

PRACTICE TEST ALIGNMENT DOCUMENT

Grade 5 ELA

| Sequence Number | Standards |
|------------------|--|
| Session 1 | |
| 1 | Passage |
| 2 | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 3 | RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 4 | RL.5.3 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). |
| 5 | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 6 | RL.5.3 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). |
| 7 | RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. |
| 8 | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| 9 | RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 10 | RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 11 | RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. |

| Sequence Number | Standards |
|------------------|---|
| 12 | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 13 | RL.5.3 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). |
| 14 | RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 15 | RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 16 | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 17 | RI. 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . |
| 18 | RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 19 | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 20 | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 21 | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Session 2 | |
| 1 | Audio Passage |
| 2 | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3 | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

| Sequence Number | Standards |
|-----------------|--|
| 4 | <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> |
| 5 | <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> |
| 6 | <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b) Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> |
| 7 | <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> |
| 8 | <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p> |
| 9 | <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| 10 | <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> |
| 11 | <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> |

| Sequence Number | Standards |
|-----------------|--|
| 12 | <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> |
| 13 | <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> |
| 14 | <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> |
| 15 | <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e) Spell grade-appropriate words correctly, consulting references as needed.</p> |
| 16 | <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d) Recognize and correct inappropriate shifts in verb tense.</p> |
| 17* | <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> |

*This is a hand-scored item. The rubric can be found at the end of this document for reference.

Rubric

Informative/Explanatory – Grade 5

| | 4 | 3 | 2 | 1 |
|---------------------------|--|---|--|---|
| Written Expression | <p>The response clearly states a controlling idea based on the texts, and that idea is strongly supported with relevant and effective details, examples, and evidence. The response demonstrates an effective organizational structure that conveys a sense of completeness.</p> <ul style="list-style-type: none"> The controlling idea is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task. A meaningful organizational structure, including a clear introduction, body, and conclusion, is established and maintained. Comprehensive evidence from the sources is integrated; references to the text are relevant and specific. Ideas progress logically from beginning to end; strong connections between and among ideas are present. | <p>The response adequately states a controlling idea connected to the texts, and that idea is supported with details, examples, and/or evidence. The response is sufficiently organized and generally focused.</p> <ul style="list-style-type: none"> The controlling idea is introduced, and the focus is adequately maintained for the purpose, audience, and task. An organizational structure with an introduction, body, and conclusion is present. Evidence from the sources is included; references to the text are generally appropriate. A progression of ideas is evident; connections between and among ideas are present. | <p>The response attempts to state a controlling idea based on the texts, but that idea may be partial or limited. Some support may be present, but connections among ideas are weak or underdeveloped. An attempt at an organizational structure is present.</p> <ul style="list-style-type: none"> The controlling idea is introduced but may not be clear; the focus may not be sustained. Some attempt at an organizational structure is present, but the effect may be inconsistent or uneven. Some evidence from the sources may be included but is weakly linked to the controlling idea. The progression of ideas is weak; connections between ideas may be missing or unclear. | <p>The response may be related to a controlling idea about the texts, but details, examples, and evidence are incorrect, insufficient, or missing. Little or no discernable organizational structure contributes to a lack of focus.</p> <ul style="list-style-type: none"> The controlling idea is insufficiently stated or missing, and the focus is not maintained. Little to no organizational structure is present. Evidence is irrelevant, incomplete, incorrect, or missing. Ideas may be confusing, randomly ordered, or have an unclear progression. |

| | | | | |
|--------------------|---|--|--|---|
| Conventions | <p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are well-formed and effectively controlled. Command of usage and grammar is strong and effective. Spelling, punctuation, and capitalization are largely correct. | <p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are formed and adequately controlled. Command of usage and grammar is sufficient. Errors in spelling, punctuation, and capitalization do not impede clarity. | <p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are limited. Command of usage and grammar is uneven. Errors in spelling, punctuation, and capitalization are obvious and impede clarity. | <p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are severely limited or nonexistent. Errors in grammar and usage are frequent. Spelling, punctuation, and capitalization are mostly incorrect and unclear. |
|--------------------|---|--|--|---|

A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (CP)
- Is completely off topic (OT)
- Is incoherent (IN)
- Is not written in the target language (NL)
- Is blank (BB)
- Is inadequate for scoring (IS) **includes refusals*