



# ELA Item Specifications

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GRADE 5

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## Introduction

Arizona’s Academic Standards Assessment (AASA) the statewide achievement test for Arizona students in Grades 3–8. AASA assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AASA will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AASA tests are computer based, meaning that they can better assess students’ critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative item types.

During the item-development process, all AASA items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AASA items are generally representative of Arizona’s geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AASA Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. The document indicates the alignment of items with the Arizona English Language Arts Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts. These item specifications for AASA are intended to provide information regarding standards, item formats and response types. The descriptions of blueprints and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AASA has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AASA ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AASA is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AASA items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AASA.



Sample tests are available online for the ELA portion of AASA. The sample test can be accessed through Test Nav 8.0.

## Test Construction Guidelines

The construction of the AASA assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AASA blueprint provides an overview of the distribution of items on the AASA according to the standards. Further, the AASA blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AASA blueprint details specific information regarding the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

<b>Grades 3 – 5 Reporting Category</b>	<b>Min.</b>	<b>Max.</b>
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Reading for Informational Text	26%	22%
Listening Comprehension	0%	13%
Writing and Language	26%	38%
Writing	13%	19%
Language	13%	19%

In Grades 3–5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks such as correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK level 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AASA.

Percentage of Points by Depth of Knowledge (DOK) Level				
Grade 5	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	13%–19%

For more information on DOK, please visit <https://www.azed.gov/assessment/aasa>.

## Item Formats

The AASA assessments are composed of item formats that include traditional multiple-choice items (MC), multiple-select items (MS), evidence-based select response two-part items (EBSR), and technology-enhanced items (TEI).

TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are six types of TEIs that may appear on the ELA Grade 6 computer-based assessment for AASA:

- Inline choice (IC)
- Gap Match / Gap Match Table (GM/GMT)
- Match – Table Grid (MTG)
- Hot Text (HT)
- Short Constructed Response (SCR)
- Writing Prompt (WP)

For paper-based assessments (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand scored.

See the table below for a description of each item type. Examples of each response item format described may be found in the AASA Sample Tests. The sample test can be accessed through Test Nav 8.0.

Item Type	Description
<b>Multiple Choice (MC)</b>	The student is directed to select one correct answer from among 4 options.
<b>Multiple-Select (MS)</b>	The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
<b>Evidence-Based Selected Response (EBSR)</b>	<b>Multiple Choice/Multiple Select Format:</b> The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below).  <b>Multiple Choice/TE Format:</b> The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing a “Part B” TEI (see below).



<p style="text-align: center;"><b>Inline Choice (IC)</b></p>	<p>The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.</p>
<p style="text-align: center;"><b>Gap Match / Gap Match Table (GM/GMT)</b></p>	<p><b>Gap Match:</b> Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format.</p> <p><b>Gap Match Table:</b> Same as above except the drop zone is in a table format.</p> <p>For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;"><b>Match – Table Grid (MTG)</b></p>	<p>The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;"><b>Hot Text (HT)</b></p>	<p>Excerpted sentences from the text are presented in this item type. Certain words, phrases, or sentences are highlighted. This indicates that the text is selectable (“hot”). The student can then click on an option to select it.</p> <p>For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.</p>
<p style="text-align: center;"><b>Short Constructed Response (SCR)</b></p>	<p>The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;"><b>Writing Prompt (WP)</b></p>	<p>These items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.</p>

## Stimulus Guidelines

Stimuli comprise a broad category of materials that can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AASA: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AASA has been approved by a committee of Arizona educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will read the passage and answer questions about the grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by an underline in the passage. The correction of each error will be worth 1 point.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

Listening Timing		Passage Word Counts	
Grade Level	Minutes	Grade Level	Words
3	0.75–2.0	3	200–250
4	0.75–2.0	4	200–250
5	0.75–2.0	5	250–300
6	0.75–2.0	6	250–300
7	0.75–2.0	7	300–350
8	0.75–2.0	8	300–350

**Writing stimuli** will include a prompt that is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the computer-based test (CBT) and paper-based test (PBT) in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. The Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

5.RL.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2– Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

5.RL.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).

### Craft and Structure

5.RL.4– Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.5– Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.6– Describe how a narrator’s or speaker’s point of view influences how events are described.

### Integration of Knowledge and Ideas

5.RL.7– Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

5.RL.8– (Not applicable to literature)

5.RL.9– Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

5.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

## Reading Standards for Informational Text

### Key Ideas and Details

5.RI.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2– Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.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.

## **Craft and Structure**

5.RI.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*.

5.RI.5– Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.6– Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## **Integration of Knowledge and Ideas**

5.RI.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.

5.RI.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).

5.RI.9– Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## **Range of Reading and Level of Text Complexity**

5.RI.10– By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

5.SL.2– Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5.SL.3– Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Standards for Language**

### **Conventions of Standard English**

5.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*)
- f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

5.L.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 works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### Vocabulary Acquisition and Use

5.L.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 common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.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 relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Standards for Writing

#### Text Types and Purposes

5. W.1– Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a concluding statement or section related to the opinion presented.
5. W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

# Grade 5 ELA Item Specifications

## Reading Literature

### AZ.ELA.5.RL.1

<b>Content Standard</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	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.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Identify details that support a statement in the text where both the statement and the details are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Hot Text</li> </ul>

### Performance Level Descriptors

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Explains what the text says explicitly and draws simple inferences.	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.
<b>Proficient</b>	<b>Highly Proficient</b>
Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.

AZ.ELA.5.RL.2

<b>Content Standard</b>	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items should focus on themes or central ideas that can be determined through a series of events.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine a theme that is explicitly or implicitly stated.</p> <p>Provide details that support the theme of a text. The item writer may or may not provide the student with the theme.</p> <p>Summarize the text.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.	Identifies a theme of a story, drama, or poem; identifies the key events or details in a text.
<b>Proficient</b>	<b>Highly Proficient</b>
Determines 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; summarizes the text.	Determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text.



AZ.ELA.5.RL.3

<b>Content Standard</b>	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).	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to use details from the text in order to compare and contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask students to draw inferences.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Identify or use details from the text to support an inference drawn about similarities and/or differences between characters, settings, or events.</p> <p>Compare and/or contrast two or more characters, settings, or events using explicit or implicit details.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> <li>• Short Constructed Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	Determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.
<b>Proficient</b>	<b>Highly Proficient</b>
Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).

AZ.ELA.5.RL.4

<b>Content Standard</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	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 should focus on words and phrases that are central to the meaning of text.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine the literal or figurative meaning of words or phrases. Items should focus on words or phrases important to the meaning of the text as a whole.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies the literal meaning of familiar words and phrases as they are used in a text.	Distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.
<b>Proficient</b>	<b>Highly Proficient</b>
Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

AZ.ELA.5.RL.5

<b>Content Standard</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to explain the purpose of specific sentences, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall story.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine parts of a text that work together to provide structure and meaning.</p> <p>Explain how parts of a text work together to provide structure and meaning.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	Explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.
<b>Proficient</b>	<b>Highly Proficient</b>
Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.

AZ.ELA.5.RL.6

<b>Content Standard</b>	Describe how a narrator’s or speaker’s point of view influences how events are described.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	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.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine explicit or implicit details from the text that demonstrate the influence of point of view.</p> <p>Explain how the narrator’s point of view impacts how events are described using details from the text. The item writer may or may not provide the point of view.</p> <p>Explain how the narrator’s point of view impacts how events are described AND determine which details from the text demonstrate this impact</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies a narrator's or speaker's point of view.	Describes how a narrator or speaker describes events in a text.
<b>Proficient</b>	<b>Highly Proficient</b>
Describes how a narrator's or speaker's point of view influences how events are described.	Analyzes how a narrator's or speaker's point of view influences how complex events are developed.

<b>Content Standard</b>	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to explain how visual or multimedia elements impact purpose, meaning, or tone. Items should be developed to passages that make meaningful use of visual and multimedia elements.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Explain how complex visual or multimedia elements essential to comprehension contribute to purpose, meaning, or tone.</p> <p>Analyze and explain how complex visual or multimedia elements essential to comprehension contribute to purpose, meaning, or tone.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Gap Match / Gap Match Table</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>Proficient</b>	<b>Highly Proficient</b>
Analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

AZ.ELA.5.RL.9

<b>Content Standard</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items refer to multiple texts from the same genre.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics.</p> <p>Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Short Constructed Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	Determines various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.
<b>Proficient</b>	<b>Highly Proficient</b>
Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Reading Informational Texts

### AZ.ELA.5.RI.1

<b>Content Standard</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	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.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Identify details that support a statement in the text where both the statement and the details are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> </ul>

### Performance Level Descriptors

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Explains what the text says explicitly and draws simple inferences.	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.
<b>Proficient</b>	<b>Highly Proficient</b>
Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.

AZ.ELA.5.RI.2

<b>Content Standard</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to identify main ideas or to use details from the text to determine main ideas. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine main ideas that are explicitly or implicitly stated.</p> <p>Provide details that support the main ideas of the text. The item writer may or may not provide the student with the main ideas.</p> <p>Summarize the text.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.
<b>Proficient</b>	<b>Highly Proficient</b>
Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	Analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.



AZ.ELA.5.RI.3

<b>Content Standard</b>	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.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to explain how details (e.g., individuals, events, ideas) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine which details from the text support an inference drawn about the relationship or interaction between two or more individuals, events, ideas, or concepts.</p> <p>Explain the relationship or interaction between two or more individuals, events, ideas, or concepts using explicit or implicit details.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> <li>• Short Constructed Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	Describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.
<b>Proficient</b>	<b>Highly Proficient</b>
Explains 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.	Analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.

AZ.ELA.5.RI.4

<b>Content Standard</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on words and phrases that are central to the meaning of text.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine the meaning of domain-specific words or phrases that are central to the text.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	Determines the approximate meaning of academic and domain-specific words and phrases in a text.
<b>Proficient</b>	<b>Highly Proficient</b>
Determines the meaning of general academic and domain-specific words and phrases in a text.	Determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

AZ.ELA.5.RI.5

<b>Content Standard</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to analyze the similarities and 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 their analysis of the similarities and differences. Items should not ask about only one passage and should be used with multiple informational texts.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Identify or use details from the text to support an inference drawn about similarities and/or differences in the overall structure of two or more texts.</p> <p>Compare and/or contrast the overall structure of two or more texts using explicit or implicit details</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>Proficient</b>	<b>Highly Proficient</b>
Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.

AZ.ELA.5.RI.6

<b>Content Standard</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask the student to use details from the text to explain similarities and 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, themselves.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine similarities and/or differences in multiple accounts of the same event or topic.</p> <p>Analyze similarities and differences in the point of view represented by multiple accounts of the same event or topic and how point of view affects the account.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> <li>• Short Constructed Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies the point of view in multiple accounts of the same event or topic.	Determines similarities and differences in the points of view in multiple accounts of the same event or topic.
<b>Proficient</b>	<b>Highly Proficient</b>
Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts.

AZ.ELA.5.RI.7

<b>Content Standard</b>	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.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to use information from multiple different types of sources to answer questions. Items should require students to use information from both text sources as well as information from a different type of source, such as a diagram, photograph, or audio clip. Items should be developed to passages present information in both written and non-written (e.g., audio, graphic, or visual) forms.	
<b>Task Demand</b>		<b>Common Item Formats</b>
Use information from multiple sources in different formats to answer explicit and inferential questions.		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	Draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.
<b>Proficient</b>	<b>Highly Proficient</b>
Draws 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.	Draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently.

AZ.ELA.5.RI.8

<b>Content Standard</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	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.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine which explicit and implicit details support a particular point in the text.</p> <p>Explain how the author uses evidence to support a point in the text.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies which reasons or evidence support a particular point in a text.	Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.
<b>Proficient</b>	<b>Highly Proficient</b>
Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).

AZ.ELA.5.RI.9

<b>Content Standard</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to integrate information in order to develop or support inferences drawn from the text. Items should require students to use details from two or more passages and should be developed to multiple texts on the same topic.	
<b>Task Demand</b>		<b>Common Item Formats</b>
Integrate information from two or more texts to make or support an inference drawn from the texts.		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Inline Choice</li> <li>• Gap Match / Gap Match Table</li> <li>• Match – Table Grid</li> <li>• Hot Text</li> <li>• Short Constructed Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	Finds relevant information from several texts on the same topic in order to write or speak about the subject.
<b>Proficient</b>	<b>Highly Proficient</b>
Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgeably, using textual evidence as support.

## Listening

### AZ.ELA.5.SL.2

<b>Content Standard</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>Stimuli Type</b>	Listening Stimuli	
<b>Content Limits</b>	Items may ask the student to summarize elements of an audio or visual stimulus.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Answer questions about explicit information in an audio or visual stimulus.</p> <p>Summarize information provided in an audio or visual stimulus.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> </ul>

### Performance Level Descriptors

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Proficient</b>	<b>Highly Proficient</b>
Summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



AZ.ELA.5.SL.3

<b>Content Standard</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
<b>Stimuli Type</b>	Listening Stimuli	
<b>Content Limits</b>	Items may ask students to summarize the claims a speaker makes. Items may ask students to explain how claims are supported by evidence.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Using a given point or claim, explain how the speaker supports that point or claim.</p> <p>Determine and summarize a point or claim, then explain how the speaker supports that point or claim.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
Identifies the points a speaker makes.	Determines the points a speaker makes and identifies key details that support the points.
<b>Proficient</b>	<b>Highly Proficient</b>
Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	Provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence.

## Language

### AZ.ELA.5.L.1

<b>Content Standard</b>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)</li> <li>f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</li> </ol>	
<b>Stimuli Type</b>	Editing Task	
<b>Content Limits</b>	Items may ask the student to evaluate and correct errors which focus on grammar and usage. 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.	
<b>Task Demand</b>	<b>Common Item Formats</b>	
Apply rules of standard English grammar and usage.	<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Evidence-based Select Response</li> </ul>	

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>a. recognizes the function of conjunctions, prepositions, and interjections in general and their function in simple sentences.</li> <li>b. inconsistently forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. inconsistently uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. inconsistently recognizes inappropriate shifts in verb tense.</li> <li>e. e. inconsistently uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ol>	<p>Demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>a. identifies the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. generally forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. generally uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. generally identifies inappropriate shifts in verb tense.</li> <li>e. e. generally uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ol>
Proficient	Highly Proficient
<p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. recognizes and corrects inappropriate shifts in verb tense.</li> <li>e. uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ol>	<p>Demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. recognizes and corrects inappropriate shifts in verb tense.</li> <li>e. uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ol>

AZ.ELA.5.L.2

<p><b>Content Standard</b></p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	
<p><b>Stimuli Type</b></p>	<p>Editing Task</p>	
<p><b>Content Limits</b></p>	<p>Items may ask the student to evaluate and correct errors which focus on 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><b>Task Demand</b></p>		<p><b>Common Item Formats</b></p>
<p>Apply rules of standard English punctuation and spelling.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Evidence-based Select Response</li> </ul>

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>a. inconsistently uses punctuation to separate items in a series.</li> <li>b. inconsistently uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. inconsistently uses 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?).</li> <li>d. inconsistently uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. inconsistently spells grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p>Demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>a. generally uses punctuation to separate items in a series.</li> <li>b. generally uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. generally uses 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?).</li> <li>d. generally uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. generally spells grade-appropriate words correctly, consulting references as needed.</li> </ol>
Proficient	Highly Proficient
<p>Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>a. uses punctuation to separate items in a series.</li> <li>b. uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. uses 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?).</li> <li>d. uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. spells grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p>Demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>a. uses punctuation to separate items in a series.</li> <li>b. uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. uses 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?).</li> <li>d. uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. spells grade-appropriate words correctly, consulting references as needed.</li> </ol>

AZ.ELA.5.L.4

<b>Content Standard</b>	<p>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.</p> <ol style="list-style-type: none"> <li>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek affixes.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek root words.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> <li>• Evidence-based Selected Response</li> <li>• Hot Text</li> </ul>

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies:</p> <ol style="list-style-type: none"> <li>a. uses common, below-grade Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a straightforward word (e.g., photograph, photosynthesis).</li> <li>b. uses immediate context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>
Proficient	Highly Proficient
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p>Determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <ol style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>

AZ.ELA.5.L.5

<b>Content Standard</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</li> </ul>	
<b>Stimuli Type</b>	Reading Passage	
<b>Content Limits</b>	<p>Items may ask students to interpret figurative language in the context of the text. Items may ask students to explain the meaning of common idioms, adages, and proverbs. Items may ask students 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>	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p>Determine the figurative meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of common idioms, adages, and proverbs as they are used in a text.</p> <p>Determine the meaning of words and phrases by recognizing the relationship between the given word and another word.</p>		<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Multiple Select</li> </ul>

**Performance Level Descriptors**

<b>Minimally Proficient</b>	<b>Partially Proficient</b>
<p>Recognizes figurative language, basic word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. recognizes figurative language, including similes and metaphors, in context.</li> <li>b. recognizes common idioms, adages, and proverbs.</li> <li>c. understands the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>Demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes the meaning of common idioms, adages, and proverbs.</li> <li>c. recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
<b>Proficient</b>	<b>Highly Proficient</b>
<p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>Demonstrates a strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>



## Writing

### AZ.ELA.5.W.1

<b>Content Standard</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	
<b>Stimuli Type</b>	Reading Passages (may be informational, argumentative, or literary)	
<b>Content Limits</b>	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p style="text-align: center;"><b>Directions Templates</b></p> <p>Write a multi-paragraph essay <b>expressing</b> your opinion (whether) . . . Use information from the sources in your essay.</p> <p>Manage your time carefully so that you can do the following actions:</p> <ul style="list-style-type: none"> <li>• Read the sources.</li> <li>• Plan your response.</li> <li>• Write your response.</li> <li>• Revise and edit your response.</li> </ul> <p>Be sure to include the following tasks:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• support for your opinion using information from the sources</li> <li>• a conclusion that is related to your opinion</li> </ul> <p>Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.</p>		<ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes opinion pieces that lack organization and a clear point of view:</p> <ol style="list-style-type: none"> <li>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</li> <li>b. provides facts and details that are not relevant to the topic.</li> <li>c. opinions and reasons are not linked with transitions.</li> <li>d. includes an ineffective concluding statement.</li> </ol>	<p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ol style="list-style-type: none"> <li>a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure.</li> <li>b. provides both relevant and irrelevant reasons that are logically ordered.</li> <li>c. links opinions and reasons using basic transitional words.</li> <li>d. provides a concluding statement.</li> </ol>
Proficient	Highly Proficient
<p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ol style="list-style-type: none"> <li>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. provides logically ordered reasons that are supported by facts and details.</li> <li>c. links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. provides a concluding statement or section related to the opinion presented.</li> </ol>	<p>Writes well-organized, multi-paragraph opinion pieces, supporting a point of view with effective reasons and relevant information:</p> <ol style="list-style-type: none"> <li>a. effectively introduces a topic or text clearly, states an opinion, and creates an effective organizational structure in which ideas are logically and effectively grouped, emphasizing the writer's purpose.</li> <li>b. provides effective, relevant reasons that are logically and purposefully ordered and supported by facts and details.</li> <li>c. smoothly links opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. provides a relevant and effective concluding statement or section related to the opinion presented.</li> </ol>

AZ.ELA.5.W.2

<p><b>Content Standard</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	
<p><b>Stimuli Type</b></p>	<p>Reading Passages (may be informational, argumentative, or literary)</p>	
<p><b>Content Limits</b></p>	<p>Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.</p>	
<p><b>Task Demand</b></p>		<p><b>Common Item Formats</b></p>
<p style="text-align: center;"><b>Directions Template</b></p> <p>Write a multi-paragraph informative essay about . . . . Use information from the sources in your essay.</p> <p>Manage your time carefully so that you can do the following actions:</p> <ul style="list-style-type: none"> <li>• Read the sources.</li> <li>• Plan your response.</li> <li>• Write your response.</li> <li>• Revise and edit your response.</li> </ul> <p>Be sure to include the following tasks:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• information from the sources as support</li> <li>• a conclusion that is related to the information presented</li> </ul> <p>Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.</p>		<ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes informative/explanatory texts to discuss a topic:</p> <ol style="list-style-type: none"> <li>a. states the topic, writes with little focus, and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</li> <li>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</li> <li>c. ideas are not clearly or effectively linked.</li> <li>d. uses simple vocabulary when explaining the topic.</li> <li>e. provides an incomplete concluding statement.</li> </ol>	<p>Writes informative/explanatory texts to discuss a topic and convey ideas and information:</p> <ol style="list-style-type: none"> <li>a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</li> <li>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. links ideas within categories of information using simple transitional words or phrases.</li> <li>d. uses domain-specific vocabulary in an attempt to explain the topic.</li> <li>e. provides a concluding statement.</li> </ol>
Proficient	Highly Proficient
<p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ol style="list-style-type: none"> <li>a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. provides a concluding statement or section related to the information or explanation presented.</li> </ol>	<p>Writes informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly:</p> <ol style="list-style-type: none"> <li>a. clearly and effectively introduces the topic, provides a specific observation and clear focus, and groups related information logically; includes effective and purposeful formatting (e.g., headings), illustrations, and multimedia to enhance comprehension.</li> <li>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. smoothly links supported ideas within and across categories of information using purposeful transitional phrases and clauses.</li> <li>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</li> <li>e. provides a relevant and effective concluding statement related to the information or explanation presented.</li> </ol>