

Practice Test Alignment Document

English Language Arts | Grade 5

Sequence Number	Standard	Learning Target
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.	Determine which detail from a text provides evidence for an inference about 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.	Determine how a specific paragraph in a text contributes to the overall structure of the text.
4	RI.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).	Contrast two characters in a text; choose supporting evidence from the text.
5	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine which detail from a text provides evidence for an inference about the text.
6	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine which details from a text provide evidence for an inference about a character.
7	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Compare the points of view in two texts to determine how to best describe a character in both texts.
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.	Compare how two texts approach a character's motivation.
9	Passage	
10	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.	Determine the meaning of a general academic word in a text.

Sequence Number	Standard	Learning Target
11	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.	Determine how a specific paragraph in a text contributes to the overall structure of the text.
12	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Determine how the point of view of a text influences readers' understanding of characters or events; choose supporting evidence from the text.
13	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine which detail from a text provides evidence for an inference about the text.
14	RI.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).	Analyze a text to make a comparison between two settings in the text.
15	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.	Determine a message of a text.
16	Passage	
17	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).	Determine an important point supported by the author of a text.
18	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make an inference from information provided in a text; choose supporting evidence from the text.
19	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> .	Determine the meaning of a general academic word in a text.
20	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).	Determine which details are evidence for a particular point in a text.

Sequence Number	Standard	Learning Target
21	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make an inference from information provided in a text.
22	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Determine a shared key idea in two texts on a similar topic.
23	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an idea with which the authors of two texts on a similar topic might agree.
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.	Infer meaning from a speaker's statement in a discussion.
3	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Recall details from a discussion.
4	SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Determine which additional resource would best support the main idea of a discussion.
5	W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Explain how a writer clearly introduces the events in a narrative; choose supporting evidence from the narrative.
6	W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Explain whether a sentence supports the development of a narrative.
7	L.5.1.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.	Determine the correct perfect verb tense to use in a sentence.

8	L.5.5.a Interpret figurative language, including similes and metaphors, in context.	Determine the meaning of figurative language, such as similes and metaphors, in context.
9	W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Determine the best way to rewrite a sentence in a narrative to include sensory details.
10	W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Determine which transitional word or phrase to use in a sentence to show the order of events in a narrative.
11	W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Analyze how a writer develops the topic of an article; choose supporting evidence from the article.
12	W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	Determine which linking word or phrase to use in a sentence to best connect a writer's ideas in one or more sentences.
13	W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	Determine which linking word or phrase to use in a sentence to best connect a writer's ideas in one or more sentences.
14	W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Determine the best way to rewrite a sentence in an article to use the most precise language.
15	L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.	Enter the correct spelling of a word.
16	L.5.1.d Recognize and correct inappropriate shifts in verb tense.	Determine how to correct an inappropriate shift in verb tense.
17*	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write a multi-paragraph informative/explanatory essay based on provided passages; clearly state the main idea of a topic and develop the topic with details, examples, and evidence.

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

Scoring 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 discernible 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.
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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*