

DRAFT

Grade 4
English Language Arts
Item Specifications



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.

Item Specifications Definitions

- **Also assesses** refers to the standard(s) closely related to the primary standard statement.
- **Assessment limits** define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard(s).
- **Sample response mechanisms** describe the characteristics of various methods for responding to test items.
- **Task demand** describes various types of items that could be written for the standard(s) assessed.
- **Text types** define the genre of texts to be used with the standard(s) assessed.

**Florida Standards Assessments
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%

Enhanced Item Types for English Language Arts Paper-Based Tests

1. **Editing Task Choice** – 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. **Selectable Text** - 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. **Multiselect** - 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. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A.
5. **Table Match** - 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. **Multimedia** - 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

Overall Description

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

Stimulus Attributes

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

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and 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 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.1: Refer to details and examples in 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 details from the text to explain what the text says explicitly or implicitly. The items may require the student to draw inferences from 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
Identify text-based support for a statement about what the text says explicitly or implicitly.	<p>Selectable Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. • Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an inference about the text and then to select a detail or details from the text to support the inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table by matching inferences with supporting evidence from the text.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Assessment Limits	Items may ask the student to use details from a text to determine the theme. The theme may be explicitly or implicitly stated. Items may ask the student to summarize the text as a whole or to identify key events as part of 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 text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select the theme of the passage and then to choose textual evidence to support the answer. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the theme of the passage.
Provide a summary of the text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from the text that are necessary for a summary. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to identify the correct summary of the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details from the text that are necessary for a summary. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that creates a summary of the text.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to describe in depth a character, setting, or event. The items may require the student to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how the details describe a character, setting, or event in depth.
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
Interpret details from the text to make a statement about a character, setting, or event.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select a description of a character, setting, or event and to select a detail or details from the text to support that description. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a description of a character, setting, or event and then select a detail or details from the text to support that description. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details from the text that support an inference about a character, setting, or event. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching descriptions of a character, setting, or event with supporting details from the text.

Grade 4 Reading Standards for Literature

<p>Content Standard(s) Assessed</p>	<p>LAFS.4.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph). LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Also assesses: LAFS.4.RF.3.3 and LAFS.4.RF.4.4.</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases, especially those that allude to mythological characters. Items may ask the student to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items may ask the student to explain the meaning of a simile or metaphor in the context of the text. Items may ask the student to explain the meaning of common idioms, adages, and proverbs. Items may ask the student to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meaning of basic, everyday words and phrases that commonly appear in spoken language.</p>
<p>Text Types</p>	<p>The items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>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.</p>

Grade 4 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the meaning of a word or phrase by using context clues.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from the text that show the meaning of a word or phrase used in the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a meaning of a word or phrase and then to select details from the text that support that meaning. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
Determine the meaning of a word or phrase using grade-appropriate Greek and Latin roots or affixes.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
Explain the meaning of a simile or metaphor in the context of the text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases that illustrate the meaning of a simile or metaphor. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of a simile or metaphor found in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple words or phrases that contribute to an explanation of a simile or metaphor found in the text.
Explain the meaning of common idioms, adages, and proverbs found in the text.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of an idiom, adage, or proverb found in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.

Grade 4 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Relate words to their antonyms and synonyms.	<p>Selectable Text</p> <ul style="list-style-type: none">• Requires the student to select a word or words from the text that are antonyms or synonyms of a specific word from the text. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select an antonym or synonym of a specific word from the text. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select multiple words that function as antonyms or synonyms of a specific word from the text.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about texts.
Assessment Limits	Items may ask the student to refer to structural elements when contrasting different types of literary texts. Items should ask about specific text sets and should not ask about only one type of literary text.
Text Types	The items assessing this standard may be used with two 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
Contrast two or more literary texts to analyze how their structural elements make them different.	<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select a description of the difference or differences between two or more texts and then to select words or phrases from the text that show the difference from another text. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a description of the difference or differences between the structures of two or more texts. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table that contrasts structural elements of stories, plays, or poems.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Assessment Limits	Items may ask the student to compare and/or contrast the points of view in two or more texts. Items may ask the student to explain differences between first- and third-person points of view. Items should not ask about a singular literary text and should be used with text sets.
Text Types	The items assessing this standard may be used with two 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 similarities and/or differences in the points of view or the narration of two or more texts.	<p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a description of the similarities or differences between the points of view in two texts and then to select words or phrases from the text that support that description. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select similarities and differences between the points of view of multiple texts. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple similarities or differences between the points of view of multiple texts. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that compares and contrasts different points of view of multiple texts.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	<p>LAFS.4.RL.3.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Also assesses: *LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Assessment Limits	<p>RL.3.7: Items may ask the student to make connections between two versions of a story. Items may ask the student to identify details to discuss how the presentation draws on the original text. Items should not ask about a singular literary text and should be used with a pairing of a text and a visual presentation of that text.</p> <p>*There will be no audio administered on paper-based assessments.</p>
Text Types	<p>The items assessing these standards may be used with two or more grade-appropriate literary texts. Passages may consist of text and visuals. Texts may vary in complexity.</p>
Response Mechanisms	<p>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.</p>
Task Demand	<p>Sample Response Mechanisms</p>
<p>Determine connections between the text of a story and the visual presentation of the same story, using details to describe the connection.</p>	<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an explanation of the connection between a text and a visual presentation of a text and then to select words and phrases from the text to support that explanation. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a description of the connection between the text of a story and a presentation of the text. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple descriptions of the connection between the text of a story and a presentation of the text.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.3.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Assessment Limits	Items may ask the student to compare and/or contrast similar themes, topics, and patterns of events from two or more texts. Items may require the student to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about a singular literary text and should be used with text sets.
Text Types	The items assessing this standard may be used with two or more grade-appropriate literary texts that are stories, poems, myths, or traditional literature, including those from different cultures. 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 how similar themes, topics, and patterns of events are treated in two or more texts from different cultures.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select words and phrases that show similarities and differences in the treatment of topics, patterns of events, and themes. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a theme, topic, or pattern of events found in two or more texts and to select words and phrases from the text that show how the authors treat the theme, topic, or pattern of events. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a description of similarities or differences in the treatment of the same theme, topic, or pattern of events in two or more texts. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple similarities or differences in the treatment of the same theme, topic, or pattern of events in two or more texts. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that compares and contrasts the treatment of similar themes, topics, or patterns of events in two or more texts.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.1: Refer to details and examples in 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 details from the text to explain what the text says explicitly or implicitly. The items may require the student to draw inferences from 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
Identify text-based support for a statement about what the text says explicitly or implicitly.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference and then to select a detail or details from the text to support the inference. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching inferences with supporting evidence from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Assessment Limits	Items may ask the student to determine the main idea and which details support the main idea. The main idea may be explicitly or implicitly stated. Items may 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 a main idea of a text and explain how it is supported by key details.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select the main idea of the text and then to select details from the text that support the main idea. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a main idea and then to select a detail or details from the text to support the main idea.
Provide a summary of the text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from the text that are necessary for a summary. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to identify the correct summary of the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details from the text that are necessary for a summary. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table that creates a summary of a text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to explain events, procedures, ideas, or concepts. The items may require the student to draw inferences from the text. Items should not focus on comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas, or concepts.
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 events, procedures, ideas, or concepts in a text using specific information in a text.	<p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an explanation of an event, procedure, idea, or concept from the text and then to select a detail or details from the text to support that explanation. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of an event, procedure, idea, or concept from the text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching an explanation of an event, procedure, idea, or concept with supporting details from the text. Requires the student to complete a table by matching an event, procedure, idea, or concept with an explanation of its relationship with other events, procedures, ideas, or concepts in the text.

Grade 4 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatement 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., telegraph, photograph, autograph). <p>LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>Also assesses: LAFS.4.RF.3.3 and LAFS 4.RF.4.4.</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of academic and domain-specific words and phrases. Items may ask the student to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items may ask the student to explain the meaning of a simile or metaphor in the context of the text. Items may ask the student to explain the meaning of common idioms, adages, and proverbs. Items may ask the student to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>
<p>Text Types</p>	<p>The items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>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.</p>

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Determine the meaning of a word or phrase by using context clues.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from the text that show the meaning of a word or phrase used in the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a meaning of a word or phrase and then to select details from the text that support that meaning. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
Determine the meaning of a word or phrase using grade-appropriate Greek and Latin roots or affixes.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
Explain the meaning of a simile or metaphor in the context of the text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases that illustrate the meaning of a simile or metaphor. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of a simile or metaphor found in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple words or phrases that contribute to an explanation of a simile or metaphor found in the text.
Explain the meaning of common idioms, adages, and proverbs found in the text.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of an idiom, adage, or proverb found in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Relate words to their antonyms and synonyms.	<p>Selectable Text</p> <ul style="list-style-type: none">• Requires the student to select a word or words from the text that are antonyms or synonyms of a specific word from the text. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select an antonym or synonym of a specific word from the text. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select multiple words that function as antonyms or synonyms of a specific word from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Assessment Limits	Items may ask the student to refer to structural elements when explaining events, ideas, concepts, or information in a text. Items may ask the student to identify and describe the particular structure (chronology, comparison, cause/effect, problem/solution) used in a text or part of a 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
Describe the overall structure of events, ideas, concepts, or information in a text or portion of a text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select a description of the structure of events, ideas, concepts, or information within a text and then to select a detail or details from the text that supports that description. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a description of the structure of a text and then to select a detail or details from the text that show the development of that structure. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a description of the overall structure of events, ideas, concepts, or information within a text. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching text structures with explanations of their development.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Assessment Limits	Items may require the student to compare and/or contrast firsthand and secondhand accounts within the same text. Items may ask the student to compare and/or contrast firsthand and secondhand accounts in multiple texts. Items may ask the student to identify the differences in focus and information provided by a firsthand and a secondhand account of the same event or topic.
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 similarities and/or differences between firsthand and secondhand accounts of the same event or topic.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from each text that show a similarity or difference between the firsthand and secondhand accounts of the same event or topic. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a description of the similarities or differences between firsthand and secondhand accounts of the same event or topic and then to select details from one or more texts that support that description. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a description of the similarities or differences between firsthand and secondhand accounts of the same event or topic. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple similarities or differences between the firsthand and secondhand accounts of the same event or topic. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by comparing firsthand and secondhand accounts of the same event or topic.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
<p>Describe the differences in focus of or information provided by a firsthand and a secondhand account of the same event or topic.</p>	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select details from each text that show a difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a description of the difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic and then to select details from one or more texts that support that description. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple differences in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by contrasting the focus of or information provided by a firsthand and secondhand account of the same event or topic.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	<p>LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Also assesses:</p> <p>*LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>*LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.</p>
Assessment Limits	<p>RI.3.7: Items may ask the student to interpret information presented visually or quantitatively and to explain how the information contributes to understanding. *There will be no audio administered on paper-based assessments.</p>
Text Types	<p>The items assessing these standards may be used with two or more grade-appropriate informational texts. Passages may consist of text or visuals. Texts may vary in complexity.</p>
Response Mechanisms	<p>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.</p>
Task Demand	Sample Response Mechanisms
Interpret information presented visually or qualitatively and explain how the information contributes to understanding.	<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an interpretation of information presented visually or quantitatively and then to select an explanation of how that information contributes to an understanding of the text in which it appears. <p>Table Match</p> <ul style="list-style-type: none"> • Requires the student to complete a table by matching information presented visually or quantitatively with an explanation of how the information contributes to understanding.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.
Assessment Limits	Items may require the student to identify the ways an author uses evidence or details to support key points in the text. Items may require the student to describe how or why an author uses evidence or details to support key points in 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
Explain how an author uses reasons or evidence to support a particular point from the text.	<p>Selectable Text</p> <ul style="list-style-type: none"> Requires the student to select an explanation of how an author supports a particular point in the text and then to select reasons and evidence from the text used to support that point. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select a particular point made in the text and then to select reasons and evidence from the text that support that particular point. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an explanation of how an author uses reasons and evidence in a text to support a particular point. <p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching points or claims with supporting reasons or evidence.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Assessment Limits	Items may ask the student to synthesize information from two texts on the same topic. Items may require the student to understand connections between texts that are implicitly or explicitly stated. Items should be used with text sets and should not ask about a single informational 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
Synthesize information from two texts on the same topic.	<p>Table Match</p> <ul style="list-style-type: none"> Requires the student to complete a table by matching information from two texts on the same topic. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a description of how information from two texts are integrated.

Editing Task Guidelines for Language Standards

<p>Content Standard(s) Assessed</p>	<p>LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible cursive writing skills. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>when, where, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
<p>Assessment Limits</p>	<p>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.</p>
<p>Text Types</p>	<p>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 100 and 200 words.</p>
<p>Response Mechanisms</p>	<p>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.</p>

Editing Task Guidelines for Language Standards

Task Demand	Sample Response Mechanisms
Apply standard English grammar and usage.	Editing Task Choice <ul style="list-style-type: none">• Requires the student to select the appropriate replacement for an ungrammatical word or phrase.• Requires the student to select the correct version of a word or phrase to be used in a sentence.
Apply standard English capitalization, punctuation, and spelling.	Editing Task Choice <ul style="list-style-type: none">• Requires the student to select the appropriate usage of grade-appropriate conventions.• Requires the student to select the correct spelling of a word.

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 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.

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
4	800	1300

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

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

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

Assessed Standards

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

- | | |
|--------------------------|------------|
| LAFS.W.1.1 or LAFS.W.1.2 | LAFS.L.1.1 |
| LAFS.W.2.4 | LAFS.L.1.2 |
| LAFS.W.2.5 | LAFS.L.2.3 |
| LAFS.W.2.6 | LAFS.L.3.4 |
| LAFS.W.3.8 | LAFS.L.3.5 |
| LAFS.W.3.9 | LAFS.L.3.6 |

Text-Based Writing Stimulus and Prompt Guidelines

Directions Template

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

ELA Reading and Writing Stimulus Guidelines

Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and

Mathematics

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

Health and Physical Education

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

Business Management and Administration

- Finance
- 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 4
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 4 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.4.RL.2.4	Multiple Choice
2	LAFS.4.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.4.RI.1.1	Evidence-Based Selected Response (EBSR)
4	LAFS.4.RL.1.3	Selectable Text
5	LAFS.4.RL.1.2	Table Match
6	LAFS.4.RL.2.6	Multiple Choice
7	LAFS.4.RL.3.9	Table Match
8	LAFS.4.RI.2.4	Multiple Choice
9	LAFS.4.RI.2.5	Multiple Choice
10	LAFS.4.RI.1.1	Evidence-Based Selected Response (EBSR)
11	LAFS.4.RI.1.1	Multiple Choice
12	LAFS.4.RI.1.2	Multiple Choice/ Selectable Text
13	LAFS.4.RI.1.3	Multiple Select
14	LAFS.4.RI.3.7	Table Match
15	LAFS.4.RI.3.8	Evidence-Based Selected Response (EBSR)
16	LAFS.4.L.1.2d	Editing Task Choice
17	LAFS.4.L.1.1h	Editing Task Choice
18	LAFS.4.L.1.1e	Editing Task Choice

Go on to the next page.

Appendix B
Grade 4
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
3	Enhanced Item Descriptions updated to reflect the paper-based assessment	October 2018
5, 33	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
37	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