DRAFT

Grade 5
English Language Arts
Item Specifications

Florida
Standards Assessments

The contents of the draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in CPALMs. The *Specifications* define the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards and provides stakeholders with information about the scope and function of the FSA.

<u>Item Specifications Definitions</u>

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

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

- **Sample response mechanisms** describe the characteristics of various methods for responding to test items.

- **Task demand** describes various types of items that could be written for the standard(s) assessed.

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

**Florida Standards Assessments
Paper-Based Enhanced Item Descriptions**

The Florida Standards Assessments are composed of test items that include traditional multiple-choice items, as well as enhanced items that require students to select and/or support their answers. **For the paper-based tests, there will be no audio or open-response items.**

The various enhanced item types are described below, including the percentage of each test that will be composed of these item types.

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

Percent of Test That Is Composed of Enhanced Items	
Grades 3–10 ELA	**25%–50%**

<u>Enhanced Item Types for English Language Arts Paper-Based Tests</u>

1. **<u>Editing Task Choice</u>** – The student reads a short passage with underlined words and phrases. The student selects the correct word or phrase that should replace the underlined word or phrase from a set of options. One option will always be "correct as is."

2. **<u>Selectable Text</u>** - Excerpted sentences from the text are presented in this item type. These items may have one or two parts. In a two-part selectable text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to select the text to support the answer in Part A.

3. **<u>Multiselect</u>** - The student is directed to select a specific number of correct answers from among the options provided. These items are different from multiple-choice items, which prompt the student to select only one correct answer.

4. **<u>Evidence-Based Selected Response (EBSR</u>**) - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A.

5. **<u>Table Match</u>** - This item type presents options in columns and rows. Options may include words, phrases, sentences, quotations, line/paragraph/passage numbers, or images. The student is directed to select a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary.

6. **<u>Multimedia</u>** - Enhanced content may include multimedia elements such as images, charts, graphics timelines, etc. Multimedia elements may appear within passages (stimuli) or test items. Any of the item types described above may be used to assess the multimedia content.

Reading Stimuli Guidelines

<u>**Overall Description**</u>

A stimulus may consist of one or more texts. The texts may be informational or literary and may cover a wide array of topics. Multimedia elements may include charts, graphics, timelines, or graphic elements.

<u>**Stimulus Attributes**</u>

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

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

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

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

English Language Arts Florida Standards   **Grade: K12***

Strand LAFS.K12: Reading

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

LAFS.K12.R.1.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.R.2: Craft and Structure

LAFS.K12.R.2.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6
Assess how point of view or purpose shapes the content and style of a text.

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

LAFS.K12.R.3.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

LAFS.K12.R.4.10
Read and comprehend complex literary and informational texts independently and proficiently.

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

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

LAFS.K12.SL.1.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

LAFS.K12.SL.2.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

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

LAFS.K12.W.1.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

LAFS.K12.W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

LAFS.K12.W.3.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LAFS.K12.W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

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

LAFS.K12.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

LAFS.K12.L.2.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

LAFS.K12.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Quote accurately from a text to support what the text says explicitly and to draw inferences from the text.	Selectable Text • Requires the student to select a quotation from the text that supports an inference. • Requires the student to select the correct inference about the text and then to select a quotation from the text that supports the inference. Multiple Choice • Requires the student to select a quotation from the text to support an inference about the text. Multiselect • Requires the student to select multiple quotations to support an explicit statement from the text. EBSR • Requires the student to select the correct inference about the text and then to select a quotation from the text to support the inference. Table Match • Requires the student to complete a table by matching inferences with supporting quotations.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Assessment Limits	Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items may ask the student to summarize the text as a whole or to identify key events to be included in a summary.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a theme of a drama, story, or poem.	Selectable Text • Requires the student to select words or phrases from the text that support the theme of the passage. Multiple Choice • Requires the student to select a theme of the passage. • Requires the student to select a detail from the text that supports the theme. Open Response • Requires the student to state the theme of the passage. • Requires the student to identify details from the text that support the theme. EBSR • Requires the student to select the theme from the choices and then to select words or phrases from the text to support the theme selected. Table Match • Requires the student to complete a table that describes how a theme develops through characters responding to challenges or a speaker reflecting upon a topic.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Provide a summary of the passage.	Selectable Text • Requires the student to select important details from the text that should be addressed in a summary. Multiple Choice • Requires the student to select a correct summary of the text. Multiselect • Requires the student to select multiple details that should be included in a summary of the passage. Table Match • Requires the student to complete a table that provides a summary of a passage.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Assessment Limits	Items may ask the student to use details from the text in order to compare and/or contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask the student to draw inferences.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast two or more characters, settings, or events and use specific details from the text as support.	Selectable Text • Requires the student to select a similarity or a difference between characters, settings, or events and then to select textual details that support that similarity or difference. EBSR • Requires the student to select similarities and/or differences between characters, settings, or events and then to select words or phrases from the text that provide support for that comparison. Table Match • Requires the student to complete a table by comparing and/or contrasting characters, settings, or events with descriptions, details, or analyses.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Also Assesses: LAFS.5.RF.3.3 and LAFS.RF.4.4
Assessment Limits	Items may ask the student to use the text to determine the meaning of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask the student to use context clues including Greek and Latin roots or affixes to determine the meaning of a word. Items may ask the student to interpret figurative language. Items may ask the student about nuances of word meanings as well as the meaning of common idioms, adages, and proverbs. Items may ask the student to determine the relationship between words in order to increase understanding. Items should focus on words and phrases that are central to the meaning of text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use context as a clue to the meaning of a word or phrase.	Selectable Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. Multiple Choice • Requires the student to select the meaning of a word or phrase used in the text. EBSR • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that support the correct meaning. Multiselect • Requires the student to select words, phrases, or quotations that show the meaning of words used in the
Use common Greek and Latin affixes and roots as clues to the meaning of a word.	Multiple Choice • Requires the student to select the meaning of words used in the text that include a Greek or Latin affix or root. Multiselect • Requires the student to select a Greek or Latin affix or root that shows the meaning of words used in the text.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Interpret figurative language, including similes and metaphors, in context.	EBSR • Requires the student to select one or more examples of figurative language and then to select the correct explanation of their meaning. Multiple Choice • Requires the student to select the correct meaning of figurative language. Selectable Text • Requires the student to select the correct meaning of figurative language and then to select words or phrases from the text to support the meaning.
Recognize and explain the meaning of common idioms, adages, and proverbs or nuances in word meaning.	EBSR • Requires the student to select the meaning of an idiom, adage, or proverb and then to select words or phrases from the text to support the meaning. Multiple Choice • Requires the student to select the correct meaning of an idiom, adage, or proverb or to recognize nuances in word meaning. Selectable Text • Requires the student to select the correct meaning of an idiom, adage, or proverb and then to select words or phrases from the text that support that meaning.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Multiple Choice • Requires the student to select the meaning of the word using a synonym, antonym, or homograph. Multiselect • Requires the student to identify all related words from a list.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Assessment Limits	Items may ask the student to explain the purpose of specific sentences, paragraphs, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall meaning of the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how a series of sentences, paragraphs, scenes, or stanzas fit together to provide the overall structure.	Selectable Text • Requires the student to select paragraphs, scenes, or stanzas in the text that contribute to the overall structure of the text. Multiple Choice • Requires the student to select an explanation of how paragraphs, scenes, or stanzas work together to provide structure and meaning. EBSR • Requires the student to identify the overall structure of a text and then to select sentences or phrases in the text that show the structure. Table Match • Requires the student to complete a table by matching structural elements with explanations of their relationships to each other and to the overall structure of a text.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.6: Describe how a narrator's or speaker's point of view influences how events are described.
Assessment Limits	Items may ask the student to use details from the text to explain the impact that a narrator's or speaker's point of view has on the description of events. Items should not exclusively ask the student to identify the narrator's or speaker's point of view.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Describe how a narrator's or speaker's point of view influences how events are described.	Multiple Choice • Requires the student to select a correct explanation of how point of view influences the description of events. Multiselect • Requires the student to select words, phrases, or direct quotations that show how the author's point of view impacts the description of events. Selectable Text • Requires the student to select a correct explanation of how point of view influences the description of events and to select words or phrases in the text that show the influence of point of view. EBSR • Requires the student to select the narrator's point of view and then to select words or phrases in the text that show the influence of point of view on the description of events. • Requires the student to select the narrator's point of view and then to select a correct explanation of how point of view influences the description of events. Table Match • Requires the student to complete a table by matching aspects of the narrator's point of view with explanations of how the point of view influences the presentation of events.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Also assesses: *LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Assessment Limits	RL.3.7: Items may ask the student to explain how visual or multimedia elements affect meaning, tone, or beauty of a text. Items should be developed to passages that make meaningful use of visual and multimedia elements. *There will be no audio administered on paper-based assessments.
Text Types	The items assessing these standards may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text or visuals. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Multiple Choice • Requires the student to select a correct explanation of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. Table Match • Requires the student to complete a table that analyzes how visual and multimedia elements affect the meaning or tone of a text.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Assessment Limits	Items may ask the student to analyze similarities and/or differences in how texts approach similar themes or topics. Items may require the student to use key details to explain how texts are similar or different in their approach. Items should not simply ask the student to identify common themes or topics. Items should be developed with text sets from the same genre.
Text Types	The items assessing this standard may be used with two or more grade-appropriate literary texts from the same genre. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast stories in the same genre on their approaches to similar themes and topics.	Selectable Text • Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts treat a theme/topic. Multiselect • Requires the student to identify similarities and/or differences of how two or more texts treat a theme/topic. Multiple Choice • Requires the student to select the correct explanation of how two or more texts treat a theme/topic. EBSR • Requires the student to select the correct explanation of how two or more texts treat a theme/topic and then to select sentences or phrases from each text that show similarities or differences. Table Match • Requires the student to complete a table by comparing and contrasting how each text treats a similar theme or topic.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Quote accurately from a text to support what the text says explicitly and to draw inferences from the text.	Selectable Text • Requires the student to select a quotation from the text that supports an inference. • Requires the student to select the correct inference about the text and then to select a quotation from the text that supports the inference. Multiple Choice • Requires the student to select a quotation from the text to support an inference about the text. Multiselect • Requires the student to select multiple quotations to support an explicit statement from the text. EBSR • Requires the student to select the correct inference about the text and then to select a quotation from the text to support the inference. Table Match • Requires the student to complete a table by matching inferences with supporting quotations.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Assessment Limits	Items may ask the student to identify main ideas and use details from the text to support the main ideas identified. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea. Items may also ask the student to summarize the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine two or more main ideas of a text and explain how they are supported by key details.	Selectable Text • Requires the student to select two or more main ideas from the choices and then to select words or phrases from the text to support the main ideas selected. EBSR • Requires the student to select two or more main ideas from the choices and then to select words or phrases from the text to support the main ideas selected. Table Match • Requires the student to complete a table to match two or more main ideas with details from the text that support them.
Provide a correct summary of the text.	Selectable Text • Requires the student to select sentences from the text that represent key details that should be addressed in a summary. Multiple Choice • Requires the student to select a correct summary of the text. Multiselect • Requires the student to select multiple details that should be included in a summary of the text. Table Match • Requires the student to complete a table that provides a summary of a text.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Assessment Limits	Items may ask about the relationship(s) among details (individuals, events, ideas, or concepts) from the text. Items may ask the student to explain how details (e.g., individuals, events, ideas, concepts) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using information from the text.	Selectable Text • Requires the student to select words or phrases from the text that demonstrate the relationship or interaction between details. • Requires the student to select a relationship or interaction between two or more individuals, events, ideas, or concepts and then to select details from the text that support the relationship or interaction. Multiple Choice • Requires the student to select an explanation of how details relate or interact. Multiselect • Requires the student to select multiple details from the text that demonstrate the relationship or interaction between individuals, events, ideas, or concepts. EBSR • Requires the student to select an explanation of how details relate/interact and then to select words or phrases from the text to demonstrate this relationship/interaction.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using information from the text.	Table Match • Requires the student to complete a table by matching analyses of how individuals, events, ideas, or concepts interact with supporting details from the text.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Also assesses: LAFS.5.RF.3.3 and LAFS.5.RF.4.4
Assessment Limits	Items may ask the student to use the text to determine the meaning of general academic and domain-specific words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask the student to use context clues including Greek and Latin roots or affixes to determine the meaning of a word. Items may ask the student to interpret figurative language. Items may ask the student about nuances of word meanings as well as the meaning of common idioms, adages, and proverbs. Items may ask the student to determine the relationship between words in order to increase understanding. Items should focus on words and phrases that are central to the meaning of text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Use context as a clue to the meaning of a word or phrase.	Selectable Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. Multiple Choice • Requires the student to select the meaning of a word or phrase used in the text. EBSR • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that support the correct meaning. Multiselect • Requires the student to select words, phrases, or quotations that show the meaning of words used in the
Use common Greek and Latin affixes and roots as clues to the meaning of a word.	Multiple Choice • Requires the student to select the meaning of words used in the text that include a Greek or Latin affix or root.
Interpret figurative language, including similes and metaphors, in context.	EBSR • Requires the student to select one or more examples of figurative language and then to select the correct explanation of their meaning. Multiple Choice • Requires the student to select the correct meaning of the figurative language. Selectable Text • Requires the student to select the correct meaning of the figurative language and then to select words or phrases from the text to support the meaning.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Recognize and explain the meaning of common idioms, adages, and proverbs or nuances in words.	**EBSR** • Requires the student to select the meaning of an idiom, adage, or proverb and then to select words or phrases from the text to support the meaning. **Multiple Choice** • Requires the student to select the correct meaning of an idiom, adage, or proverb or to recognize nuances in word meaning. **Selectable Text** • Requires the student to select the correct meaning of an idiom, adage, or proverb and then to select words or phrases from the text that support that meaning.
Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Multiple Choice** • Requires the student to select the meaning of the word using a synonym, antonym, or homograph. **Multiselect** • Requires the student to identify all related words from a list.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Assessment Limits	Items may ask the student to analyze the similarities and/or differences in the structure of two or more texts. Items may provide the comparison for the student and may ask the student to provide details to support analysis of the similarities and/or differences. Items should not ask about only one text.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.	Multiple Choice • Requires the student to select a similarity or difference between the structures of two or more informational texts. • Requires the student to select details that are evidence of similarities or differences in the structure of two or more informational texts. Multiselect • Requires the student to select multiple similarities or differences between the structures of two or more informational texts. EBSR • Requires the student to select similarities or differences in the structures of two or more informational texts and then to identify textual evidence that supports the similarities/differences. Table Match • Requires the student to complete a table by comparing and contrasting the structures of two or more texts.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Assessment Limits	Items may ask the student to use details from the text to explain similarities and/or differences in accounts given of the same event/topic. Items also may ask the student to consider how varying points of view affect the account. Items should not exclusively ask the student to identify the authors' accounts of the events/topics or the points of view.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze multiple accounts of the same event or topic, noting similarities and/or differences in the point of view they represent.	Selectable Text • Requires the student to select sentences or phrases from the text that show similarities or differences in how multiple accounts present or develop an event or topic. Multiple Choice • Requires the student to select a correct analysis of the point of view represented in multiple accounts of the same event or topic. Multiselect • Requires the student to select multiple similarities or differences between the points of view of multiple accounts of the same event or topic. EBSR • Requires the student to select the correct analysis of the point of view represented in multiple accounts of the same event or topic and then to select sentences or phrases from each account that show the similarities or differences in points of view. • Requires the student to select the correct analysis of how point of view affects the account of an event or topic and then to select sentences or phrases that illustrate this impact.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Analyze multiple accounts of the same event or topic, noting similarities and/or differences in the point of view they represent.	Table Match • Requires the student to complete a table by comparing and contrasting multiple accounts of the same event or topic with respect to the points of view they represent.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Also assesses: *LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Assessment Limits	RI.3.7: Items may ask the student to draw on information from multiple sources in order to answer questions or to solve problems. *There will be no audio administered on paper-based assessments.
Text Types	The items assessing these standards may be used with two or more grade-appropriate informational texts and other media. Passages may consist of text or visuals. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze information from two or more sources in order to answer a question or solve a problem.	Multiselect • Requires the student to select words, phrases, or quotations to answer a question or solve a problem. Table Match • Requires the student to complete a table by matching the answer to a question with details derived from two or more sources.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Assessment Limits	Items may ask the student to explain the reasons and evidence the author uses to support particular points in a text. Items should not exclusively ask the student to identify the points made by the author.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how the author uses reasons and evidence to support a point in the text.	Selectable Text • Requires the student to select words or phrases from the text that are used to support a particular point. Multiselect • Requires the student to select multiple details that support an author's point in the text. EBSR • Requires the student to select a correct explanation of how the author uses evidence to support a particular point in the text and then to select words or phrases from the text that are used to support that point. Multiple Choice • Requires the student to select a correct explanation of how the author uses reasons and evidence to support particular points in a text. Table Match • Requires the student to complete a table to match particular points from a text with reasons and evidence that support each point.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Assessment Limits	Items may ask the student to integrate information in order to develop or support inferences drawn from the texts. Items should require the student to use details from two or more texts and should be developed to text sets on the same topic.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Task Demand	Sample Response Mechanisms

Integrate information from two or more texts to make or support an inference drawn from the texts.	Selectable Text
	   • Requires the student to select sentences or phrases from each text that support an inference drawn from the texts.
	EBSR
	   • Requires the student to select the correct inference about the texts and then to select words or phrases from each text to support that inference.
	Multiple Choice
	   • Requires the student to select the answer to a question requiring an inference using information from two or more texts.
	Multiselect
	   • Requires the student to select multiple words, phrases, or sentences from the texts to support an inference about the texts.
	Table Match
	   • Requires the student to complete a table by matching inferences from several texts with supporting details from each text.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. d. Use verb tenses to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., *either/or, neither/nor*). LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g*., Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of words. e. Spell grade-appropriate words correctly, consulting references as needed.
Assessment Limits	Items may ask the student to evaluate and correct errors that focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.
Text Types	Items assessing these standards will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student's essay in quality and difficulty. The text should be accessible for the grade and should assess the student's knowledge of grammar, usage, and language conventions. Texts will be between 200 and 250 words.
Response Mechanisms	These standards will be assessed using the Editing Task Choice item type. Descriptions of these item types can be found in the Enhanced Item Descriptions section on page 3.

Editing Task Guidelines for Language Standards

Task Demand	Sample Response Mechanisms
Apply standard English grammar and usage.	Editing Task Choice • Requires the student to select the appropriate replacement for an ungrammatical word or phrase. • Requires the student to select the correct version of a word or phrase to be used in a sentence.
Apply standard English capitalization, punctuation, and spelling.	Editing Task Choice • Requires the student to select the appropriate usage of grade-appropriate conventions. • Requires the student to select the correct spelling of a word.

Text-Based Writing Stimulus and Prompt Guidelines

Writing Prompt Specifications

Overall Task Description

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

Stimulus Attributes

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

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

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

Text-Based Writing Stimulus and Prompt Guidelines

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

Grade Level	Minimum Word Count	Maximum Word Count
5	800	1,300

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

For the **informative/explanatory** writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–10).

<u>Assessed Standards</u>
The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

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

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

Text-Based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 4–5

Write an informative essay about . . . . Use information from the passages in your essay.

Manage your time carefully so that you can
- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include
- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

Your response should be in the form of a multiparagraph essay. Write your essay in the space provided.

-OR-

Write an essay in which you give your opinion about . . . . Use information from the passages in your essay.

Manage your time carefully so that you can
- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include
- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your essay in the space provided.

ELA Reading and Writing Stimulus Guidelines

Acceptable Text Types

Informational Text	Literary Text
Primary Sources/Nonfiction • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries Secondary Sources/Nonfiction • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles Functional Materials • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages Literary Nonfiction • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques	Literary Fiction • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works

ELA Reading and Writing Stimulus Guidelines

Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and Mathematics

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

Health and Physical Education

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

Business Management and Administration

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

Social Studies

- American History
- Civics and Government
- Geography
- Economics
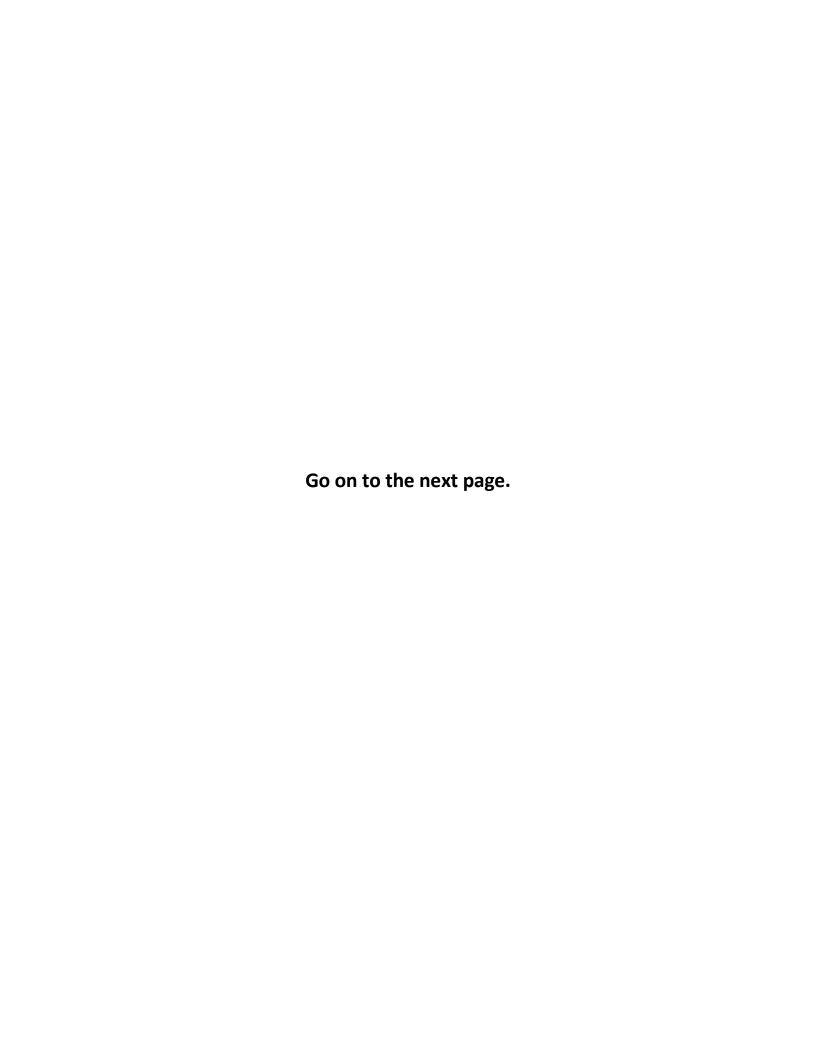- Financial Literacy

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

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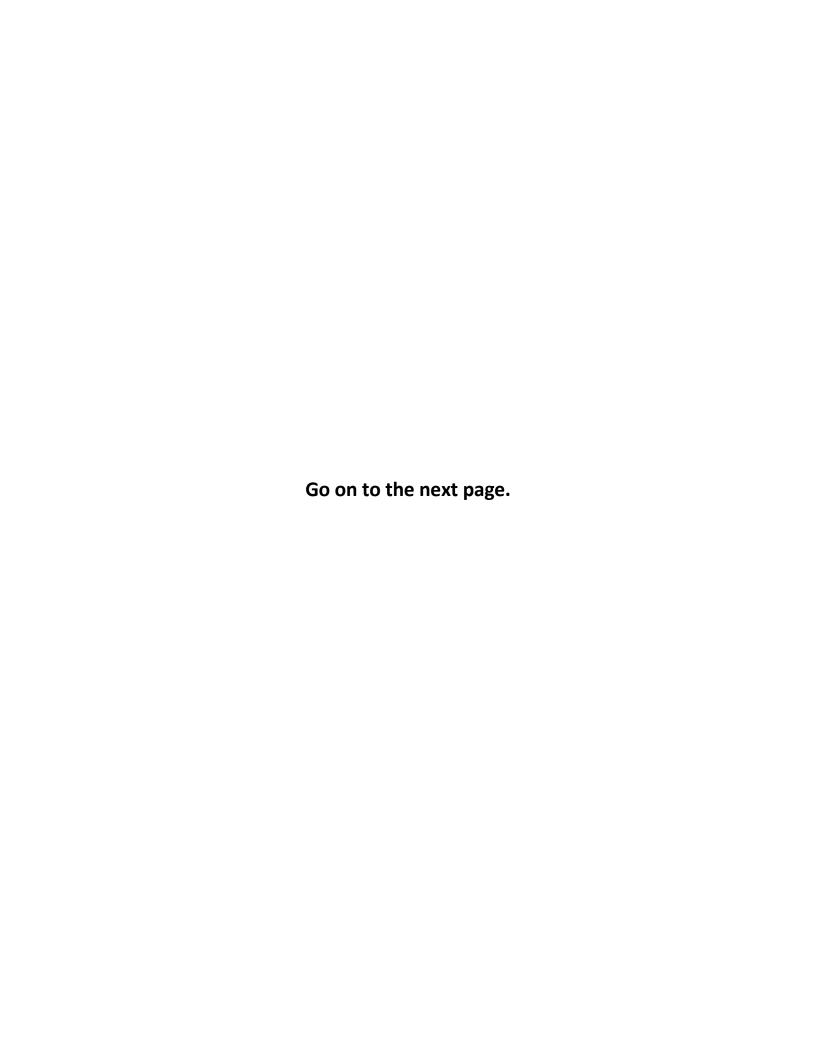- School
- Sports/Games
- Trips/Journeys

Appendix A
Grade 5
Practice Test Information

Appendix A: Practice Test Information

This appendix contains information about the standard alignment and item types for the items found in the grade 5 FSA Practice Test and Practice Test Answer Key at this URL: http://fsassessments.org/students-and-families/practice-tests/.

Paper-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.5.RL.1.1	Selectable Text
2	LAFS.5.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.5.RL.1.3	Table Match
4	LAFS.5.RL.2.4	Evidence-Based Selected Response (EBSR)
5	LAFS.5.RL.2.5	Multiple Choice
6	LAFS.5.RL.2.6	Multiple Choice
7	LAFS.5.RL.3.9	Table Match
8	LAFS.5.RI.1.2	Multiselect
9	LAFS.5.RI.3.8	Evidence-Based Selected Response (EBSR)
10	LAFS.5.RI.3.7	Multiple Choice
11	LAFS.5.RI.1.1	Selectable Text
12	LAFS.5.RI.1.3	Multiple Choice
13	LAFS.5.RI.2.4	Multiple Choice
14	LAFS.5.RI.3.9	Multiple Choice
15	LAFS.5.RI.2.6	Table Match
16	LAFS.5.RI.2.5	Table Match
18	LAFS.5.L.1.1d	Editing Task Choice
19	LAFS.5.L.1.2c	Editing Task Choice
20	LAFS.5.L.1.1e	Editing Task Choice

Appendix B
Grade 5
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
3	Enhanced Item Descriptions updated to reflect the paper-based assessment	October 2018
4, 36	Reading and Writing Stimuli guidelines updated to include Social Studies-specific information	October 2018
All pages	Stimulus and Item types updated to reflect PBT implementation	October 2018
40	Topics Page updated to include grade band-aligned Social Studies concepts	October 2018
(former) A-1	Computer-Based Practice Test item list removed	October 2018
A-1	Practice Test item list updated to include Table Match	October 2018
All pages	Date updated to reflect release date	October 2018