<b>Grade 4</b>	<b>LA.4.2.1.2</b>	<b>The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/ resolution, and theme in a variety of fiction.</b>	
Grade 5	LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.	
Grade 3	LA.3.2.1.7	<b>The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</b>	<ul style="list-style-type: none"> <li>• Descriptive Language (e.g., mood, imagery)</li> <li>• Figurative Language (e.g., simile, metaphor, personification)</li> </ul>
<b>Grade 4</b>	<b>LA.4.2.1.7</b>		
Grade 5	LA.5.2.1.7		

**BENCHMARK LA.4.2.1.2**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.</b>
<b>Clarification</b>	The student will identify and interpret elements of plot development within or across texts. The student will also identify and interpret other literary elements, such as setting, character development, and character point of view within or across texts. In addition, the student will identify how plot events in the text contribute to problem/resolution.
<b>Content Focus</b>	Character Development Character Point of View Setting Plot Development Problem/Resolution
<b>Content Limits</b>	<p>Texts should be grade-level appropriate and contain identifiable literary elements (e.g., character development, character point of view, setting, plot development, problem/resolution).</p> <p>Students should <b>not</b> be tested on exposition or theme. (Theme is tested under LA.4.1.7.6.)</p>
<b>Text Attributes</b>	<p>Texts should be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>To assess this benchmark within or across texts, items should be based on</p> <ul style="list-style-type: none"> <li>• two texts with related literary elements; or</li> <li>• one text that contains a variety of literary elements.</li> </ul>

**Distractor Attributes**     Distractors may include, but are not limited to

- details that may contribute to but do not significantly support plot, character development, and problem/resolution;
- facts, details, or ideas drawn from the text but unrelated to the test item;
- inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and
- plausible but incorrect distractors based on the text.

**Sample Item 61                    Character Development**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Which sentence from the story BEST explains what Chester thought about moving?

- ★ A. But Chester looked back sadly.
- B. Chester, the clever cat, smiled to himself.
- C. “This is the wrong way,” snarled Chester.
- D. “Thank goodness for that,” sighed Chester.

**Sample Item 62                    Character Point of View**

The sample item below is based on “Across the Blue Mountains” on page G–8.

At the end of the passage, what bothers Miss Bilberry?

- A. She believes the new house is not as nice.
- ★ B. She wonders why her new home is so familiar.
- C. She feels she should have kept going to another house.
- D. She thinks that her cat really does not like his new home.

**Sample Item 63                    Setting**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Why is the setting important to the main problem in the passage?

- A. The house provides comfort.
- B. The garden becomes too small.
- ★ C. The mountains create curiosity.
- D. The fields are overgrown with flowers.

**Sample Item 64**                      **Plot Development**

The sample item below is based on “Across the Blue Mountains” on page G–8.

What happens when Miss Bilberry and her animals get lost in the tall flowers?

- A. They learn that Miss Bilberry is a good tree climber.
- ★ B. They get confused and travel in the wrong direction.
- C. They see the beautiful gardens around the mountains.
- D. They decide to turn around and go back to their home.

**BENCHMARK LA.4.2.1.7**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.4.2.1.7 The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</b>
<b>Clarification</b>	The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-level appropriate texts.
<b>Content Focus</b>	Descriptive Language (e.g., mood, imagery) Figurative Language (e.g., simile, metaphor, personification)
<b>Content Limits</b>	Grade-level appropriate texts should contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification).  Idioms and symbolism should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts may be literary or informational and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"> <li>• examples of descriptive language or figurative language drawn from the text but unrelated to the test item;</li> <li>• inaccurate interpretations of descriptive language or figurative language; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul> <p>Note: If two descriptive language distractors are used, they must be balanced with two figurative language distractors. The correct answer determines the content focus for the item.</p> <p>Note: Distractors may also include all descriptive language examples or all figurative language examples.</p> <p>Note: When assessing the author’s mood (e.g., happy, sad, angry) in a text, whenever possible, distractors should <b>not</b> be a list of words but should include specific examples related to the text.</p>

**Sample Item 65**                      **Descriptive Language**

The sample item below is based on “Learning to Sing” on page G–11.

Read these words from “Learning to Sing.”

**“Put your heart into your singing and enjoy it,”**

What does it mean to *put your heart into your singing*?

- A. to sing loudly
- B. to sing sweetly
- C. to sing with power
- ★ D. to sing with emotion

**Sample Item 66**                      **Descriptive Language**

The sample item below is based on “Across the Blue Mountains” on page G–8.

Read this sentence from the passage.

**He liked their quiet life in the pale yellow house with its broad-leaved tree, its two swaying palms, and its cool veranda.**

What mood does the author create by using the words *swaying palms*?

- A. grateful
- ★ B. peaceful
- C. sad
- D. weary

**Sample Item 67**                      **Descriptive Language**

The sample item below is based on “Play a Game” on page G–13.

Read this sentence from the article.

**Here’s a way to beat the road at its own game.**

Why does the author compare the road to something to try to beat?

- ★ A. to suggest that the games make traveling less boring
- B. to suggest that traveling is more comfortable when trips are short
- C. to suggest that the games help people get to know each other while traveling
- D. to suggest that traveling is more fun when people compete against each other



**Sample Item 68**      **Figurative Language**

The sample item below is based on “Play a Game” on page G–13.

Read this sentence from the article.

**The road stretches like a rubber band for miles and miles.**

Why does the author compare the road to a rubber band?

- A. to imply that the trip takes forever
- ★ B. to show that the bus ride is bumpy
- C. to indicate that the bus ride is boring
- D. to show that the children are impatient

GRADE 4		
Reporting Category 4: Informational Text/Research Process		
Benchmark		Content Focus
Grade 3	LA.3.2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
<b>Grade 4</b>	<b>LA.4.2.2.1</b>	<b>The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).</b>
Grade 5	LA.5.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).
Grade 3	LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
<b>Grade 4</b>	<b>LA.4.6.1.1</b>	<b>The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</b>
Grade 5	LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
Grade 5	LA.5.6.2.2	The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

- **Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)**

- **Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)**
- **Locate, Interpret, Organize Information**

- **Determine the Validity and Reliability of Information (within/across texts)**

**BENCHMARK LA.4.2.2.1**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>2</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
<b>Benchmark</b>	<b>LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).</b>
<b>Clarification</b>	The student will identify and determine meaning from a variety of text features.
<b>Content Focus</b>	Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)
<b>Content Limits</b>	Text features should be assessed within grade-level appropriate literary nonfiction texts (e.g., biographies, autobiographies, diary entries, memoirs) or literary fictional texts when appropriate.  Texts should include a single, identifiable text feature or a variety of text features.  Tables of contents, glossaries, indices, and key/guide words should <b>not</b> be assessed.
<b>Text Attributes</b>	Literary nonfiction texts are more suited than literary fictional texts toward item development for this benchmark; however, a literary text may occasionally be appropriate.  Stimuli found in text may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"> <li>• facts, details, or other information drawn from text features but unrelated to the test item;</li> <li>• incorrect analysis and interpretation of text features;</li> <li>• incorrect or irrelevant information drawn from text features; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul>

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?;* or
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

### **Sample Item 69**      **Text Features**

The sample item below is based on “Learning to Sing” on page G–11.

What information are you **MOST** likely to find in the text box “Sing Like a Pro”?

- A. stories about famous singers
- B. facts about singing in the opera
- ★ C. instructions on how to sing better
- D. details on different types of singing

**BENCHMARK LA.4.6.1.1**

<b>Strand</b>	<b>6</b> Information and Media Literacy
<b>Standard</b>	<b>1</b> The student comprehends the wide array of informational text that is part of our day to day experiences.
<b>Benchmark</b>	<b>LA.4.6.1.1</b> The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
<b>Clarification</b>	The student will identify and determine meaning from a variety of text features.
<b>Content Focus</b>	Locate, Interpret, Organize Information Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)
<b>Content Limits</b>	Text features should be assessed using grade-level appropriate texts that may include, but are not limited to, informational articles and functional reading materials (e.g., websites, consumer documents, how-to articles, brochures, fliers, other real-world documents).  Texts should include a single, identifiable text feature or a variety of text features.  Making a report, conducting interviews, preparing to take a test, and performing a task should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts should be informational.  Stimuli found in texts may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.  Texts may include, but are not limited to, grade-level appropriate informational articles and functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).

**Distractor Attributes**     Distractors may include, but are not limited to

- facts, details, or other information drawn from text features but unrelated to the test item;
- incorrect analysis and interpretation of text features;
- incorrect or irrelevant information drawn from text features; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?;* or
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

**Sample Item 70**                    **Locate, Interpret, Organize Information**

The sample item below is based on “Play a Game” on page G–13.

Read this subheading from the article.

**MATERIALS = NOTHING BUT TIME & IMAGINATION**

Why does the author include this section?

- A. to show that the games require little time or skill
- ★ B. to show that the games require few or no supplies
- C. to show that the games require only knowledge of the rules
- D. to show that the games do not require specific surroundings

**SPECIFICATIONS  
FOR  
GRADE 5**

GRADE 5			
Reporting Category 1: Vocabulary			
Benchmark			Content Focus
Grade 3	LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.	<ul style="list-style-type: none"> <li>• Context Clues</li> </ul>
Grade 4	LA.4.1.6.3		
Grade 5	LA.5.1.6.3		
Grade 3	LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	<ul style="list-style-type: none"> <li>• Base Words</li> <li>• Affixes</li> <li>• Roots (Grade 5)</li> </ul>
Grade 4	LA.4.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	
Grade 5	LA.5.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i>	
Grade 3	LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> </ul>
Grade 4	LA.4.1.6.8		
Grade 5	LA.5.1.6.8		
Grade 3	LA.3.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	<ul style="list-style-type: none"> <li>• Multiple Meanings</li> <li>• Analyze Words in Text</li> <li>• Shades of Meaning</li> </ul>
Grade 4	LA.4.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	
Grade 5	LA.5.1.6.9	The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>	



### **BENCHMARK LA.5.1.6.3**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words.</b>
<b>Clarification</b>	The student, using context clues, will identify the meaning of an unfamiliar word.
<b>Content Focus</b>	Context Clues
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words unfamiliar to most students.  Excerpted text should contain clear and sufficient context for determining the meaning of the assessed word.  If an item stem directs the student back to the text to determine the meaning of an unfamiliar word, the text should contain clear and sufficient context for determining the meaning of the assessed word.  The assessed word should be no more than two grade levels above the tested grade.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of the assessed word;</li><li>• meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;</li><li>• contextual meanings drawn from the text but unrelated to the assessed word or test item; and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 71**                      **Context Clues**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

Read these sentences from the article.

**These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.**

What is the meaning of the word *venture* as used in the sentences above?

- A. to swim lazily
- B. to float noisily
- ★ C. to enter with risk
- D. to continue with energy

**Sample Item 72**                      **Context Clues**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

Read these sentences from the article.

**A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp.**

What does the word *flourish* mean as used in the sentences above?

- ★ A. grow well
- B. seek warmth
- C. become silent
- D. avoid enemies

## BENCHMARK LA.5.1.6.7

<b>Strand</b>	1 Reading Process
<b>Standard</b>	6 The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.5.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</b> <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i>
<b>Clarification</b>	The student will identify familiar base words or Greek or Latin root words with prefixes and/or suffixes to determine the meanings of complex words in a text. Simple analysis and/or inference may be required.
<b>Content Focus</b>	Base Words Affixes Roots
<b>Content Limits</b>	Grade-level appropriate texts should contain vocabulary for assessing prefixes (e.g., <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>con-</i> , <i>centi-</i> , <i>anti-</i> , <i>sub-</i> , <i>multi-</i> , <i>uni-</i> , <i>im-</i> , <i>de-</i> , <i>ex-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i> ), suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>-ly</i> , <i>-or</i> , <i>-ious</i> , <i>-ion</i> , <i>-ment</i> , <i>-ist</i> , <i>-ible</i> , <i>-ian</i> , <i>-ness</i> ), roots, and base words.  Assessed words should be no more than two grade levels above the tested grade.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.  Excerpted text should contain the assessed word to provide clear and sufficient context.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts must contain appropriate words to assess base words, affixes, or root words.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of words;</li><li>• words with construct similar to the correct response (e.g., same affix, same tense); and</li><li>• plausible but incorrect distractors based on the text.</li></ul>

**Sample Item 73**                      **Base Words**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read this sentence from the passage.

**Mr. Ballard disappeared, but we could hear him laughing.**

Which word has the same base word as *disappeared*?

- A. appealing
- ★ B. appearance
- C. disappointment
- D. disapproved

**Sample Item 74**                      **Roots**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read this quotation from the passage.

**“I am going to become malnourished,” Dad said. “My body is crying out for a tender tomato or some crisp green beans. And all I get is zucchini.”**

The origin of the word *malnourished* is the Latin root *-nourish*, meaning to feed. What does *malnourished* mean?

- ★ A. to be underfed
- B. to eat until full
- C. to eat rich foods
- D. to be fed too much

## **BENCHMARK LA.5.1.6.8**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.5.1.6.8</b> The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
<b>Clarification</b>	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or inference may be required to comprehend the meaning of the word.
<b>Content Focus</b>	Antonyms Synonyms
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess antonyms and synonyms.  Homophones and homographs should <b>not</b> be assessed.  Contractions (e.g., <i>they're</i> , <i>it's</i> ) should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain appropriate words to assess knowledge of antonyms and synonyms at grade level.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• incorrect meanings of assessed words;</li><li>• meanings of the assessed words that are correct but are not appropriate for the context;</li><li>• words constructed similarly to the correct response (e.g., same affix, same tense);</li><li>• words and details drawn from the text but unrelated to the assessed word or test item; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> Note: When constructing answer choices using word pairs, the words within the pair should be the same part of speech.

**Sample Item 75**                      **Antonyms**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

Which pair of words from the article are most OPPOSITE in meaning?

- A. feast, gnaw
- ★ B. series, single
- C. places, pockets
- D. collection, system

**Sample Item 76**                      **Synonyms**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read these sentences from the passage.

**After we got settled, our first shopping trip was to the Big Valley Hardware Store to pick out our garden seeds. Mom and Dad rummaged through the racks of seeds like kids in a toy store.**

Which word has almost the same meaning as the word *rummaged* as used in the sentence above?

- A. jumped
- B. ran
- C. saw
- ★ D. searched

## **BENCHMARK LA.5.1.6.9**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>6</b> The student uses multiple strategies to develop grade appropriate vocabulary.
<b>Benchmark</b>	<b>LA.5.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.</b>  <i>Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i>
<b>Clarification</b>	The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text.  For shades of meaning, the student will analyze the word or phrase to determine small, subtle differences in meaning between related words (e.g., <i>glance</i> , <i>glare</i> , and <i>peek</i> all refer to the concept of looking, but each word has a different meaning or connotation).
<b>Content Focus</b>	Multiple Meanings Analyze Words in Text Shades of Meaning
<b>Content Limits</b>	Grade-level appropriate texts should be used to assess words with multiple meanings or shades of meaning.  The words should be assessed using words at or below grade level.  Excerpted text must contain clear and sufficient context for determining the meaning of the assessed word.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should contain words with multiple meanings or shades of meaning and must provide clear and sufficient information or context for the student to determine the correct meaning.

- Distractor Attributes**     Distractors may include, but are not limited to
- correct meanings of the assessed word but inappropriate to the text;
  - meanings drawn from the text but unrelated to the meaning of the assessed word or test item;
  - incorrect connotation of a word based on the use of the word in the text (use only to assess shades of meaning);
  - words constructed similarly to the correct response (e.g., same affix, same tense); and
  - plausible but incorrect distractors based on the text.

**Sample Item 77                      Multiple Meanings**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read these sentences from the passage.

**Dad looked at the picture on the front of the seed package. “I don’t like zucchini much,” he said.**

**Mom got a determined look in her eyes.**

**We bought the zucchini seeds.**

Which sentence uses the word *determined* as used in the sentences above?

- A. The short straw determined the winner.
- B. The map determined the correct route to follow.
- ★ C. The determined runner crawled across the finish line.
- D. He determined the amount of money needed for the game.

**Sample Item 78                      Analyze Words in Text**

The sample item below is based on “The Great Garden Experiment” on page G–19.

What is Dad doing when he is “sticking up for Mom”?

- ★ A. He is defending her idea.
- B. He is agreeing with her plan.
- C. He is rescuing her from work.
- D. He is trying to understand her.



**Sample Item 79**                      **Shades of Meaning**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read these sentences from the passage.

**“Don’t know what I’ll feed my pigs until I can find some corn for sale.” He walked away, muttering to himself.**

How would the effect of these sentences be different if the author had used the word “talking” instead of *muttering*?

- A. Mr. Ballard would seem less friendly.
- ★ B. Mr. Ballard would seem less troubled.
- C. Mr. Ballard would seem to walk away more quickly.
- D. Mr. Ballard would seem more certain about what to do.

GRADE 5			
Reporting Category 2: Reading Application			
Benchmark			Content Focus
Grade 3 Grade 4 Grade 5	LA.3.1.7.2 LA.4.1.7.2 LA.5.1.7.2	The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text.  The student will identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text.	<ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Author's Perspective</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.3 LA.4.1.7.3 LA.5.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.  The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.  The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> <li>• Main Idea (stated or implied)</li> <li>• Relevant Details</li> <li>• Conclusions/ Inferences</li> <li>• Chronological Order</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.4 LA.4.1.7.4 LA.5.1.7.4	The student will identify cause-and-effect relationships in text.	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.5 LA.4.1.7.5 LA.5.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<ul style="list-style-type: none"> <li>• Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.6 LA.4.1.7.6 LA.5.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections.	<ul style="list-style-type: none"> <li>• Themes (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Topics (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.7 LA.4.1.7.7 LA.5.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts.  The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).  The student will compare and contrast elements in multiple texts.	<ul style="list-style-type: none"> <li>• Compare (similarities: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Contrast (differences: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>

## **BENCHMARK LA.5.1.7.2**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.2 The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.</b>
<b>Clarification</b>	The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within or across texts.
<b>Content Focus</b>	Author’s Purpose Author’s Perspective
<b>Content Limits</b>	Grade-level appropriate texts used in assessing author’s purpose should contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s purpose and perspective should be recognizable within or across texts.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• facts and details that do not support the author’s purpose or represent the author’s perspective;</li><li>• incorrect interpretations of the author’s purpose or perspective;</li><li>• incorrect analysis or evaluation of the impact of the author’s purpose or perspective; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> Note: Distractors should <b>not</b> be a list of general categories (e.g., to inform, to persuade) but should include specific examples related to the text.

**Sample Item 80**                      **Author’s Purpose**

The sample item below is based on “Your Bicycle Helmet” on page G–22.

Why does the author include the section *Five-Step Helmet Fit Test*?

- A. to make sure the foam pads are comfortable
- ★ B. to explain how to check a helmet for the correct fit
- C. to clarify how the helmet strap should be fastened
- D. to make sure you hold your head still during the fit

**Sample Item 81**                      **Author’s Perspective**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

With which statement would the author of “What Is an Ecosystem?” most likely agree?

- ★ A. People should avoid activities that may harm an ecosystem.
- B. Ecosystems need change in order to stay strong and healthy.
- C. Ecosystems can never be repaired once they have been damaged.
- D. Scientists should be able to predict the effects of changes on ecosystems.

### **BENCHMARK LA.5.1.7.3**

<b>Strand</b>	1 Reading Process
<b>Standard</b>	7 The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</b>
<b>Clarification</b>	The student will determine the main idea (stated or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within or across grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
<b>Content Focus</b>	Main Idea (stated or implied) Relevant Details Conclusions/Inferences Chronological Order
<b>Content Limits</b>	Grade-level appropriate texts should include an identifiable main idea (stated or strongly implied) and relevant details from which students may draw logical conclusions or make appropriate inferences. In addition, texts may include a clear, identifiable chronological order (sequence of events).  Paraphrasing should <b>not</b> be assessed.  Items may assess a student's ability to identify a strongly stated main idea.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include a main idea (stated or strongly implied), relevant details, and an identifiable chronological order that will enable students to draw logical conclusions and make appropriate inferences.

**Distractor Attributes**     Distractors may include, but are not limited to

- details that do not support the main idea;
- incorrect interpretations of the main idea that are too broad, too narrow, or are a specific fact;
- incorrect inferences or conclusions based on details found in the text;
- events that are drawn from the text and presented out of order; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** assess a student’s ability to identify details of least importance when assessing a main idea statement.

Note: A main idea should be stated in a complete sentence.

**Sample Item 82                    Main Idea/Essential Message**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Which sentence best explains what the passage is about?

- A. A family gets tired of eating zucchini every day.
- B. A family moves to the country next to a pig farmer.
- ★ C. A family plants a garden and grows too many zucchini.
- D. A family annoys a pig farmer but helps him solve a problem.

**Sample Item 83                    Relevant Details**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

Which detail from the article helps show how a sea otter’s diet can protect kelp forests?

- ★ A. Sea urchins eat and destroy kelp.
- B. Shrimp-like animals eat dead kelp.
- C. Fish make their homes in kelp forests.
- D. Hard-shelled animals live in kelp forests.

**Sample Item 84                    Chronological Order**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

According to the article, which event happened first?

- A. Otters were protected on Amchitka.
- B. Sea urchins ate the giant kelp forests.
- C. Sea urchin numbers grew around Shemya.
- ★ D. Otters nearly disappeared from the islands.

### **BENCHMARK LA.5.1.7.4**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.4 The student will identify cause-and-effect relationships in text.</b>
<b>Clarification</b>	The student will identify cause-and-effect relationships within texts. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
<b>Content Focus</b>	Cause and Effect
<b>Content Limits</b>	Grade-level appropriate texts used in assessing cause-and-effect relationships should contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships.
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts should include an identifiable cause-and-effect relationship that may be stated and/or implied.</p>
<b>Distractor Attributes</b>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"><li>• incorrect causal relationships based on the text;</li><li>• incorrect rationales and/or interpretations of implied causal relationships; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: When constructing cause-and-effect items using literary texts, it is preferred that interactions and situations between characters be attributed to Benchmark LA.5.2.1.2 and the content focus of character development and/or character point of view.</p>

**Sample Item 85**                      **Cause and Effect**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Why does Mr. Ballard laugh at Allison’s family?

- A. They hate the smell of his farm.
- B. They like feeding zucchini to his pigs.
- C. They buy vegetable seeds from the store.
- ★D. They know little about growing zucchini.

**Sample Item 86**                      **Cause and Effect**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

The “pockets of calm water” near Amchitka Island are created by

- A. mud and sand.
- ★B. large kelp forests.
- C. groups of sea urchins.
- D. sea animals with shells.



## **BENCHMARK LA.5.1.7.5**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.5</b> The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.
<b>Clarification</b>	The student will identify the text structures/organizational patterns and determine how they impact meaning within texts.
<b>Content Focus</b>	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events definition/explanation, question/answer, listing/description)
<b>Content Limits</b>	<p>Text structures found within grade-level appropriate texts should be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order).</p> <p>Text features should <b>not</b> be assessed in this benchmark but will be assessed in LA.5.2.2.1 for literary text and in LA.5.6.1.1 for informational text.</p>
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Informational texts are more suited than literary texts toward item development for this benchmark; however, a literary text may occasionally be appropriate (e.g., one that utilizes sequence of events, comparison/contrast, or cause/effect).</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Text structures must be clearly evident as indicated by signal words and phrases.</p> <p>Texts should contain an identifiable organizational pattern.</p>

**Distractor Attributes**     Distractors may include, but are not limited to

- incorrect interpretations of text structures/organizational patterns;
- incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;
- incorrect details drawn from the text;
- incorrect sequence of events (chronological order); and
- plausible but incorrect distractors based on the text.

Note: Distractors should include a brief elaboration on how the organizational pattern impacts meaning in the text and should **not** be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect).

**Sample Item 87                      Text Structures/Organizational Patterns**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Which statement lets the reader know how the author organized the passage?

- A. “Our garden grew fast, especially the zucchini.”
- ★ B. “Two weeks later, Mom picked the first zucchini.”
- C. “Then we got to work, urgently picking every zucchini.”
- D. “Mr. Ballard arrived with his truck and his hired hand and helped us load the zucchini.”

**Sample Item 88                      Text Structures/Organizational Patterns**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

The author shows that ecosystems are like a puzzle mainly by

- A. identifying various animals in ocean environments.
- B. listing the natural occurrences in the order they happen.
- ★ C. describing the differences between two island environments.
- D. providing details about how humans put nature back together.

## **BENCHMARK LA.5.1.7.6**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections.</b>
<b>Clarification</b>	The student will identify themes (e.g., save our Earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within texts.
<b>Content Focus</b>	Themes (Grades 4–5 within/across texts) Topics (Grades 4–5 within/across texts)
<b>Content Limits</b>	Grade-level appropriate texts used to assess themes or topics must have a clear and identifiable theme or topic.
<b>Text Attributes</b>	Texts should be literary or informational.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include a readily identifiable theme or topic.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"><li>• facts and details that may contribute to but do not significantly support the theme or topic;</li><li>• facts, details, or ideas drawn from the text but unrelated to the test item;</li><li>• incorrect interpretations of the theme or topic;</li><li>• a summary statement that is unrelated to the overall theme; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> <p>Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship).</p> <p>Note: A theme should be stated in a complete sentence or a phrase (e.g., <i>the rewards of old age</i>, or <i>Old age can be a time of great satisfaction</i>).</p> <p>Note: A topic should be stated in a word or phrase.</p>

**Sample Item 89**                      **Themes**

The sample item below is based on “The Great Garden Experiment” on page G–19.

What is the best lesson that can be learned from this passage?

- A. Hard work pays off most of the time.
- B. People should listen to their neighbors.
- ★ C. Sometimes there can be too much of a good thing.
- D. Activities shared with family members are enjoyable.

**Sample Item 90**                      **Topics**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

What is the main topic of “What Is an Ecosystem?”

- A. the uncertain future of two ecosystems
- B. the location of two important ecosystems
- ★ C. the surprising differences between two ecosystems
- D. the types of animals found in two different ecosystems

## **BENCHMARK LA.5.1.7.7**

<b>Strand</b>	<b>1</b> Reading Process
<b>Standard</b>	<b>7</b> The student uses a variety of strategies to comprehend grade level text.
<b>Benchmark</b>	<b>LA.5.1.7.7 The student will compare and contrast elements in multiple texts.</b>
<b>Clarification</b>	The student will identify similarities between elements within or across texts or will identify differences between elements within or across texts.
<b>Content Focus</b>	Compare (similarities: Grades 4–5 within/across texts) Contrast (differences: Grades 4–5 within/across texts)
<b>Content Limits</b>	<p>Grade-level appropriate texts should include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea.</p> <p>When constructing compare-and-contrast items using literary text, situations involving one or more characters changing over time should be assessed under LA.5.2.1.2 and the content focus of character development.</p> <p>When constructing a test item, <i>similarities</i> or <i>differences</i> is the preferred wording for this benchmark.</p> <p>Similarities and differences should <b>not</b> be assessed together in a single item.</p>
<b>Text Attributes</b>	<p>Texts should be literary or informational.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>Texts should include elements that compare and/or contrast.</p> <p>To assess this benchmark across texts, items should be based on two related texts that contain elements that can be compared or contrasted.</p> <p>To assess this benchmark within texts, items should be based on elements that can be compared or contrasted.</p>

**Distractor Attributes**     Distractors may include, but are not limited to

- incorrect comparisons;
- incorrect contrasts;
- similarities or differences that are drawn from the text but unrelated to the test item;
- facts and details drawn from the text but unrelated to the test item; and
- plausible but incorrect distractors based on the text.

Note: When constructing a comparison item, distractors should **not** contrast elements. When constructing a contrast item, distractors should **not** compare elements.

**Sample Item 91**                    **Compare**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

Before the hunters arrived in the late 1800s, Amchitka Island and Shemya Island both

- ★ **A.** were home to many sea otters.
- B.** provided a place for sea urchins to patrol.
- C.** were surrounded by barnacles and mussels.
- D.** provided a place for barnacles and mussels to grow.

**Sample Item 92**                    **Contrast**

The sample item below is based on “The Great Garden Experiment” on page G–19.

How is Dad’s plan for the garden different from what actually happens?

- A.** He wants his children to do the weeding.
- B.** He hopes Mr. Ballard will give him advice.
- ★ **C.** He hopes to eat several kinds of vegetables.
- D.** He wants to sell the zucchini to the neighbors.

GRADE 5			
Reporting Category 3: Literary Analysis—Fiction/Nonfiction			
Benchmark			Content Focus
Grade 3	LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> <li>• Character Development</li> <li>• Character Point of View</li> <li>• Setting</li> <li>• Plot Development</li> <li>• Problem/Resolution</li> </ul>
Grade 4	LA.4.2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
<b>Grade 5</b>	<b>LA.5.2.1.2</b>	<b>The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.</b>	
Grade 3	LA.3.2.1.7	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	<ul style="list-style-type: none"> <li>• Descriptive Language (e.g., mood, imagery)</li> <li>• Figurative Language (e.g., simile, metaphor, personification)</li> </ul>
Grade 4	LA.4.2.1.7		
<b>Grade 5</b>	<b>LA.5.2.1.7</b>		

**BENCHMARK LA.5.2.1.2**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.</b>
<b>Clarification</b>	The student will identify and interpret elements of plot development within or across texts. The student will also identify and interpret other literary elements, such as setting, character development, and character point of view within or across texts. In addition, the student will identify how plot events in the text contribute to problem/resolution.
<b>Content Focus</b>	Character Development Character Point of View Setting Plot Development Problem/Resolution
<b>Content Limits</b>	<p>Texts should be grade-level appropriate and contain identifiable literary elements (e.g., character development, character point of view, setting, plot development, problem/resolution).</p> <p>Students should <b>not</b> be tested on exposition, rising/falling action, or theme. (Theme is tested under LA.5.1.7.6.)</p>
<b>Text Attributes</b>	<p>Texts should be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.</p> <p>Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.</p> <p>To assess this benchmark within or across texts, items should be based on</p> <ul style="list-style-type: none"> <li>• two texts with related literary elements; or</li> <li>• one text that contains a variety of literary elements.</li> </ul>



**Distractor Attributes**

Distractors may include, but are not limited to

- details that may contribute to but do not significantly support plot, character development, and problem/resolution;
- facts, details, or ideas drawn from the text but unrelated to the test item;
- inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and
- plausible but incorrect distractors based on the text.

**Sample Item 93 Character Point of View**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Dad’s attitude about Mr. Ballard’s opinion of the garden is

- A. furious but patient.
- B. pleased but concerned.
- C. alarmed but understanding.
- ★ D. uncomfortable but determined.

**Sample Item 94 Problem/Resolution**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Allison plans to get rid of the zucchini by

- A. allowing the other crops to choke them.
- B. using them in recipes for the neighbors.
- ★ C. feeding them to Mr. Ballard’s hungry pigs.
- D. planting other types of seeds in the garden.

**BENCHMARK LA.5.2.1.7**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>1</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
<b>Benchmark</b>	<b>LA.5.2.1.7 The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</b>
<b>Clarification</b>	The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-level appropriate texts.
<b>Content Focus</b>	Descriptive Language (e.g., mood, imagery) Figurative Language (e.g., simile, metaphor, personification)
<b>Content Limits</b>	Grade-level appropriate texts should contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification).  Idioms and symbolism should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts may be literary or informational and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.  Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"> <li>• examples of descriptive language or figurative language drawn from the text but unrelated to the test item;</li> <li>• inaccurate interpretations of descriptive language or figurative language; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul>

Note: If two descriptive language distractors are used, they must be balanced with two figurative language distractors. The correct answer determines the content focus for the item.

Note: Distractors may also include all descriptive language examples or all figurative language examples.

Note: When assessing the author’s mood (e.g., happy, sad, angry) in a text, whenever possible, distractors should **not** be a list of words but should include specific examples related to the text.

**Sample Item 95**                      **Figurative Language**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read this sentence from the passage.

**Mom and Dad rummaged through the racks of seeds like kids in a toy store.**

What characteristic applies to Mom and Dad and the kids in a toy store?

- A. confusion
- ★ B. excitement
- C. innocence
- D. silliness

**Sample Item 96**                      **Figurative Language**

The sample item below is based on “The Great Garden Experiment” on page G–19.

Read this sentence from the passage.

**We stared at the zucchini patch. An army of green monsters gleamed in the sun.**

Why does the author compare the zucchini patch to an army of green monsters?

- ★ A. to indicate the large size and number of the zucchinis
- B. to suggest that the zucchinis are growing in the wrong place
- C. to express disappointment in the appearance of the zucchini patch
- D. to imply how colorful and shiny the zucchini patch looks in the daytime

GRADE 5		
Reporting Category 4: Informational Text/Research Process		
Benchmark		Content Focus
Grade 3	LA.3.2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
Grade 4	LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
<b>Grade 5</b>	<b>LA.5.2.2.1</b>	<b>The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).</b>
Grade 3	LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
Grade 4	LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
<b>Grade 5</b>	<b>LA.5.6.1.1</b>	<b>The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).</b>
<b>Grade 5</b>	<b>LA.5.6.2.2</b>	<b>The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.</b>

- **Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)**

- **Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)**
- **Locate, Interpret, Organize Information**

- **Determine the Validity and Reliability of Information (within/across texts)**

**BENCHMARK LA.5.2.2.1**

<b>Strand</b>	<b>2</b> Literary Analysis
<b>Standard</b>	<b>2</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
<b>Benchmark</b>	<b>LA.5.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).</b>
<b>Clarification</b>	The student will identify, analyze, and determine meaning from a variety of text features.
<b>Content Focus</b>	Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)
<b>Content Limits</b>	Text features should be assessed within grade-level appropriate literary nonfiction texts (e.g., biographies, autobiographies, diary entries, memoirs) or literary fictional texts when appropriate.  Texts should include a single, identifiable text feature or a variety of text features.  Tables of contents, glossaries, indices, and key/guide words should <b>not</b> be assessed.
<b>Text Attributes</b>	Literary nonfiction texts are more suited than literary fictional texts toward item development for this benchmark; however, a literary text may occasionally be appropriate.  Stimuli found in texts may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.

**Distractor Attributes**     Distractors may include, but are not limited to

- facts, details, or other information drawn from text features but unrelated to the test item;
- incorrect analysis and interpretation of text features;
- incorrect or irrelevant information drawn from text features; and
- plausible but incorrect distractors based on the text.

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?;* or
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

**Sample Item 97                      Text Features**

The sample item below is based on “The Great Garden Experiment” on page G–19.

The illustrations are important to the passage because they

- ★ **A.** contribute to the enjoyment of the passage.
- B.** provide another way to explain how zucchini grows.
- C.** suggest to readers that plants are easier to take care of than pigs.
- D.** prove to readers that the family made mistakes when planting zucchini.

**BENCHMARK LA.5.6.1.1**

<b>Strand</b>	<b>6</b> Information and Media Literacy
<b>Standard</b>	<b>1</b> The student comprehends the wide array of informational text that is part of our day to day experiences.
<b>Benchmark</b>	<b>LA.5.6.1.1</b> The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
<b>Clarification</b>	The student will identify and determine meaning from a variety of text features.
<b>Content Focus</b>	Locate, Interpret, Organize Information Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)
<b>Content Limits</b>	Text features should be assessed using grade-level appropriate texts that may include, but are not limited to, informational articles and functional reading materials (e.g., websites, consumer documents, how-to articles, brochures, fliers, other real-world documents).  Texts should include a single, identifiable text feature or a variety of text features.  Making a report, conducting interviews, preparing to take a test, and performing a task should <b>not</b> be assessed.
<b>Text Attributes</b>	Texts should be informational.  Stimuli found in texts may include titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, and text boxes.  Texts may include, but are not limited to, grade-level appropriate informational articles and functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).
<b>Distractor Attributes</b>	Distractors may include, but are not limited to <ul style="list-style-type: none"> <li>• facts, details, or other information drawn from text features but unrelated to the test item;</li> <li>• incorrect analysis and interpretation of text features;</li> <li>• incorrect or irrelevant information drawn from text features; and</li> <li>• plausible but incorrect distractors based on the text.</li> </ul>

Note: Items should **not** ask the student for literal references, such as

- *On what page would you find...?;*
- *In which chapter would you find...?; or*
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature (e.g., subheadings/captions), answer choices may be developed from other areas of the text but should be parallel and balanced.

**Sample Item 98**                      **Locate, Interpret, Organize Information**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located

- A. along the coast of Russia.
- B. along the coast of Canada.
- C. between the Arctic Ocean and the Bering Sea.
- ★ D. between the Pacific Ocean and the Bering Sea.

**Sample Item 99**                      **Text Features**

The sample item below is based on “Your Bicycle Helmet” on page G–22.

What is the purpose of the subheadings listed in the section *Fitting a Bike Helmet*?

- A. to learn how to wear a bike helmet
- ★ B. to locate important suggestions for wearing a bike helmet
- C. to show the steps involved in fastening the straps of a bike helmet
- D. to ensure that safety measures are taken when buying a bike helmet

**Sample Item 100**                      **Text Features**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

What is the purpose of the illustration at the beginning of the article?

- A. to show different types of animals
- ★ B. to show how living things interact
- C. to demonstrate the importance of the water
- D. to demonstrate the similarities of the islands



**BENCHMARK LA.5.6.2.2**

<b>Strand</b>	<b>6</b> Information and Media Literacy
<b>Standard</b>	<b>2</b> The student uses a systematic process for the collection, processing, and presentation of information.
<b>Benchmark</b>	<b>LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.</b>
<b>Clarification</b>	<p>The student will use a variety of techniques and strategies to analyze and evaluate information located within or across texts.</p> <p>The student will identify the validity (i.e., correctness or soundness) and reliability (i.e., dependability) of information in texts by identifying supporting facts within or across texts. In addition, the student may be asked to apply information from texts in a valid and/or reliable way.</p> <p>The student will identify the relationships between two or more ideas or among other textual elements found within or across texts (i.e., synthesize information).</p>
<b>Content Focus</b>	Determine the Validity and Reliability of Information (within/across texts)
<b>Content Limits</b>	<p>Texts should be grade-level appropriate and present information in order to</p> <ul style="list-style-type: none"> <li>• aid the student’s determination of validity and reliability of information;</li> <li>• express a relationship between two or more ideas;</li> <li>• express a relationship among ideas and certain text features; and</li> <li>• reflect ideas that can be analyzed and evaluated.</li> </ul> <p>This type of information may come from both primary and/or secondary sources.</p> <p>Synthesis should be assessed by identifying the relationships between two or more ideas.</p>

**Text Attributes**

Texts should be informational but on occasion may be literary; both may include either primary or secondary sources.

Primary sources may include, but are not limited to, eyewitness accounts of events, such as letters, journals, diaries, and historical documents.

Secondary sources may include, but are not limited to, encyclopedias, books, newspapers, and magazine articles.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.

Evidence presented in texts should be logical, internally consistent, and clearly developed by the author in order to assess the validity and reliability of information.

**Distractor Attributes**

Distractors may include, but are not limited to

- incorrect analysis of validity and/or reliability of the text;
- facts or details drawn from the text but unrelated to the test item;
- incorrect interpretations of the accuracy of information found in the text;
- incorrect synthesis of information; and
- plausible but incorrect distractors based on the text.

Note: Whenever possible, validity and reliability items should use direct quotations from the text in the answer choices.

**Sample Item 101 Determine the Validity and Reliability of Information**

The sample item below is based on “Your Bicycle Helmet” on page G–22.

The information in the article would be most useful in creating

- A. a booklet listing bicycle repair shops.
- B. a brochure advertising a local bicycle event.
- C. a pamphlet showing the location of bicycle trails.
- ★ D. a report explaining the importance of bicycle safety.

**Sample Item 102 Determine the Validity and Reliability of Information**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

What does the author use to support the information in the article?

- ★ A. scientific research
- B. stories from books
- C. personal observation
- D. interviews with experts

**Sample Item 103 Determine the Validity and Reliability of Information**

The sample item below is based on “What Is an Ecosystem?” on page G–16.

What information from the article supports the scientists’ conclusion that ecosystems are difficult to understand?

- A. Although Amchitka Island and Shemya Island have interactive ecosystems, they change constantly.
- B. Although Amchitka Island has always supported giant kelp forests, Shemya Island has many sea otters.
- ★ C. Even though Amchitka Island and Shemya Island have similar offshore environments, the ecosystems are vastly different.
- D. Even though sea otters returned to Shemya Island after their numbers dwindled, they never returned to Amchitka Island.

## APPENDIX A FCAT 2.0 TOPICS FLORIDA’S NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS), GRADES 3–10

Appendix A is provided to item and reading passage writers as a guide to possible topics for item contexts or for commissioned or public-domain reading passages, where appropriate. Item or passage contexts must be grade appropriate and must be appropriate for use on a large-scale assessment.

For many items, the topics for item contexts are dictated by the assessed benchmarks in each content area. For other items, contexts may be very limited, or there may be no context at all, depending on the content limits of the benchmark. The topics listed are adapted from Florida’s NGSSS and are not intended to be an exhaustive or exclusive list for writers to consider.

### **Essential Skills**

- Literacy
- Communication
- Teamwork
- Leadership

### **Science, Technology, Engineering, and Mathematics**

- Earth/ Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Communications 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

### **Business Management and Administration (continued)**

- Agriculture
- Hospitality Industry
- Tourism Industry

### **Social Studies**

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

### **World Languages**

- Culture Perspectives
- Culture Comparisons
- Culture Communities

### **Arts**

- Dance
- Music
- Theater
- Visual Arts

### **Reading and Literature**

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

### APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0

<b>Strand 1 Reading Process</b>						
<b>Standard 6 The student uses multiple strategies to develop grade appropriate vocabulary.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<b>LA.3.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.4.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.5.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.6.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.7.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.8.1.6.3</b> use context clues to determine meanings of unfamiliar words.	<b>LA.910.1.6.3</b> use context clues to determine meanings of unfamiliar words.
<b>LA.3.1.6.6</b> identify shades of meaning in related words (e.g., blaring, loud). Assessed by LA.3.1.6.9.	<b>LA.4.1.6.6</b> identify shades of meaning in related words (e.g., blaring, loud). Assessed by LA.4.1.6.9.	<b>LA.5.1.6.6</b> identify shades of meaning in related words (e.g., blaring, loud). Assessed by LA.5.1.6.9.				
<b>LA.3.1.6.7</b> use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	<b>LA.4.1.6.7</b> use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	<b>LA.5.1.6.7</b> use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.  Also assesses LA.5.1.6.11.	<b>LA.6.1.6.7</b> identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.  Also assesses LA.6.1.6.11.	<b>LA.7.1.6.7</b> identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.  Also assesses LA.7.1.6.11.	<b>LA.8.1.6.7</b> identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.  Also assesses LA.8.1.6.11.	<b>LA.910.1.6.7</b> identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.  Also assesses LA.910.1.6.11.

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 1 Reading Process</b>						
<b>Standard 6 The student uses multiple strategies to develop grade appropriate vocabulary.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<p><b>LA.3.1.6.8</b> use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.</p>	<p><b>LA.4.1.6.8</b> use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.</p>	<p><b>LA.5.1.6.8</b> use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.</p>	<p><b>LA.6.1.6.8</b> identify advanced word/phrase relationships and their meanings.</p>	<p><b>LA.7.1.6.8</b> identify advanced word/phrase relationships and their meanings.</p>	<p><b>LA.8.1.6.8</b> identify advanced word/phrase relationships and their meanings.</p>	<p><b>LA.910.1.6.8</b> identify advanced word/phrase relationships and their meanings.</p>
<p><b>LA.3.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p> <p>Also assesses LA.3.1.6.6.</p>	<p><b>LA.4.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p> <p>Also assesses LA.4.1.6.6.</p>	<p><b>LA.5.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p> <p>Also assesses LA.5.1.6.6.</p>	<p><b>LA.6.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p>	<p><b>LA.7.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p>	<p><b>LA.8.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p>	<p><b>LA.910.1.6.9</b> determine the correct meaning of words with multiple meanings in context.</p>

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 1 Reading Process</b>						
<b>Standard 6 The student uses multiple strategies to develop grade appropriate vocabulary.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
		<p><b>LA.5.1.6.11</b> use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p>	<p><b>LA.6.1.6.11</b> identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles’ heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).</p>	<p><b>LA.7.1.6.11</b> identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.</p>	<p><b>LA.8.1.6.11</b> identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.</p>	<p><b>LA.910.1.6.11</b> identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).</p>
		Assessed by LA.5.1.6.7.	Assessed by LA.6.1.6.7.	Assessed by LA.7.1.6.7.	Assessed by LA.8.1.6.7.	Assessed by LA.910.1.6.7.

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 1 Reading Process</b>						
<b>Standard 7 The student uses a variety of strategies to comprehend grade level text.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<b>LA.3.1.7.2</b> identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.	<b>LA.4.1.7.2</b> identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.	<b>LA.5.1.7.2</b> identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.	<b>LA.6.1.7.2</b> analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.	<b>LA.7.1.7.2</b> analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning.	<b>LA.8.1.7.2</b> analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning.	<b>LA.910.1.7.2</b> analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.
<b>LA.3.1.7.3</b> determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.	<b>LA.4.1.7.3</b> determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	<b>LA.5.1.7.3</b> determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<b>LA.6.1.7.3</b> determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<b>LA.7.1.7.3</b> determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	<b>LA.8.1.7.3</b> determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	<b>LA.910.1.7.3</b> determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.



## APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0

<b>Strand 1 Reading Process</b>						
<b>Standard 7 The student uses a variety of strategies to comprehend grade level text.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<b>LA.3.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.4.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.5.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.6.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.7.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.8.1.7.4</b> identify cause-and-effect relationships in text.	<b>LA.910.1.7.4</b> identify cause-and-effect relationships in text.
<b>LA.3.1.7.5</b> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<b>LA.4.1.7.5</b> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	<b>LA.5.1.7.5</b> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	<b>LA.6.1.7.5</b> analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	<b>LA.7.1.7.5</b> analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	<b>LA.8.1.7.5</b> analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.	<b>LA.910.1.7.5</b> analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

## APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0

<b>Strand 1 Reading Process</b>						
<b>Standard 7 The student uses a variety of strategies to comprehend grade level text.</b>						
<b>The student will:</b>						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
<b>LA.3.1.7.6</b> identify themes or topics across a variety of fiction and nonfiction selections.	<b>LA.4.1.7.6</b> identify themes or topics across a variety of fiction and nonfiction selections.	<b>LA.5.1.7.6</b> identify themes or topics across a variety of fiction and nonfiction selections.				
<b>LA.3.1.7.7</b> compare and contrast elements, settings, characters, and problems in two texts.	<b>LA.4.1.7.7</b> compare and contrast elements in multiple texts (e.g., setting, characters, problems).	<b>LA.5.1.7.7</b> compare and contrast elements in multiple texts.	<b>LA.6.1.7.7</b> compare and contrast elements in multiple texts.	<b>LA.7.1.7.7</b> compare and contrast elements in multiple texts.	<b>LA.8.1.7.7</b> compare and contrast elements in multiple texts (e.g., setting, characters, problems).	<b>LA.910.1.7.7</b> compare and contrast elements in multiple texts.

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 2</b>							<b>Literary Analysis</b>
<b>Standard 1</b>							<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</b>
<b>The student will:</b>							
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>	
<b>LA.3.2.1.2</b> identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<b>LA.4.2.1.2</b> identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	<b>LA.5.2.1.2</b> locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.	<b>LA.6.2.1.2</b> locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction.	<b>LA.7.2.1.2</b> locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.	<b>LA.8.2.1.2</b> locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.		

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 2</b>							<b>Literary Analysis</b>
<b>Standard 1</b>							<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</b>
<b>The student will:</b>							
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>	
						<b>LA.910.2.1.5</b> analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).	

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 2 Literary Analysis</b>						
<b>Standard 1 The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<p><b>LA.3.2.1.7</b> identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</p>	<p><b>LA.4.2.1.7</b> identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</p>	<p><b>LA.5.2.1.7</b> identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</p>	<p><b>LA.6.2.1.7</b> locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme.</p>	<p><b>LA.7.2.1.7</b> locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.</p>	<p><b>LA.8.2.1.7</b> locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis.</p>	<p><b>LA.910.2.1.7</b> analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p>

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 2 Literary Analysis</b>						
<b>Standard 2 The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<b>LA.3.2.2.1</b> identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<b>LA.4.2.2.1</b> locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<b>LA.5.2.2.1</b> locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	<b>LA.6.2.2.1</b> locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).	<b>LA.7.2.2.1</b> locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).	<b>LA.8.2.2.1</b> locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).	<b>LA.910.2.2.1</b> analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

Note: Beginning spring 2013, this benchmark will be reported in Reporting Category 4.

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 6 Information and Media Literacy</b>						
<b>Standard 1 The student comprehends the wide array of informational text that is part of our day to day experiences.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
<p><b>LA.3.6.1.1</b> read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.</p>	<p><b>LA.4.6.1.1</b> read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</p>	<p><b>LA.5.6.1.1</b> read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).</p>	<p><b>LA.6.6.1.1</b> explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.</p>	<p><b>LA.7.6.1.1</b> explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.</p>	<p><b>LA.8.6.1.1</b> explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.</p>	<p><b>LA.910.6.1.1</b> explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.</p>

**APPENDIX B: READING CONTENT ASSESSED BY THE FCAT 2.0**

<b>Strand 6 Information and Media Literacy</b>						
<b>Standard 2 The student uses a systematic process for the collection, processing, and presentation of information.</b>						
<b>The student will:</b>						
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9–10</b>
		<p><b>LA.5.6.2.2</b> read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.</p>	<p><b>LA.6.6.2.2</b> collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details.</p> <p>Assessed with LA.5.6.2.2.</p>	<p><b>LA.7.6.2.2</b> assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.</p>	<p><b>LA.8.6.2.2</b> assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.</p>	<p><b>LA.910.6.2.2</b> organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.</p>



## APPENDIX C: FCAT 2.0 READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

FCAT 2.0 Reading Benchmarks Grades 3–5			
Reporting Category 1: Vocabulary			Content Focus
Grade 3	LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words.	<ul style="list-style-type: none"> <li>• Context Clues</li> </ul>
Grade 4	LA.4.1.6.3		
Grade 5	LA.5.1.6.3		
Grade 3	LA.3.1.6.7	<p>The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i></p>	<ul style="list-style-type: none"> <li>• Base Words</li> <li>• Affixes</li> <li>• Roots (Grade 5)</li> </ul>
Grade 4	LA.4.1.6.7		
Grade 5	LA.5.1.6.7		
Grade 3	LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> </ul>
Grade 4	LA.4.1.6.8		
Grade 5	LA.5.1.6.8		
Grade 3	LA.3.1.6.9	<p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.4.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.5.1.6.6 The student will identify shades of meaning in related words (e.g., blaring, loud).</i></p>	<ul style="list-style-type: none"> <li>• Multiple Meanings</li> <li>• Analyze Words in Text</li> <li>• Shades of Meaning</li> </ul>
Grade 4	LA.4.1.6.9		
Grade 5	LA.5.1.6.9		

### FCAT 2.0 READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

Reporting Category 2: Reading Application			Content Focus
Grade 3 Grade 4 Grade 5	LA.3.1.7.2 LA.4.1.7.2 LA.5.1.7.2	The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.  The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Author’s Perspective</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.3 LA.4.1.7.3 LA.5.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.  The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.  The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> <li>• Main Idea (stated or implied)</li> <li>• Relevant Details</li> <li>• Conclusions/ Inferences</li> <li>• Chronological Order</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.4 LA.4.1.7.4 LA.5.1.7.4	The student will identify cause-and-effect relationships in text.	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.5 LA.4.1.7.5 LA.5.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<ul style="list-style-type: none"> <li>• Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, question/answer, listing/description)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.6 LA.4.1.7.6 LA.5.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections.	<ul style="list-style-type: none"> <li>• Themes (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Topics (Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>
Grade 3 Grade 4 Grade 5	LA.3.1.7.7 LA.4.1.7.7 LA.5.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts.  The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).  The student will compare and contrast elements in multiple texts.	<ul style="list-style-type: none"> <li>• Compare (similarities: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> <li>• Contrast (differences: Gr. 3 within one text; Gr. 4–5 within/across texts)</li> </ul>

## FCAT 2.0 READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

Reporting Category 3: Literary Analysis—Fiction/Nonfiction			Content Focus
Grade 3	LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> <li>• Character Development</li> <li>• Character Point of View</li> <li>• Setting</li> <li>• Plot Development</li> <li>• Problem/Resolution</li> </ul>
Grade 4	LA.4.2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
Grade 5	LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.	
Grade 3 Grade 4 Grade 5	LA.3.2.1.7 LA.4.2.1.7 LA.5.2.1.7	The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	<ul style="list-style-type: none"> <li>• Descriptive Language (e.g., mood, imagery)</li> <li>• Figurative Language (e.g., simile, metaphor, personification)</li> </ul>

## FCAT 2.0 READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

Reporting Category 4: Informational Text/Research Process			Content Focus
Grade 3	LA.3.2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<ul style="list-style-type: none"> <li>Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)</li> </ul>
Grade 4	LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	
Grade 5	LA.5.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
Grade 3	LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	<ul style="list-style-type: none"> <li>Text Features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes)</li> <li>Locate, Interpret, Organize Information</li> </ul>
Grade 4	LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
Grade 5	LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).	
Grade 5	LA.5.6.2.2	The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	<ul style="list-style-type: none"> <li>Determine the Validity and Reliability of Information (within/across texts)</li> </ul>

## APPENDIX D

### FCAT 2.0 READING GLOSSARY

*The following glossary is a reference list provided for item writers and is not intended to comprise a comprehensive vocabulary list for students. The terms defined in this glossary pertain to the NGSSS in reading and language arts for Grades 3–10 and the content assessed on FCAT 2.0 Reading.*

**Affix**—A word part that cannot stand alone (morpheme) and that changes the meaning or function of a base word to which it is attached, such as the prefix *ad-* and the suffix *-ing* in *adjoining*.

**Alliteration**—The repetition of the same sound, usually of a consonant, at the beginning of two or more words immediately succeeding each other or at short intervals. Example: The repetition of *f* and *g* in *fields ever fresh, groves ever green*.

**Allusion**—A reference to a statement, well-known person, place, or event from literature, history, mythology, politics, sports, science, or the arts. Allusions usually come from a body of information that the author presumes the reader will know.

**Analyze**—To analyze a literary work, parts are examined to understand how they work together to create meaning as a whole. Examples of analysis are to compare, to contrast, to deduce, or to categorize.

**Antagonist**—A principal character or force in opposition to a protagonist, or main character. The antagonist is usually another character but sometimes can be a force of nature, a set of circumstances, some aspect of society, or a force within the protagonist. The antagonist is often, but not always, the villain in a literary work.

**Antonym**—A word having a meaning opposite to that of another word.

**Argument/support**—A text structure/organizational pattern that uses reason to try to lead a reader to think or act in a certain way. Argument begins with a statement of an idea or opinion, which is then supported with facts and logical reasoning to achieve its purpose. Argument may be found in a single text or paired texts in which opposing views are expressed.

**Author's bias**—A personal judgment either for or against a particular person, position, or thing. Bias can be favorable or unfavorable and can be used to sway an audience. An important skill of critical reading is the ability to detect an author's bias and prejudice.

**Author's perspective**—The viewpoint that an author brings to a piece of writing. Sometimes the author's perspective is recognizable through the tone of a piece.

**Author’s purpose**—An author’s purpose is his or her reason for creating a particular work. The purpose may be to entertain, to explain or to inform, to express an opinion, or to persuade readers to do or believe something. An author may have more than one purpose for writing, but usually one is the most important.

**Base word**—A complete word that can stand alone. Other words or word parts (affixes) can be added to base words to form new words (e.g., *teach* in *reteach* or *teaching*).

**Cause and effect**—Two events are related as cause and effect when one event brings about the other. The following statement shows a cause-and-effect relationship: *Because of my broken arm, the doctor said I couldn’t play baseball.* Cause and effect is also a text structure/organizational pattern that presents relationships between ideas in a text. In this method of development, the writer analyzes the reason(s) for an action, event, or decision, or analyzes resulting consequences to support a point.

**Character development**—The method(s) a writer uses to create and develop characters. To develop a character, (a) a writer may describe a character’s physical appearance; (b) the speech, thoughts, feelings, or actions of a character may be used to reveal the character’s nature; (c) the speech, thoughts, feelings, or actions of other characters may be used to develop a character; or (d) the narrator may make direct comments about a character.

**Character point of view**—An important aspect within character development is character point of view. The viewpoint or voice of a character is developed by a writer and enables readers to better understand the events of a text through a character’s thoughts, feelings, beliefs, motives, or actions.

**Chart**—A type of graphic aid that presents information, shows a process, or makes comparisons, usually in rows and columns.

**Chronological order**—The order in which events happen in time (sequence of events). A writer may use clue words or signal words to alert the reader to these events, such as *first, next, then, finally*, etc. Chronological order (sequence) is also a text structure/organizational pattern in which ideas are grouped on the basis of order or time.

**Compare/contrast**—Writing that examines the similarities and differences between two or more subjects. The writer uses transitions to signal similarities and differences, such as *like, likewise, in contrast, similarly*, and *in the same way*. As a text structure/organizational pattern, compare/contrast writing may end with a conclusion that explains a decision or provides new understanding of the subjects.

**Comparison**—The process of pointing out what two or more things have in common.

**Conflict**—A struggle or clash between opposing characters, forces, or emotions that moves the plot forward in literary text. Almost every story has a main conflict (or problem)—a conflict that is the story’s focus.

**Consumer documents**—Printed materials that accompany products and services. They are intended for the buyers or users of the products or services and usually provide information about use, care, operation, or assembly. Some common consumer documents are applications, contracts, warranties, manuals, instructions, package inserts, labels, brochures, and schedules.

**Context clues**—Unfamiliar words are often surrounded by words or phrases called context clues that help readers understand their meanings. A context clue may be a definition, a synonym, an example, a comparison or a contrast, or any other expression that enables readers to infer the word’s meaning. When readers meet unfamiliar words, context clues narrow the possible word choices, thereby making word identification more accurate.

**Contrast**—To emphasize the dissimilarities and differences of things, qualities, events, or problems.

**Definition/explanation**—An organizational pattern that is devoted to defining a complex term or idea. The concept is initially defined and then further expanded with examples, explanations, and restatements.

**Descriptive language**—Language intended to create a mood, person, place, thing, event, emotion, or experience. Descriptive language uses images that appeal to the reader’s senses, helping the reader to imagine how a subject looks, sounds, smells, tastes, or feels. Descriptive language is used in fiction, nonfiction, drama, and poetry. Some examples of descriptive language include imagery, alliteration, and mood.

**Diction**—A writer’s or speaker’s choice of words and way of arranging the words in sentences. Diction can be broadly characterized as formal or informal. It can also be described as technical or common, abstract or concrete, and literal or figurative. For example, a writer for *Scientific American* would use a more formal, more technical, and possibly more abstract diction than a writer for the science section of a local newspaper.

**Drawing conclusions**—A special kind of inference that involves not reading between the lines but reading beyond the lines. The reader combines what he or she already knows with information from the text. Readers can draw a conclusion from stated facts or facts they infer and then combine all the facts to support their conclusion.

**Evaluate**—To form opinions about what is read. Through this process readers may develop their own ideas about characters and events.

**Excerpt**—A passage or segment taken from a text. The length of the excerpt may be a phrase, a sentence, a paragraph, or an entire chapter.

**Exposition**—In fiction, the structure of the plot normally begins with exposition. In the early part of the story, the exposition sets the tone, establishes the setting, introduces the characters, and gives the reader important background information.

**External conflict**—In an external conflict, a character struggles against an outside force, which may be another character, society as a whole, or something in nature.

**Fact**—Knowledge or information that can be verified.

**Falling action**—In the plot of a story, falling action is the action that occurs after the climax. During the falling action, conflicts are resolved and mysteries are solved.

**Fiction**—Imaginative works of prose, primarily the novel and the short story. Although fiction may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader.

**Figurative language**—Language that involves the use of words and/or phrases that describe one thing in terms of another and that is not meant to be understood on a literal level. Figurative language always involves some sort of imaginative comparison between seemingly unlike things. The most common are simile (*My heart is like a singing bird*), metaphor (*My soul is an enchanted boat*), and personification (*The wind stood up and gave a shout*).

**Flashback**—An interruption in the action of a plot to tell what happened at an earlier time. A flashback breaks the usual movement of the narrative by going back in time. Flashback usually gives background information that helps the reader understand the present situation.

**Foreshadowing**—A writer’s use of hints or clues to suggest events that will occur later in the plot. Foreshadowing creates suspense and prepares the reader for what is to come.

**Functional materials**—A form of informational nonfiction (e.g., websites, how-to articles, brochures, fliers) encountered in real-world situations. Functional materials also include consumer documents and workplace documents.

**Hyperbole**—A figure of speech in which a statement is exaggerated for emphasis or for humorous effect. Writers often use hyperbole to intensify a description or to emphasize the essential nature of something. For example, if a writer says that a limousine is a mile long, he/she is using hyperbole.

**Imagery**—Language that appeals to the senses. It is used in all types of writing, but especially in poetry. Imagery consists of descriptive words and phrases that re-create sensory experiences for the reader. Imagery usually appeals to one or more of the five senses—sight, hearing, smell, taste, and touch—to help the reader imagine exactly what is being described.

**Inference**—The act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

**Informational nonfiction**—Writing that provides factual information and that often explains ideas or teaches processes. See examples given in the table on page 4.

**Internal conflict**—A struggle between opposing needs, desires, or emotions within a single character. Many literary works, especially longer ones, contain both internal and external conflicts, and an external conflict often leads to internal problems.



**Interpret**—To translate, analyze, or give examples drawn from a text. This process involves making an inference beyond the literal meaning of a text in order to determine meaning.

**Irony**—A contrast between what is expected and what actually exists or happens. Irony involves the tension that arises from the discrepancy, either between what one says and what one means (verbal irony), between what a character believes and what a reader knows (dramatic irony), or between what occurs and what one expects to occur (situational irony). Exaggeration, sarcasm, and understatement are techniques writers use to express irony.

**Listing/description**—In this organizational pattern, pieces of information (facts, reasons, ideas, examples, features, steps, characteristics, etc.) are listed. The order of the facts may reflect the order of importance or simply another logical order.

**Literary device**—A literary technique used to achieve a particular effect, such as descriptive language and figurative language.

**Literary elements**—Refers to the particular elements common to all literary and narrative forms. Some examples of literary elements are theme, setting, conflict, characters, plot, and point of view.

**Literary nonfiction**—Like fiction, except that the characters, setting, and plot are real rather than imaginary. Its purpose is usually to entertain or express opinions or feelings. Literary nonfiction can include autobiographies, biographies, and essays. See examples given in the table on page 4.

**Main idea (stated/implied)**—The main idea is the most important idea expressed in a piece of writing. It may be the central idea of an entire work or a thought expressed in the topic sentence of a paragraph. The implied main idea is the main idea of a passage or an article that is not directly stated but formed from what is suggested by an author from the supporting details.

**Metaphor**—A comparison of two things that have some quality in common. Unlike a simile, a metaphor does not contain a word such as *like*, *as*, *than*, or *resembles*. Instead, it states that one thing actually is something else.

**Mood**—The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood.

**Moral**—A lesson taught in a literary work, such as a fable. For example, the moral *Do not count your chickens before they hatch* teaches that one should not count on one's fortunes or blessings until they appear. A moral of a literary work should not be confused with a theme.

**Multiple meanings**—The particular meaning of a word that is dependent upon how it is used in a sentence.

**Myth**—A traditional story, usually of unknown authorship, that deals with basic questions about the universe. Heroes and gods often figure prominently in myths, which may attempt to explain such things as the origin of the world, mysteries of nature, or social customs.

**Nonfiction**—Writing that tells about real people, places, and events. Unlike fiction, nonfiction is mainly written to convey factual information, although writers of nonfiction shape information in accordance with their own purposes and attitudes. Nonfiction can be a good source of information, but readers frequently have to examine it carefully in order to detect biases, notice gaps in the information provided, and identify errors in logic. Nonfiction includes a diverse range of writing and can be informational or literary in nature. Some examples of nonfiction are newspaper articles, movie reviews, speeches, true-life adventure stories, advertising, and more.

**Onomatopoeia**—The use of words whose sounds suggest their meanings (e.g., *meow*, *buzz*, *splash*).

**Organizational patterns**—Text structures found in all types of nonfiction (and even some fiction); the building blocks that serve every writing purpose—informative, expository, argumentative, or persuasive. Common types of organizational patterns include chronological order (sequence of events), compare/contrast, and cause and effect.

**Paraphrasing**—Helps readers to clarify meaning by restating information in their own words.

**Personification**—A figure of speech in which a nonhuman thing or quality is written about as if it were human. In the phrase *the blue stars shiver*, human attributes are given to stars. *Rocks lie on their backs* and *the rock has an open wound* are other examples.

**Perspective**—A position from which something is considered or evaluated; standpoint.

**Plot/plot development**—The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) exposition; (b) rising action; (c) climax; (d) falling action; and (e) resolution or denouement.

**Point of view**—The vantage point from which a writer tells a story. The three main points of view in literary texts are omniscient, third-person limited, and first person.

**Predicting**—A reading strategy that involves gathering and using text clues to make a reasonable guess about what will happen next in a story.

**Prefix**—A word part, such as *dis-* in *disbelieve*, attached to the front of a root word to produce a derivative word or inflected form.

**Primary source**—Materials written by people who were present at events, either as participants or as observers. Letters, diaries, autobiographies, speeches, and photographs are examples of primary sources.

**Problem/solution**—A text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

**Protagonist**—The main character in fiction or drama. The protagonist is the character upon whom the reader focuses attention, the person who sets the plot in motion. Most protagonists are rounded, dynamic characters who change in some important way by the end of the story, novel, or play. The protagonist is often, but not always, the hero in a literary work.

**Pun**—Play on the multiple meanings of a word or on two words that sound alike but have different meanings. Example: *I wondered why the baseball was getting bigger. Then it hit me.*

**Question/answer**—An organizational pattern that involves the author posing questions about a particular subject or topic, then providing the reader with key information and support that answers those questions.

**Relevant details**—A fact revealed by an author or speaker that supports an attitude or tone in a piece of poetry or prose. In informational nonfiction, relevant details provide information that supports the author’s main point.

**Resolution (or denouement)**—The portion of a play or story where the central problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end. An insight or a change as a result of the conflict is shown in the resolution.

**Rising action**—The events in a story that move the plot forward. Rising action involves conflicts and complications and builds toward the climax of the story.

**Root word**—In the English language, many roots are derived from ancient Greek and Latin languages. A root is a word part that cannot stand by itself and must be combined with other word parts, such as prefixes and suffixes, in order to convey core meaning. Knowing the meaning of a word’s root can help the reader determine the word’s meaning.

**Sarcasm**—A form of verbal irony, usually harsh, that is often used as an insult.

**Satire**—Type of writing that ridicules human weakness, vice, or folly in order to bring about social reform. Satires often try to persuade the reader to do or believe something by showing the opposite view as absurd or even as vicious and inhumane. One of the favorite techniques of the satirists is exaggeration, overstating something to make it look worse than it is. For example, George Orwell’s novel *Animal Farm* uses barnyard animals to mock the way people abuse political power.

**Secondary source**—Records of events that were created some time after the events occurred; the writers were not directly involved or were not present when the events took place. Encyclopedias, textbooks, biographies, most newspaper and magazine articles, and books and articles that interpret or review research are examples.

**Setting**—The time and place of the action in a story, play, or poem. Elements of setting may include geographic location, historical period (past, present, or future), season of the year, time of day, and the beliefs, customs, and standards of a society. Setting can function in several ways in a text: it can provide atmosphere, create conflict, or reveal character.

**Shades of meaning**—Shades of meaning are small, subtle differences in meaning between similar words and phrases. Example: *glance*, *glare*, and *peek* all refer to the concept of looking but have a different meaning. Context clues help resolve which shade of meaning is intended.

**Simile**—A comparison of two things that have some quality in common. In a simile, the comparison is conveyed by means of the word *like* or *as* (e.g., *She stood in front of the altar, shaking like a freshly caught trout.* —Maya Angelou).

**Suffix**—A word part that is added to the end of a root word, serving to form a new word or functioning as an inflectional ending, such as *-ness* in gentleness, *-ing* in walking, or *-s* in sits.

**Summary statement**—A general statement that presents the main points or facts in condensed form, omitting unimportant details and information.

**Symbolism**—The use of something concrete (e.g., an object, a setting, an event, an animal, or a person) that functions in a text to represent something more than itself. A symbol must be something tangible or visible, while the idea it symbolizes must be something abstract or universal. For example, a dark forest has often been used as a symbol of being lost and confused in life. In James Hurst’s “The Scarlet Ibis,” the fragile ibis functions as a symbol of the frail little boy and his unusual nature.

**Synonym**—A word that has the same or almost the same meaning as another word (e.g., *rob/steal*, *parcel/package*, *occasionally/sometimes*).

**Synthesize**—A systematic process that involves identifying the relationships among two or more ideas. When synthesizing, the reader combines or puts together information from two or more places or sources. The reader might also read information under pictures and on maps and charts, combining information from all areas to draw conclusions. At times, the reader may be asked to look at how ideas or information in one text is presented similarly to or differently from that found in another text.

**Table**—A type of graphic aid that presents a group of facts in rows and columns and demonstrates how the facts interrelate.

**Text box**—A distinct section of a page that amplifies or highlights information found in the main text and often provides additional information.

**Text features**—Design elements that include the organizational structure of a text and help make the key ideas and supporting information understandable. Text features include headings, text boxes, subheadings, sections, titles, subtitles, italic type, bulleted or numbered lists, and graphic aids, such as charts, tables, timelines, illustrations, and photographs.

**Text structure**—The temporal and spatial arrangement of elements in a written, oral, or visual text. For example, the text structure of a narrative film might involve moving back and forth among different time periods in recounting events, or the text structure of an argumentative essay might involve a linear arrangement of definitions, arguments, evidence, counterarguments, and rebuttal. Common forms of text structure or organizational patterns found in written texts include compare/contrast, cause/effect, chronological order, and argument/support.

**Theme**—An underlying message about life or human nature that the author wants the reader to understand and that may give readers insight into the author’s view of the world. A theme is a complex and original revelation about life that is usually unstated, yet it is vital. A theme is not the same as a moral, which is a rule of conduct, nor should it be reduced to a familiar saying or cliché, such as *Crime doesn’t pay*. For example, the theme of “The Scarlet Ibis” by James Hurst might be expressed as *Pride, love, and cruelty are often intermingled in human relationships*.

**Tone**—An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.

**Topic**—The general category or class of ideas, often stated in a word or phrase, to which the ideas of a text as a whole belong (e.g., subject matter or central idea of a conversation, discussion, or a piece of writing).

**Trait**—A distinguishing feature, as of a character in a story.

**Transition words/phrases/expressions**—Words and phrases that indicate relationships between ideas in a paragraph or composition.

**Validity/reliability**—A systematic process that involves evaluating whether or not information in a text is valid (correct or sound) and reliable (dependable). The reader engages in this process by checking specific information found in a text for its accuracy and dependability, evaluating and applying that information, and verifying the best supporting evidence based on correct and logical conclusions.

**Word relationships**—Analyses of word pairs used in a text that are connected by either a similar or opposite meaning.

**Workplace document**—Materials that are produced or used within a work setting, usually to aid in the functioning of the workplace. They include job applications, office memos, training manuals, job descriptions, and sales reports.





## APPENDIX F FCAT 2.0 READING TEST DESIGN SUMMARY

### Number of Items

The data in this table give ranges for the approximate number of multiple-choice items on FCAT 2.0 Reading. These ranges include both operational and field-test items.

Grade	FCAT 2.0 Reading
3	50–55
4	50–55
5	50–55
6	50–55
7	50–55
8	50–55
9	50–55
10	50–55
Retake	50–55

### Reporting Categories for Reading Items

FCAT 2.0 Reading is based on the benchmarks found in the Reading and Literature strands of the Language Arts NGSSS. The four reading reporting categories used for FCAT 2.0 design, scoring, and reporting are Vocabulary, Reading Application, Literary Analysis—Fiction/Nonfiction, and Informational Text/Research Process.

The table below indicates the relative emphasis on each reporting category by providing the percentage of raw score points available in each category assessed on the FCAT 2.0 at different grade levels. As students progress through the grades, more emphasis is placed on higher-level thinking skills in the Informational Text/Research Process reporting category. In each category, the percent may vary as much as  $\pm 5\%$ .

FCAT 2.0 Reading Reporting Category Percentages				
Grades	Vocabulary	Reading Application	Literary Analysis Fiction/Nonfiction	Informational Text/Research Process
3–5	20%	30%	30%	20%
6–7	20%	30%	30%	20%
8	20%	25%	25%	30%
9–10	20%	25%	25%	30%



## Duration of Test

The table below displays the number of minutes allowed for regular test takers for each NGSSS test. All tests are administered in two sessions with the exception of the Reading Retake, which must be taken in one day.

Grade	FCAT 2.0 Reading (in minutes)
3	140
4	140
5	140
6	140
7	140
8	140
9	140
10	140

## FCAT 2.0 Reading Texts

Proposed reading selections and articles are reviewed by Florida educators for quality and grade-level appropriateness. A committee of Florida citizens and educators conducts a review of all reading selections and articles to ensure they are free of any bias to a particular group of students or of cultural insensitivity.

The range of the number of words per selection allows a variety of texts, such as poetry, plays, and literary and informational pieces, to be included in the test.

## Length of FCAT 2.0 Reading Texts

Grade	Range of Number of Words per Text	Average Number of Words per Text
3	100–700	500
4	100–900	500
5	200–1000	600
6	200–1100	700
7	300–1100	700
8	300–1200	700
9	300–1400	900
10	300–1500	1000

**APPENDIX G**  
**FCAT 2.0 READING TEXTS**  
**GRADES 3, 4, AND 5**

**Grade 3**

Swim, Baby, Swim! .....	G-2
Birds Do It! RECYCLE! .....	G-5
The Better Birdhouse!.....	G-7

**Grade 4**

Across the Blue Mountains.....	G-8
Learning to Sing .....	G-11
Play a Game .....	G-13
Living on the Edge of Danger .....	G-14

**Grade 5**

What Is an Ecosystem? .....	G-16
The Great Garden Experiment .....	G-19
Your Bicycle Helmet.....	G-22

# Swim, Baby, Swim!

By Mary Leister



One summer morning, a young blackbird clung to a cattail stem near his nest. His mother had woven the nest from fresh grasses, but it was now brown and dry. It hung crookedly in a clump of cattails on the edge of a farm pond.

The little brown bird held tightly to a stem and flapped his wings. On a nearby cattail, his father's yellow head glowed in the sun. Both parents clucked nervously as they watched their last baby learn to fly.

The little bird blinked his dark eyes and looked around. He saw a world of green plants and sparkling water. He fluffed up his feathers. Then he flapped his wings again and gave a little push with his feet against the cattail stem.

All of a sudden, something really special happened—off he went flying through the air!

He wobbled as he flew across the edge of the farm pond and looked for a place to land. His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight. He slipped off the end of it and plopped down into the pond!

Now the little bird's parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.

Then something special happened again. The little bird began to swim! He dipped his wing tips low into the water. When he pushed back

with all his might—just as though he were flying—he moved the tiniest bit toward shore.

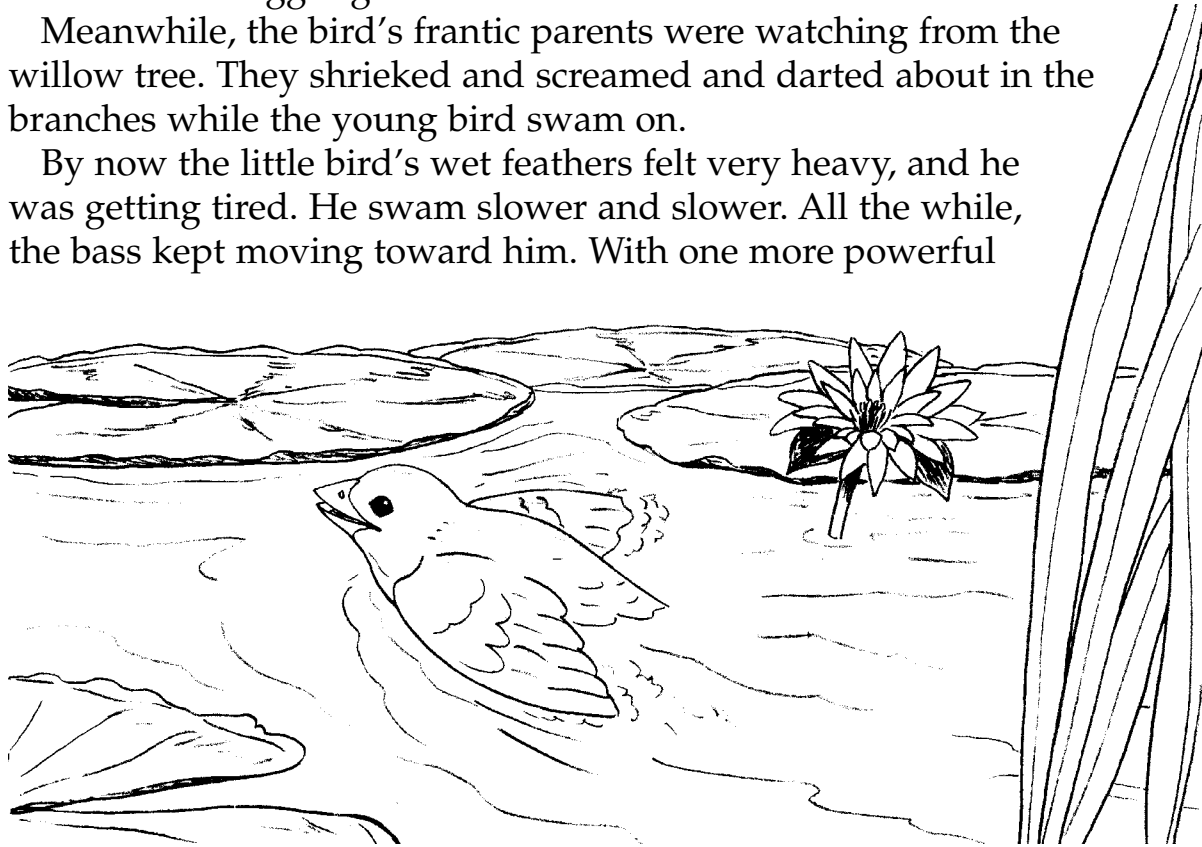
As the young bird splashed his wings in the water, bright sparkling droplets showered on his head. The drops spilled over his back and soaked his last dry feathers.

The pond looked calm and quiet. But the baby blackbird wasn't the only animal in the water. And some of the creatures—big fish, bullfrogs, and snapping turtles—would eat little birds whenever they had the chance.

As the little bird struggled along toward shore, a female bass noticed the ripples he was making. Then the big fish saw tiny feet and wet, feathery wing tips coming toward her. She started to drift upward toward the struggling bird.

Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.

By now the little bird's wet feathers felt very heavy, and he was getting tired. He swam slower and slower. All the while, the bass kept moving toward him. With one more powerful



swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water. The fish zipped away from the hungry otter and went to find cover in the weeds. Off went the otter to search for the bass. So the little bird was safe from the fish!

With a last push of his wing tips, the young blackbird reached the edge of the pond. He flapped out of the water and crawled up on shore. There he dropped onto the damp clay soil in a wet heap of feathers.

Now his parents circled wildly above him, squawking and shrieking. With luck, their noise would frighten away any enemies.

As the young bird lay there, the rays of the summer sun warmed and dried him. He stood up and began to fluff out his feathers and straighten them with his beak.

Then he stretched his wings and gave a little push with his feet against the damp clay of the shore. Off he flew into a clump of cattails growing on the other side of the pond.

For the rest of that day the little bird rested in the shelter of the cattails. Meanwhile his parents still clamored and fussed. But now they also brought him all the insects he could eat.

The next morning, the young bird flew away from the pond and headed for a marsh. There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.

“Swim, Baby, Swim!” by Mary Leister. Reprinted from the May 1990 issue of *Ranger Rick* magazine, with the permission of the publisher, the National Wildlife Federation. Copyright 1990 by the National Wildlife Federation.

# Birds Do It! RECYCLE!

**If you collect paper, cloth, string or paper clips, your friends might call you a pack rat. But if you're a bird, you're just building the coolest house in the neighborhood!**



## **Picky, Picky**

Scientists have no idea exactly why birds choose certain objects to build their nests. But scientists know that the main reason birds build nests is to keep their babies safe, warm and healthy.

Chicks grow faster and are healthier when they are warm. They also learn to fly and leave the nests sooner than birds without warm homes.

## **What A Yarn**

Yarn is big on an oriole's shopping list when nest building. Scientists are still trying to figure out why so many birds choose white yarn over other colors for nest building.

Scientists think that the white stuff reminds birds of cotton fluff they find in the wild.

## **Do It Naturally**

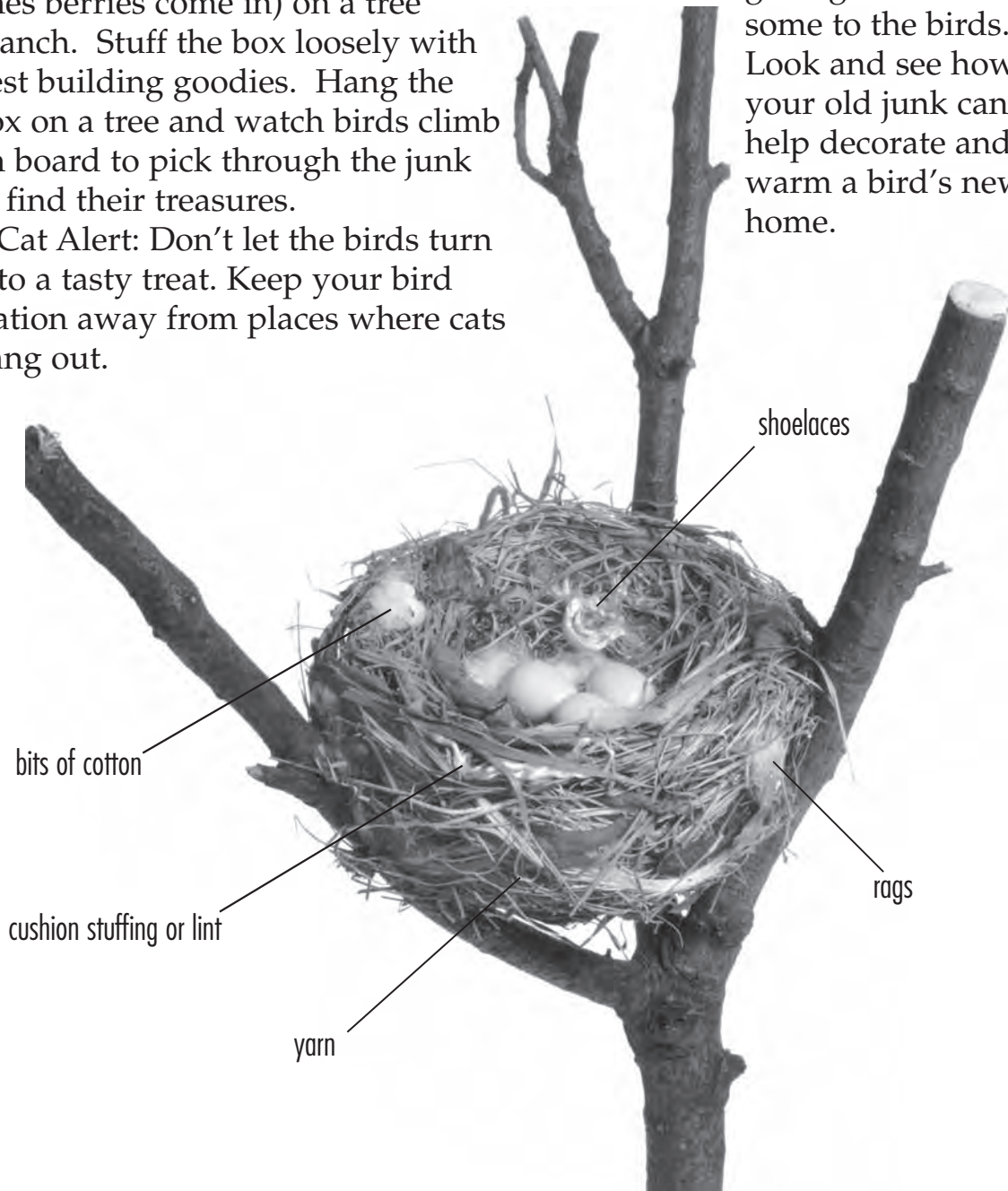
Even though birds can help us recycle some of our junk by using it to build nests, they also need to use lots of natural materials. Twigs, long grass, moss, dried bark, spider's silk and mud are some of the natural ingredients that are good for nests, too.

You can make a collection box of stuff to leave for birds so they can help themselves. Hang a small plastic box with holes (like the ones berries come in) on a tree branch. Stuff the box loosely with nest building goodies. Hang the box on a tree and watch birds climb on board to pick through the junk to find their treasures.

Cat Alert: Don't let the birds turn into a tasty treat. Keep your bird station away from places where cats hang out.

## For The Birds!

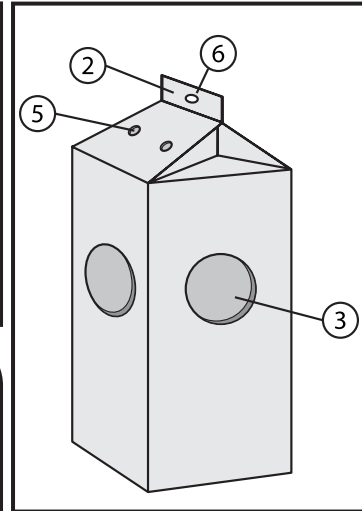
Stop! Don't throw all that garbage out! Give some to the birds. Look and see how your old junk can help decorate and warm a bird's new home.



"Birds Do It! RECYCLE!" originally appeared in *Kid City* magazine. Copyright 1995 Children's Television Workshop (New York, New York). All rights reserved. Photograph copyrighted © by John Shaw. Reprinted by permission of photographer. Photograph copyrighted © by Ilan Rubin. Reprinted by permission of photographer.

# The Better Birdhouse!

Bird watching is a fun hobby. More people are enjoying it every day. You, too, can enjoy the gentle cooing of a mourning dove. You can watch the blue flash of a hummingbird wing as the little bird sips from a flower nearby. Bird watching does not have to take a lot of time or money. Using materials you can find around your house, you can build a good birdhouse. You can begin an enjoyable adventure in bird watching in 30 minutes, in your very own backyard. With these directions, it is easy!



### Materials you will need

- Milk carton, quart or half-gallon size (empty)
- Glue
- Scissors
- Brown paint (acrylic)
- Paint supplies
- Twine, string, or a shoelace
- Twigs, grass, or moss

### What kind of birds will you see?

Some of this will depend on where you live. You can look up state birds online or at your local library. Make the holes in your milk carton the right size for the birds you hope to attract. You can also set out the food that they like best! You can likely expect some species of swallows, sparrows, warblers, finches, and starlings.

## TO BUILD A BETTER BIRDHOUSE

1. Clean and dry the milk carton completely.
2. Glue the top of the milk carton shut. (Stapling works too.)
3. Cut holes into the milk carton for the birds to get into the birdhouse. The size you use will determine which birds use the house. An adult will need to get the holes started with your scissors. This is for safety reasons. You can make one hole per side, or two. A good place to put them is about four inches from the bottom.
4. Paint your milk carton brown. You will want to dab the paint on thickly. (Tip: If you have trouble getting the paint to stick, cover the whole carton with masking tape first, and then paint.) The brown will blend into the trees.
5. Poke several holes in the bottom of the carton to let out any waste. Add at least two small holes in the top of the carton. The top holes are to let in fresh air. Do this AFTER painting, or the paint could fill in your holes!
6. Poke a hole through the very top of the carton. Loop a string through it. The string is how it will hang from a tree.
7. Glue twigs and grass or moss along the top of the birdhouse or all over, if you want. This makes it look even more natural.
8. Hang the carton from a tree that is visible from a window of your house. Now you can watch your birds in any weather!

### check it out!

This birdhouse uses recycled materials:

- ✓ It benefits the Earth!
- ✓ It is cheap to build!
- ✓ It is still good for the birds!

EVERYONE WINS!

A good site to use for beginning tips:  
[www.birding.com](http://www.birding.com)

“The Better Birdhouse!” property of the Florida Department of Education.





# ACROSS T · H · E BLUE MOUNTAINS

by Emma Chichester Clark

Miss Bilberry lived in a pale yellow house at the base of the great blue mountains with a dog named Cecilie, a cat called Chester, and two birds called Chitty and Chatty.

Every morning Miss Bilberry had breakfast in the shade of a broad-leaved tree, looking out at her beautiful view of the mountains.

After breakfast she swept the path and fed the birds and animals. She watered the flowers and vegetables growing in her garden. Then she had a light lunch on the veranda.<sup>1</sup>

In the afternoon she had a nap in her hammock between two swaying palms. And sometimes in the evening she played her violin and sang a few songs before she went to bed.

It was a lovely life, and Miss Bilberry would have been completely happy, except for one thing.

She just couldn't stop wondering whether she might not be even happier if she lived on the other side of the mountains. The more she looked, the more she wondered.



<sup>1</sup> **veranda:** a porch covered by a roof

One day, Miss Bilberry could stand it no longer. “Everybody up!” she called to Cecilie, Chester, and Chitty and Chatty. “Today’s the day! We’re going to move! Let’s start packing!”

Not wanting to be left behind, they all helped fill boxes, baskets, and bags and put everything from the little yellow house onto a wobbly old cart.

Then they waved good-bye to the house and the garden, the broad-leaved tree and the two swaying palms, and set off toward the blue mountains.

“I just can’t wait to get to the other side!” cried Miss Bilberry. But Chester looked back sadly.

They walked and walked, pushing the heavy cart for many miles, through fields, and forests, through rain, and sunshine, uphill, and downhill.

They reached a place where the flowers were taller than Miss Bilberry! They could hardly see where they were going.

“This is the wrong way,” snarled Chester.

“No it isn’t,” snapped Cecilie.

Miss Bilberry climbed a tree, but she still wasn’t sure where they were.

“Told you so,” said Chester.

“Everything is going to be fine when we get to the other side,” said Miss Bilberry.

On and on they went.

Chester grumbled, Cecilie moaned, but Miss Bilberry just kept going.

Chitty and Chatty tried to help by flying ahead.

“They’re hopeless!” snarled Chester.

But soon Chitty and Chatty returned. “We’ve found a lovely house,” they cried, “with trees and flowers! Follow us!”

And there it was . . .



“Oh my!” gasped Miss Bilberry. “It’s perfection. It’s just as I thought it would be!”

“Thank goodness for that,” sighed Chester.

Chester and Cecilie ran the rest of the way. When Miss Bilberry caught up they all unpacked the boxes and emptied the bags. In between loads Chester sniffed the air. It’s strange, he thought, but I feel as if I’ve been here before.



Miss Bilberry was so tired that she slept all afternoon in her hammock, which she strung between two swaying palms, exactly as before. Then she made a stew from the vegetables growing in the garden, and they all began to feel better.

Each morning when the sun shone in her window, Miss Bilberry leapt out of bed. Her life seemed better than ever. Her breakfast seemed more delicious and the mountains seemed more beautiful.

It was a lovely life and she was happy. But there were some things that bothered Miss Bilberry . . .

. . . she didn’t say anything, but she just couldn’t stop wondering.

It seemed to her that even though they had traveled a very long way, everything was much the same. Even the mountains, which should really have been at the back of the house, were still in front. It was a mystery to Miss Bilberry, and she sometimes worried about it.

Chester, the clever cat, smiled to himself. He knew the answer, but he would never tell Miss Bilberry. He liked their quiet life in the pale yellow house with its broad-leaved tree, its two swaying palms, and its cool veranda.



# Learning to Sing

## with Opera Star Carol Vaness

By Bridget Paolucci

**T**hink of some of your favorite singers. When you listen, they can make you happy or sad, peaceful or angry. They can make you relax or want to get up and dance. Talented singers have the power to affect us in many ways—emotionally, physically, and mentally.

But becoming a great singer isn't as easy as listening to one. It takes practice, dedication, and strong lungs! Just ask the well-known American opera star Carol Vaness.

At the Metropolitan Opera in New York City where she often sings, Carol's voice must be loud enough to be heard by four thousand people. It must reach every person in the theater, *without* a microphone, even when she's singing softly. The reason Carol can project her voice that far is the way she breathes.

"When you breathe, it's like a swimmer taking a deep breath before going underwater," Carol explains. "You have to take a lot of air into your lungs."

According to Carol, the main difference between pop singing and opera is "how you breathe, how much air you take in, and how you control it coming out. Regular singing is more like speaking, and it's a lot softer.

"When I sing for children, they're often surprised by how the vibrations strike their ears—like waves on a beach," Carol says. "In opera, the air doesn't just go out of your mouth—it vibrates in your head and your chest, the way a guitar vibrates when it's played."

Ever since she started piano lessons at age ten, Carol has loved music. As she got older, she decided to become a music teacher. When she went to college, she took singing lessons as part of her studies. Her voice teacher discovered that nineteen-year-old Carol

had an exceptionally beautiful soprano voice—the highest singing voice for women.

**The student test book included a photograph of opera singer Carol Vaness, dressed in a long robe and preparing to sing. The publisher is unable to obtain permission from the rights-holder to include the image in this publication.**

**Extravagant costumes and beautiful songs help turn Carol into a star in the opera *Otello*.**

Carol decided to make opera her goal, not only because she loved to sing but also because she loved the drama. Opera is a play in which the characters *sing* the words instead of speaking them. The stories of opera can be tragic or comical. They can be personal stories about two people falling in love or grand stories about kings and queens who lived long ago. As the characters in an opera sing, the emotions expressed by words and music come to life.

“I get to dress up in gorgeous gowns and play hundreds of different characters,” says


Carol, who studied for eight years and learned several languages before she was ready for her debut.<sup>1</sup> “The queen, the evil sorceress, the poor seamstress—these are characters that are fun to play.”


Today, Carol performs throughout the United States and Europe as she has done for almost twenty years. But she has never forgotten why she started singing in the first place.

“Put your heart into your singing and enjoy it,” says Carol, “because singing is a great joy. That’s why I sing. In fact, that’s why everybody sings.”


### *Sing Like a Pro*


Not everyone wants to be an opera singer, but almost anyone can learn to sing better. Carol Vaness offers this advice to anyone who wants to improve his or her singing skills.


 Practice deep breathing: relax your shoulders, take a deep breath (like a swimmer), and then let the breath come out slowly.

 To check that you’re breathing correctly, lie down on the floor, put your hand on your abdomen,<sup>2</sup> and take a deep breath. Your hand should rise—not fall—as you breathe in. When you breathe out, make a hissing sound so that the air comes out slowly. You’ll feel your abdominal muscles move. That’s the way air should come out

when you’re singing.

 If you’re singing in the school chorus, don’t try to sing louder than the person next to you. You will only strain your voice. Instead, listen to that person and sing together.

 When you have to sing high notes in school, listen to the note that the teacher gives you for pitch, and think of that note before you sing. When you’re alone, sing “ooo” softly for three or four notes up the scale and then back down. Sing those notes a little higher each time. As you practice, the notes will become easier to reach.

 Try not to yell when you sing. Yelling is fun on the playground, but singing is about making music.

<sup>2</sup> **abdomen:** part of the body where the stomach is located

<sup>1</sup> **debut:** first public performance

## Tired? Bored? Hungry? And more miles left to go? Help pass the time on your trip: Play a Game!

Everyone knows that a long bus ride can make even the most exciting field trip seem boring. When the bus is traveling a long distance to reach the cool field trip destination, it can seem like forever. What about when you are in the back seat waiting to reach Grandma’s house? The road stretches like a rubber band for miles and miles. Here’s a way to beat the road at its own game. Use what you have around you to play games with your family and friends. You *can* have fun while you travel!

### MATERIALS = NOTHING BUT TIME & IMAGINATION

#### Make Them LOOK! License Plate Games

1) ABC Version: Try to find license plates that begin with each letter of the alphabet. You must work in order of the alphabet. You can work together or competitively. Set a time limit for best results.



2) State Version: Try to find a license plate from every state. Work as a team. Use paper to keep track of which ones you have seen if you can, because 50 states can be hard to keep track of! \*Note: Feel free to add or change rules. For example, Alaska and Hawaii plates are not necessary because those states might be too far away. You want the game to be fun, not frustrating!

#### Make Them THINK!

1) My Mother Owns a Grocery Store: A person begins a statement similar to “My mother owns a grocery store, and in it she has something that begins with the letter \_\_\_\_.” Then fill in the letter. People start guessing names of items that begin with that letter until they guess right. Then whoever guesses right gets to go next.

2) Guessing Game: A person sees something and says, “Guess what I am?” The other people ask yes/no questions to figure out what the person is. There is usually a limit on the number of questions asked. Examples of questions: “Are you an animal?” “Do you moo?” and “Are you brown?”

#### Make Them LAUGH!

Straight Face: One person is “it.” They have to answer any question with a silly phrase. You decide what this phrase is before beginning. A common first phrase is “The cat’s tail.” Then you each ask this person a question, like “What do you eat your soup with?” The person must answer, **WITHOUT SMILING** or laughing, “The cat’s tail.” The next person asks another question, like “What is the most important thing to take to school tomorrow?” Each person must ask a question until the person who is “it” breaks down and laughs or smiles. Then you pick another phrase. Some suggested phrases:

- ✓ my horse’s hat
- ✓ the bird’s boots
- ✓ the donkey’s teeth
- ✓ fuzzy bunnies
- ✓ sour lemons

“Play a Game” property of the Florida Department of Education.

# LIVING ON THE EDGE OF DANGER

By Jack Myers  
Senior Science Editor

## The silver ant survives in heat that would kill other ants.

**A**nts probably aren't your favorite insects. But you can't help being interested in the story of one spunky kind of ant. It has some special tricks for living in the hot, dry sands of the Sahara, in Africa. This desert is one of the most difficult places on Earth for animals to live.

Most desert animals have learned how to beat the heat by burrowing and living underground during the hottest part of the day. They come out to hunt for food at night and in the

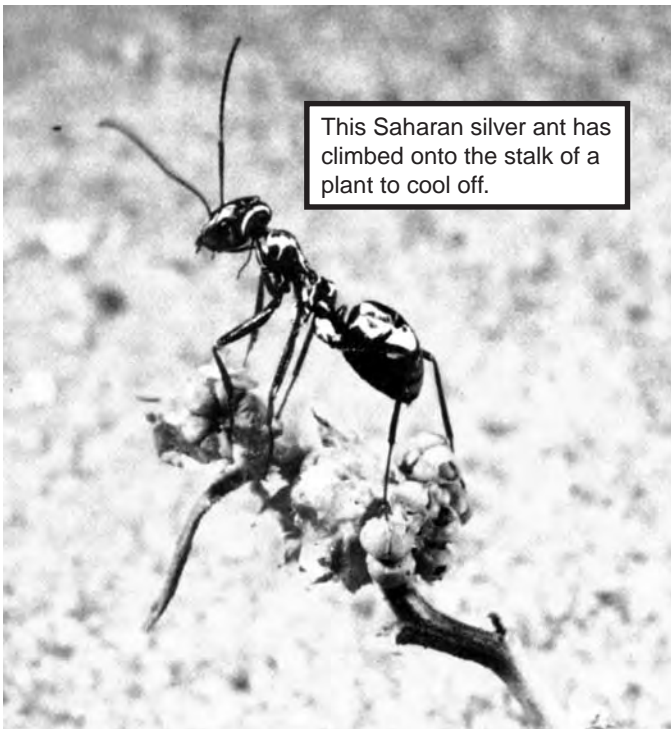
early morning. Of course those animals include the predators, which come out at the same time to hunt. So ants and other small insects searching for their food are in danger of becoming food for larger animals, especially the desert lizards.

### Head for Home

As the morning sun rises, the sands heat up rapidly, and almost every creature scurries back to its burrow!<sup>1</sup> Those that are still hungry and keep looking for food risk the danger of dying of heat shock before they get home.

Most desert ants and other insects head for home when the temperature gets up to about 95 degrees Fahrenheit. They must sneak past the ant lizards and win the race against rising temperature to get home safely. By the time the temperature gets to about 113 degrees, most ants are safe in their underground nests—except for one special kind, the Saharan silver ant.

The silver ant stays out in higher temperatures than any other desert ant does. In fact, it feeds on insects that died in the heat. How does it survive? And why does it do it?



<sup>1</sup>burrow: underground home

### Cool Tricks

One trick of the silver ant is that it can withstand higher temperatures—no one knows how—even up to 128 degrees.

And it knows how to find places where it can rest and cool off. Down on the surface of the sand, where the ant lives, is the hottest place around. Just a few inches up above the sand the air is a lot cooler. So the silver ant spends a part of its hunting time climbing up on plants, like the one in the photograph on the previous page.

Silver ants have another trick that is even more surprising. Their whole colony stays in the nest until the sand temperature outside gets to about 116 degrees. Then a few scouts give a signal, and hundreds of ants come pouring out. This usually happens about noontime, when the temperature is rising rapidly.

Silver ants have a busy time of it, hunting and climbing up on grass stalks to cool off. Then they must hurry home again before the temperature gets to 128 degrees. That gives them just a short hunting time



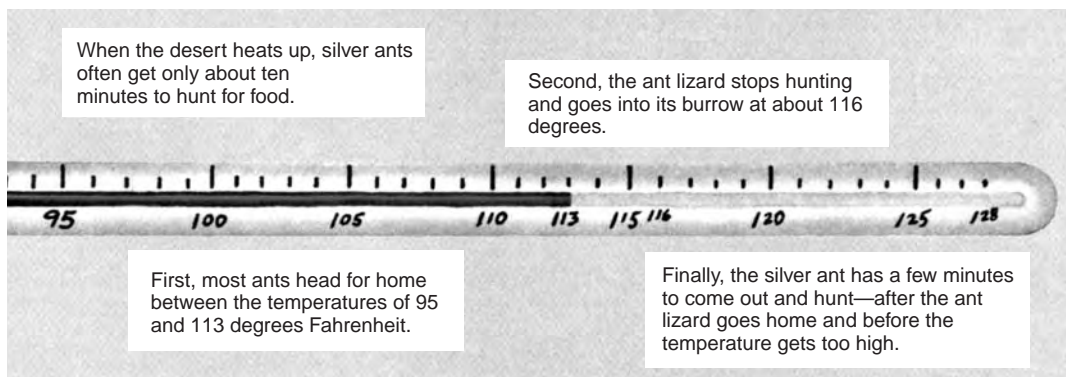
outside their nest, often only about ten minutes.

Naturally you have to wonder why the silver ants don't come out of their nest until the temperature gets so high. Scientists who studied them wondered, too. They found an answer in the behavior of the ant lizard. It is especially fond of silver ants and often has its burrow close to one of their nests. But the ant lizard has to worry about getting overheated, too. By the time the temperature gets to 116 degrees, all the ant lizards are back in their burrows.

### Magic Temperature

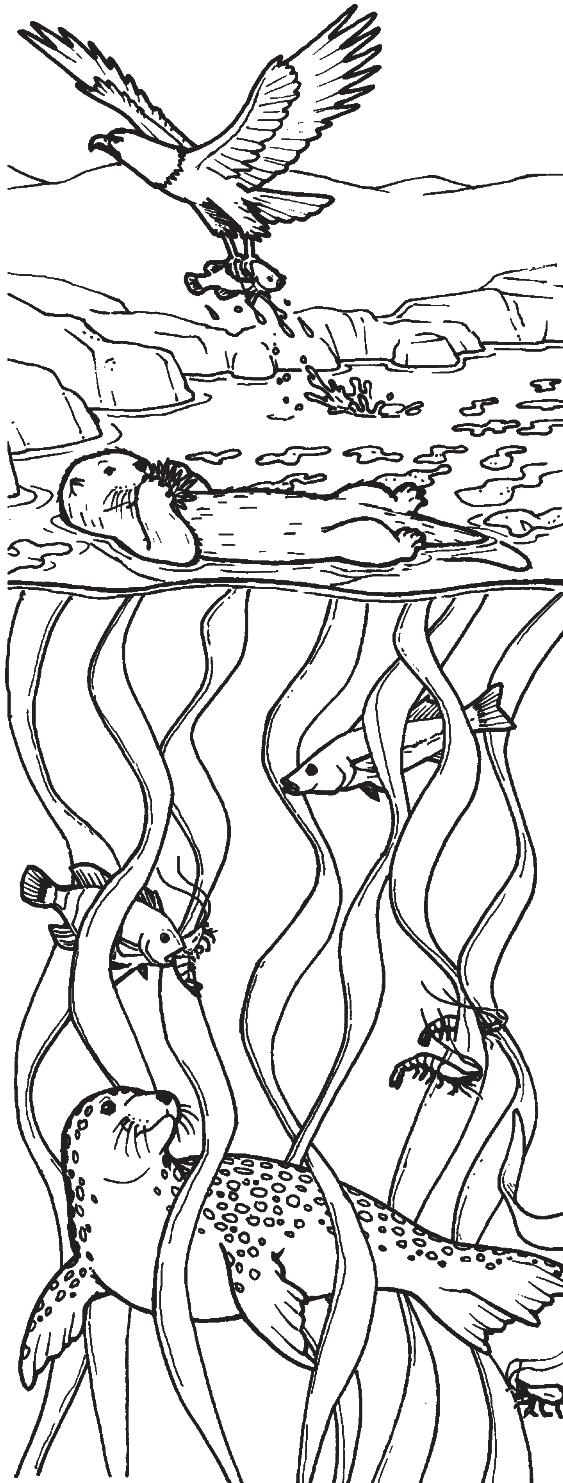
You can see why 116 degrees becomes a magic temperature for silver ants. When the desert sand gets that warm, one of their enemies, the ant lizard, is asleep in its burrow. Then the ants can safely go out hunting. Of course their safety doesn't last long. Their other enemy, the rising temperature, will tell them they must start for home before the sand gets to a killing temperature. Lots of animals have special times of day or night when they do their hunting and searching for food. But there can't be very many that have as short a hunting time as the Saharan silver ant.

Many animals live very close to danger, especially those that live in the icy cold of the Arctic or in the hot, dry sands of the desert. Even so, the silver ant may hold some kind of record for living on the edge of danger.



"Living on the Edge of Danger" by Jack Myers, November 1995, copyright © 1995 by *Highlights for Children, Inc.*, Columbus, Ohio.





## What Is an Ecosystem?

by Susan Quinlan

Plants help animals by making food from sunlight, air, water, and soil minerals. Different animals help plants by carrying their pollen or seeds, or by enriching the soil with their droppings. All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle. Scientists call this puzzle an *ecosystem*. An ecosystem includes a place, all the living things in it, and all the connections among them.

Because there are so many connections in an ecosystem, it can be hard to figure out exactly how it works. Scientists were puzzled, for example, by the underwater ecosystems around two Aleutian islands that lie near each other. Amchitka and Shemya Islands are surrounded by rocky ocean floor and clear water of the same temperature and saltiness. Since the places are nearly identical, one would expect to find similar life there. Instead, the two islands have very different ecosystems.

## What Is an Ecosystem?

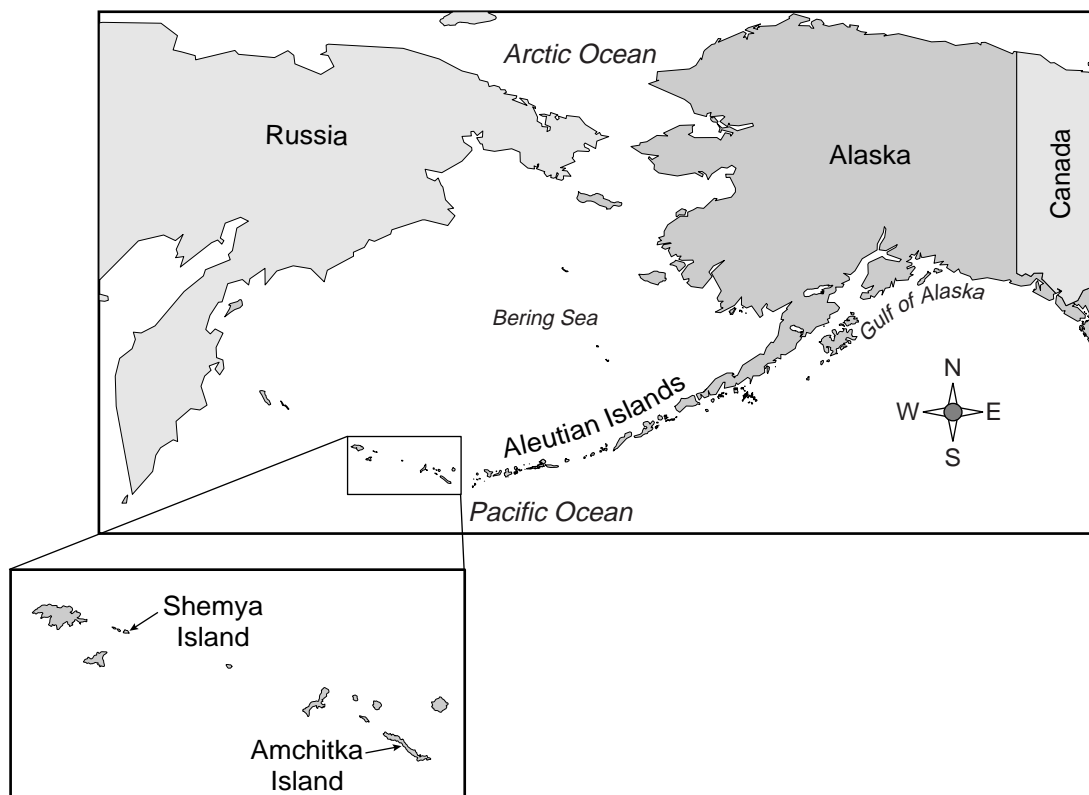
The ecosystem around Amchitka Island has dense underwater forests of giant kelp (a plant-like organism that lives in the ocean). It has a large population of shrimp-like animals and fish, thousands of sea otters, bald eagles, and lots of seals. In contrast, Shemya Island has no sea otters, few seals, and no bald eagles. Underwater, there is almost no giant kelp, few shrimp-like animals, and few fish. Instead, the rocky ocean floor is carpeted with bottom-dwelling, hard-shelled animals, such as sea urchins, barnacles, and blue mussels.

Why are the ecosystems around these islands so different? The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter. Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur. Fortunately, a few sea otters

survived. After decades of protection, they finally returned to Amchitka. But they had not yet reached Shemya when the scientists were there.

The scientists discovered that the sea otters triggered a series of ecosystem changes. These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

On Shemya, however, where there are no sea otters, the ocean floor is patrolled by hordes of sea urchins. Sea urchins eat giant kelp. They also gnaw through the anchoring base of the kelp. Without an anchor to the ocean bottom, the kelp soon washes ashore and dies. So giant kelp can't survive in places like Shemya.

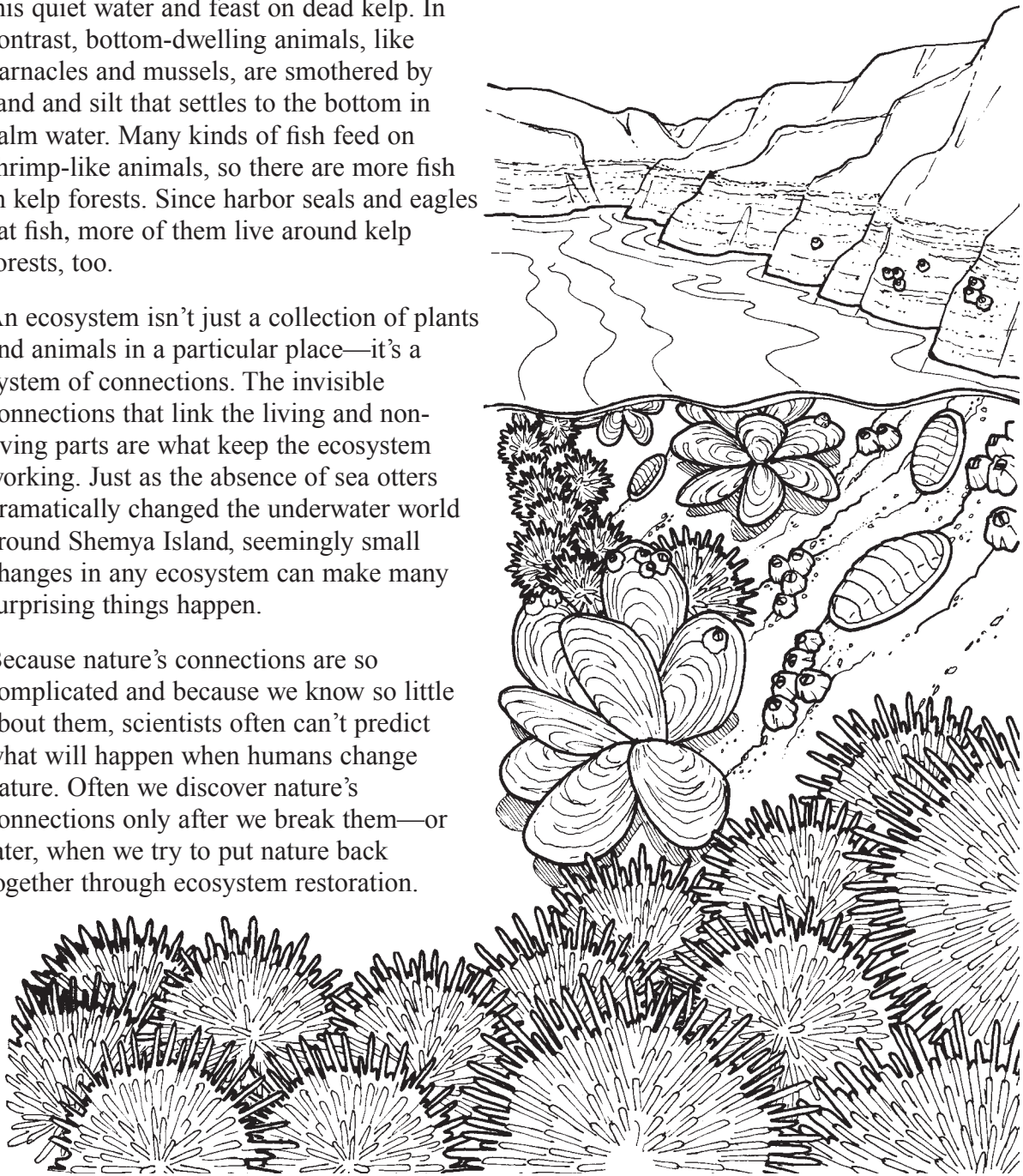


## What Is an Ecosystem?

On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives. A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp. In contrast, bottom-dwelling animals, like barnacles and mussels, are smothered by sand and silt that settles to the bottom in calm water. Many kinds of fish feed on shrimp-like animals, so there are more fish in kelp forests. Since harbor seals and eagles eat fish, more of them live around kelp forests, too.

An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections. The invisible connections that link the living and non-living parts are what keep the ecosystem working. Just as the absence of sea otters dramatically changed the underwater world around Shemya Island, seemingly small changes in any ecosystem can make many surprising things happen.

Because nature's connections are so complicated and because we know so little about them, scientists often can't predict what will happen when humans change nature. Often we discover nature's connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.



"What Is an Ecosystem?" by Susan Quinlan, from *Muse*, January/February 1998. Text copyright © 1998 by Susan Quinlan. Reprinted by permission of the author.

# The Great Garden Experiment



By Linda Opp

We moved from our city apartment to the country shortly before planting time. Dad kept his accounting job, and Mom was going back to teach school in the fall. But my parents were hankering for life in the country and a chance to grow their own vegetables, so away we went.

Our new place was an old two-story house on an acre of land. Next door, to the east, lived Mr. Ballard. He raised pigs—a lot of pigs. It was all right, except when the wind blew from that direction. On those days, we tried to stay indoors.

After we got settled, our first shopping trip was to the Big Valley Hardware Store to pick out our garden seeds. Mom and Dad rummaged through the racks of seeds like kids in a toy store.

“Look, Stan,” Mom called to Dad. “Here are seeds for zucchini<sup>1</sup> squash. Let’s get some.”

Dad looked at the picture on the front of the seed package. “I don’t like zucchini much,” he said.

Mom got a determined look in her eyes.

We bought the zucchini seeds. We also carried home seed potatoes, tiny tomato plants, and other packages of seeds—corn, peas, beans, and more.

While we were planting, Mr. Ballard stuck his head over the fence. “Howdy,” he said. “Nice garden you got.”

<sup>1</sup> **zucchini**: a long, dark green member of the squash family

"Thanks," Dad said. "We—"

"What's that?" Mr. Ballard interrupted, squinting at the seed packet Mom was holding. "Zucchini?"

"That's right," Mom said, pleased.

"You didn't plant the whole package, did you?" Mr. Ballard inquired.

Mom looked puzzled. "Why, yes."

"What's wrong with that?" Dad asked, sticking up for Mom.

"Oh, nothing. Nothing at all." Mr. Ballard disappeared, but we could hear him laughing.

Our garden grew fast, especially the zucchini. "Look at this, Allison," Dad said one day. "These zucchini vines of your mother's are choking my cucumber vines." Andy and I were helping him weed the garden. We were in a hurry because there was an east wind that day.

Two weeks later, Mom picked the first zucchini. "I can't wait to try some of the recipes in my new zucchini cookbook," she said proudly.

At first, it was interesting and kind of fun to see how many ways we could eat zucchini. But the fun was soon over.

There were two hundred recipes in that cookbook. We ate zucchini steamed, fried, baked, and stuffed. We ate zucchini-carrot cake, zucchini nut bread, and zucchini-oatmeal cookies. Slices and chunks of zucchini turned up in salads, soups, casseroles, and stews.

"Why don't you try giving some away?" I suggested.

"I have," Mom said. "I've already given so many away that people lock their doors when they see me coming."

"I am going to become malnourished," Dad said. "My body is crying out for a tender tomato or some crisp green beans. And all I get is zucchini." He glowered at Mom over his meatloaf, which he had cut into tiny pieces to be sure there was no zucchini in it.

Mr. Ballard thought this was hilarious. "How are the zucchini farmers today?" he would ask whenever he saw Dad. "You city folks are strange. Nothing but zucchini."

"Maybe," Dad said icily. "But I'd rather have a garden full of zucchini than a farm full of smelly pigs any day."

Mr. Ballard shrugged. "Pigs are pigs," he said.

One morning when Mom had gone out early to pick zucchini, I served Dad his breakfast omelette, which Mom had left in the oven to stay warm. Dad was delighted when I set it down in front of him.

He took a big bite. Then his fork clattered onto the table.

"No," he said, standing. "I will not eat a zucchini omelette." He took a swallow of juice and set his glass down with a gulp. "That does it. Zucchini-orange juice. She thought I wouldn't notice."

At that moment, there was a yell from the garden. Dad, Andy, and I ran outside. There stood Mom, holding the biggest zucchini I had ever seen. It was at least three feet long.

“Stan,” Mom whispered, “I don’t understand. They were only half this big yesterday.”

We stared at the zucchini patch. An army of green monsters gleamed in the sun.

Mr. Ballard looked over the fence. “You folks got trouble?” he asked.

Dad put his arm around Mom and gave Mr. Ballard a frosty look. He didn’t want our neighbor to know how bad our trouble really was. “Nothing that concerns you,” he said.

“Oh, well,” Mr. Ballard said, scratching his head. “I guess I’ve got enough trouble of my own. Confounded worms ate my whole corn crop. Don’t know what I’ll feed my pigs until I can find some corn for sale.” He walked away, muttering to himself.

Fortunately, I had an idea. I explained it to Dad and Andy.

“No, Allison,” Dad said when I told him what he would have to do. “Anything but that.”

“It’s the only way, Dad,” Andy said.

We finally got Dad to make the phone call. He handled it well, even though he was awfully embarrassed.

Then we got to work, urgently picking every zucchini. Mr. Ballard arrived with his truck and his hired hand and helped us load the zucchini. After that, Mr. Ballard got his tractor and plowed under the zucchini vines. That was part of the deal.

I don’t know whether the pigs liked the zucchini. I didn’t ask them.



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## YOUR BICYCLE HELMET A CORRECT FIT

### Fitting a Bike Helmet

#### **Position**

Put the helmet on your head so it sits evenly between your ears and rests low on your forehead—it should only be about one to two finger-widths above your eyebrows.

#### **Pads**

Put foam pads inside the helmet so it feels comfortable but really snug. Usually, the helmet includes more than one size of foam pads that can be attached inside the helmet for a better fit.

#### **Straps**

Tighten the chin strap as snugly as possible. Adjust the junction of the front and back straps just under the ears, and secure the back strap without putting pressure on the front strap.

If all of this sounds confusing, follow the simple Five-Step Helmet Fit Test below.

**A Good Helmet Fit** is as important as wearing a helmet . . . but it takes time. Allow as much as a half hour to get a proper helmet fit. If fitting your child, don't try to "rush" it as they are trying to go outside to ride. Do it while they're relaxed and you have plenty of time. Then secure the adjustments so the helmet is ready for the next ride.

### Five-Step Helmet Fit Test

Step	Problem	Solution
1. With one hand, gently lift the front of the helmet up and back.	<i>Helmet moves back to uncover the forehead.</i>	Tighten the front strap. Make sure the chin strap is snug. Also, adjust padding thickness and/or position, especially in back. If this doesn't work, the helmet may be too big.
2. With one hand, gently lift the back of the helmet up and forward.	<i>Helmet moves forward to cover the eyes.</i>	Tighten the back strap. Make sure the chin strap is snug. Also, adjust padding thickness and/or position, especially in front. If this doesn't work, the helmet may be too big.
3. Put a hand on each side of the helmet and rock the helmet from side to side. Shake your head "no" as hard as possible.	<i>Helmet slips from side to side.</i>	Check padding on sides, and make sure straps are evenly adjusted.
4. Open your mouth (lower jaw) as wide as possible, without moving your head. The top of your helmet should pull down.	<i>Helmet does not pull down when you open your mouth.</i>	Tighten the chin strap. Make sure the front and back strap junction is under each ear.
5. Check to see if the front edge of the helmet covers your forehead. The front edge of the helmet should not be more than one to two finger-widths above your eyebrows.	<i>Helmet does not cover the forehead.</i>	Position the helmet no more than one to two finger-widths above your eyebrows. Tighten any loose straps. Make adjustments so the helmet stays over the forehead.

Have someone else test your helmet fit by doing the **Five-Step Test** outlined above. Hold your head still during the test. Your helmet should pass each of the five steps.

### *Buying a Bike Helmet*

1. Buy a helmet that has been tested and meets the uniform safety standard issued by the U.S. Consumer Product Safety Commission (CPSC), or one or more of the voluntary bicycle helmet standards like ASTM, Snell, or ANSI. You can know this by looking for a label or sticker that says the helmet meets the standard.
2. Select a brand and size that fits well prior to any adjustments. Adjustable sizing pads are often included to help ensure a better fit. Buy one that's comfortable and attractive. You'll be more likely to wear it.
3. If buying a helmet for your child, buy one that fits now, not a helmet to "grow into."
4. Replace any helmet that has been involved in a crash!

**FACT:** *A bicycle helmet reduces the risk of serious head and brain injury by 85–88%. It's not enough to simply buy and wear one—make sure it fits properly.*

*Courtesy of U.S. Department of Transportation, National Highway Traffic Safety Administration.*



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