Sample Questions, Task Demands, and Achievement Level Descriptors (5th Grade) Reading Informational Text

Key Ideas and Details

LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students may be asked to:

- Select a quotation from the text that supports an inference.
- Select the correct inference about the text and then select a quotation from the text that supports that inference.
- Select *multiple* quotations to support an explicit statement from the text.

Sample Question Stems:

- What is the primary reason many schools are offering ___?
- Select two phrases from the article that show the changes the schools are making.
- Which sentence from the text shows that parents would most likely agree with the idea that it is better for students to _____?
- How would student ____ most likely want to spend his time? Which sentence from the text best supports your answer? (Two part question)
- Based on the information in the text, how do parents most likely feel about ___? Which sentence from the text best supports your answer? (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
quotes accurately to support ideas stated explicitly	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	quotes multiple details accurately from a text to support complex inferences	quotes multiple, implicit details accurately from one or more texts when drawing complex inferences

Key Ideas and Details

LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Students may be asked to:

- Select two or more main ideas from the choices and then select words or phrases from the text to support the main ideas selected.
- Select and place two or more main ideas and the details that support in a graphic organizer.
- Select sentences from the text that represent key details that should be addressed in a summary.
- Select a correct summary of the text.
- Select *multiple* details that should be included in a summary of the text.

Sample Question Stems:

- What are the two main ideas presented in the article?
- What are the two main ideas presented in the article? Select two details from the text that support these ideas. (Two part question)
- Which sentence best summarizes the article?

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
determines two or more main ideas of a text from explicitly stated key details; determines the key details in the text	determines two or more explicitly or implicitly stated main ideas of a text and explains how they are supported by key details; summarizes the text	determines two or more explicit and implied main ideas of a text and explains how they are supported by details; provides a summary of the text using explicit and implicit details	determines two or more main ideas of a text and explains how they are supported by explicit and implicit details found throughout the text; produces a clear summary using explicit and implicit details

<u>Key Ideas and Details</u>

LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Students may be asked to:

- Select words or phrases from the text that demonstrate the relationship or interaction between details.
- Select a relationship or interaction between two or more individuals, events, ideas, or concepts and then select details from the text that support the relationship or interaction.
- Select an explanation of how details relate or interact.
- **Explain the relationship or interaction between details**.

Sample Question Stem:

- Which events from the character's childhood influenced their eventual success?
- The author of Article A states that __ was inspired by others, just as (excerpted text). Part A: Which details from the texts reveal who or what inspired ___? Part B: Which details from the texts reveal how __ inspired others?
- Explain how ___'s ability to "bounce back" from setbacks influenced his life. Use at least two details from the text in your response.

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
identifies the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text	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 the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing evidence based on specific information in the text	evaluates the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing multiple pieces of evidence from the text

Craft and Structure

LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Also assesses 5.L.3.4; 5.L.3.5

Students may be asked to:

- Select words or phrases from the text that show the meaning of words used in the text.
- Select the meaning of a word or phrase and then select details from the text that support that meaning.
- Identify multiple words or phrases that illustrate the meaning of a word in the text.
- Select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
- **Explain in words the meaning of a word from the text that contains a Greek or Latin affix or root**.
- **Explain the meaning of figurative language found in the text**.
- Select one or more examples of figurative language and then select the correct explanation of their meaning.
- Select the correct meaning of figurative language and then select words or phrases from the text to support the meaning.
- **Explain the meaning of common idioms, adages, or proverbs found in the text**.
- Select the meaning of common idioms, adages, or proverbs and then select words or phrases from the text to support the meaning.
- Move words into a graphic organizer to demonstrate their relationship with one another.
- Identify and place word meanings into a graphic organizer associated with word relationships.
- Identify all related words from a list.

Sample Question Stems:

- Select the word or phrase from the paragraph that helps the reader understand the meaning of the word ___.
- Read this sentence from the text. (excerpted text) What does the phrase __ mean? Select phrases from the text that reveal the meaning of ____. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area, through explicitly stated details	determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area	determines the meaning of unfamiliar general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area based on implicit textual support	determines the meaning of unfamiliar general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area by making connections to subtle, sparse textual support
Standard 4 L 3.4			
determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using explicit context as a clue to the meaning of a word or phrase; determines the meaning of a word when given the meaning of a Greek or Latin affix or root	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using implicit context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using subtle, implicit context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a complex word
Standard 4 L 3.5			
determines understanding of figurative language, word relationships, and nuances in word meanings by recognizing basic figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	determines understanding of figurative language, word relationships, and nuances in word meanings by interpreting figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	determines understanding of figurative language, word relationships, and nuances in word meanings by explaining figurative language, including similes and metaphors, in context; recognizing and explains the meaning of idioms, adages, and proverbs; explains the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	determines understanding of figurative language, word relationships, and nuances in word meanings by analyzing figurative language, including similes and metaphors, in context; recognizing and explains the meaning and purpose of idioms, adages, and proverbs; analyzes the relationship between particular words (e.g., synonyms, antonyms, homographs)

Craft and Structure

LAFS.5.RI.2.5: 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.

Students may be asked to:

- Select a similarity or difference between the structures of two or more informational texts.
- Select details that are evidence of similarities or differences in the structure of two or more informational texts.
- Select multiple similarities or differences in the structures of two or more informational texts.
- **Explain in writing the similarities or differences between the structures of two or more informational texts**.
- Correctly identify and categorize similarities and/or differences in the structure of two texts by placing details or analyses into a graphic organizer.

Sample Question Stems:

- The two texts present information about ___ in different ways. Part A: What is the overall structure of Article A? Part B: What is the overall structure of Article B?
- How is the structure of Article A different from that of Article B? Select a detail from each text that demonstrates this difference. (Two part question)
- What information in Article A helps the reader understand the overall structure? What information in Article B helps the reader understand the overall structure? (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
identifies the overall structure of events, ideas, concepts, or information in two or more texts	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 the overall structure of events, ideas, concepts, or information in two or more texts and describes how that structure contributes to overall meaning	compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts and evaluates how that structure contributes to overall meaning

Craft and Structure

LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Students may be asked to:

- Select sentences or phrases from the text that show similarities or differences in how multiple accounts present or develop an event or topic.
- Categorize similarities and/or differences of point of view in multiple accounts of the same event or topic.
- Select the correct analysis of the point of view represented in multiple accounts and then select sentences or phrases from each account that show these similarities or differences in point of view.
- Select the correct analysis of how point of view affects the account of an event or topic and then select sentences of phrases that illustrate this impact.

Sample Question Stem:

- What information does the reader learn from Article A that is not included in Article B?
- Both author's referenced ___'s quotation. What do the authors suggest about _____ by using this quotation?
- How does point of view impact what the reader learns about the ___ in each text?
- How does point of view affect what the reader learns about ___ in each text? Select a sentence from each article that supports your response. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
describes multiple accounts of the same event or topic, noting similarities and differences in the point of view	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 using textual evidence to note similarities and differences in the point of view they represent	analyzes multiple accounts of the same event or topic using explicit and implicit textual evidence to note similarities and differences in the point of view they represent

Integration of Knowledge

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Also assesses:

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Students may be asked to:

- Analyze information from two or more sources to answer a question or solve a problem.
- Select words, phrases, or quotations to answer a question or solve a problem.
- Select a correct summary of an audio or multimedia presentation.
- Select multiple details that should be included in a summary of an audio or multimedia presentation.
- Place details that should be included in a summary into a graphic organizer.
- Select the correct summary of a speaker's claim and then select evidence that the speaker uses to support the claim.
- **Summarize a speaker's claim and provide evidence the speaker uses to support the claim**.

Sample Question Stems:

- Which sentence best summarizes the presentation?
- Select the statement that best describes the speaker's claim. Select the evidence that the speaker uses to support the claim. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
uses information from a print or digital source, demonstrating the ability to locate an answer to a question or to solve a problem **Also Assesses** **SL 1.2 :** determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; **SL 1.3 :** recalls the points a speaker makes and provides some evidence to support claims	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 **Also Assesses** **SL 1.2:** summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; **SL 1.3 :** summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence	analyzes information from multiple sources in order to connect implicit information for problem solving **Also Assesses** **SL 1.2:** clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; **SL 1.3 :** summarizes the points a speaker makes and analyzes how each claim is supported by reasons and evidence	synthesizes information from multiple sources in order to make complex inferences **Also Assesses** **SL 1.2:** clearly and coherently summarizes a complex written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; **SL 1.3 :** summarizes the points a speaker makes and evaluates how each claim is supported by reasons and evidence

Integration of Knowledge

LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Students may be asked to:

- Select words or phrases from the text that are used to support a particular point.
- Identify points an author makes and supporting reasons/evidence and place them in a graphic organizer.
- Select multiple details that support an author's point in the text.
- **Explain which reasons or evidence support a particular point in the text**.
- Select a correct explanation of how an author uses evidence to support a particular point in the text and then to select words or phrases from the text that are used to support that point.

Sample Question Stems:

- What evidence does the author use to support the idea that students should be required to ____?
- Describe the reasons the author provides to support the idea that students should not be required to _____. Use at least two details from the text in your response.
- How does the author use similar evidence to support opposing viewpoints in the text? Select a phrase or sentence from each viewpoint to support your answer. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
describes how an author uses reasons and evidence to support particular points in a text	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	analyzes how an author uses reasons and evidence to support particular points in a text, identifying multiple reasons and pieces of textual evidence that provide support	evaluates how an author uses reasons and evidence to support particular points in a text, identifying multiple reasons and pieces of textual evidence that provide support

Integration of Knowledge

LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Students may be asked to:

- Select sentences or phrases from each text that support an inference drawn from the texts.
- Select the correct inference about the texts and then select words or phrases from each text to support that inference.
- Select the answer to a question requiring an inference using information from two or more texts.
- **Answer a question in writing using information from two or more texts**.

Sample Question Stems:

- Based on the information in Article A, ____ would be a good addition to ____.
  Part A: Select a sentence from Article A that supports the claim.
  Part B: Select a sentence from Article B that shows why this addition would be beneficial.
- Based on the information in Article A, should schools in Article B offer students ___ with their school lunches?

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
uses information from several texts on the same topic in order to write or speak about the subject	integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably	integrates information from two texts on the same topic in order to write or speak knowledgeably, incorporating textual evidence about the subject	integrates information from two texts on the same topic in order to write or speak knowledgeably, making purposeful connections from textual evidence

Sample Questions, Task Demands, and
Achievement Level Descriptors (5th Grade)
Reading Literature

Key Ideas and Details

LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Students may be asked to:

- Select a quotation from the text that supports an inference.
- Select the correct inference about the text and then select a quotation from the text that supports that inference.
- Select *multiple* quotations to support an explicit statement from the text.

Sample Question Stems:

- Select two phrases from the passage that show the main character is _____.
- Which sentence from the text shows that the main character feels _____?
- Select the phrases from the text that support the idea that the main character feels _____.

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
quotes accurately to support ideas stated explicitly	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	quotes multiple details accurately from a text to support complex inferences	quotes multiple, implicit details accurately from one or more texts when drawing complex inferences

Key Ideas and Details

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students may be asked to:

- Select the theme of the passage and then choose textual evidence to support the answer.
- Select words or phrases from the text that support the theme of the passage.
- State in writing the theme of the passage and identify details from the text that support the theme.
- Select the theme from choices and then select words or phrases from the text to support the theme selected.
- Select and drag details that support the theme into a graphic organizer.
- Select important details that should be addressed in a summary.
- Select a correct summary of the text.
- Select *multiple* details that should be included in a summary of the passage.

Sample Question Stems:

- Select details from the text that support the theme _____.
- What does this passage suggest about _____?
- Which statement correctly summarizes the passage?
- State in writing the theme of the passage. What details from the passage support your response?

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
determines an explicitly stated theme from key details of a story, drama, or poem; determines the key details that should be included in a summary	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 a theme of a story, drama, or poem that is implicitly stated and identifies details that support the theme; provides a summary of the text using explicit and implicit details	determines a theme of a story, drama, or poem that is implicitly stated and explains how implicit textual evidence provides support for the theme; produces a clear summary using explicit and implicit details quotes multiple, implicit details accurately from one or more texts when drawing complex

			inferences

Key Ideas and Details

LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how the characters interact).

Students may be asked to:

- Select a similarity or difference between characters, settings, or events and then select details that support that similarity or difference.
- Place details about the characters, settings, or events in the appropriate category.
- Select a similarities and/or differences between characters, settings, or events and then select words or phrases from the text that provide support for that comparison.
- Compare and/or contrast two or more characters, settings, or events by placing descriptions, details, or analyses into a graphic organizer.

Sample Question Stems:

- How do Character A and Character C respond when Character B admits _____?
- Character B admits _____ to the class. How are the responses of Character A and Character C similar? Select two sentences from the text that support your response.
- Compare and contrast how Character A feels about Character B after different events in the passage. Part A: How does the reading of Character B's composition make Character A feel about her? Part B: How does Character A feel toward Character B after she admits _____?

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**

compares and contrasts two characters, settings, or events in a story or drama, drawing on explicitly stated details in the text	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)	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text	compares and contrasts two or more complex (including primary or secondary) characters, settings, or events in a story or drama, drawing on subtle implicitly stated details found throughout the text

Craft and Structure

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Also assess 5 L3.4 and 5 L3.5

Students may be asked to:

- Select details from the text that show the meaning of a word or phrase used in the text.
- Select a meaning of a word or phrase and then select details from the text that support that meaning.
- Correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
- Select the correct meaning of a word from the text that contains a Greek or Latin root or affix.
- **Explain the meaning of a word that contains a Greek or Latin affix or root**.
- Select words or phrases that illustrate the meaning of a simile or metaphor.
- **State the meaning of figurative language from the passage**.
- **Explain the meanings of common idioms, adages, or proverbs found in the text**.
- Select the meaning of an idiom, adage, or proverb found in the text and then select words or phrases from the text to support that meaning.
- Move words into graphic organizer to demonstrate their relationship with one another.
- Identify and place word meanings into a graphic organizer associated with word relationships.
- Identify all related words from a list.

Sample Question Stems:

- What does the word _____ mean as it is used in paragraph __?
- Reading the following sentence. (excerpt from text) What does the author reveal with this sentence? (determine the meaning of the figurative language used in the excerpt)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes, through explicitly stated details	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	determines the meaning of unfamiliar words and phrases, including figurative language such as metaphors and similes, based on implicit textual support	determines the meaning of unfamiliar words and phrases, including figurative language such as metaphors and similes, by making connections to subtle, sparse textual support
4 L3.4			
determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by using explicit context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase determines the meaning of a word when given the meaning of a Greek or Latin affix or root	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using explicit or implicit context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word	determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using subtle, implicit context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a complex word
4 L 3.5			
determines understanding of figurative language and word relationships in word meanings by recognizing basic figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; recognizes the relationship	determines understanding of figurative language, word relationships, and nuances in word meanings by interpreting figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common	determines understanding of figurative language, word relationships, and nuances in word meanings by explaining figurative language, including similes and metaphors, in context; recognizes and explains the meaning of idioms,	determines understanding of figurative language, word relationships, and nuances in word meanings by analyzing figurative language, including similes and metaphors, in context; recognizes and explains the meaning and purpose of idioms, adages, and proverbs;

| between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | idioms, adages, and proverbs;

uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | adages, and proverbs;

explaining the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | analyzes the relationship between particular words (e.g., synonyms, antonyms, homographs) |

Craft and Structure

LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Students may be asked to:

- Select paragraphs, scenes, or stanzas in the text that contribute to the overall structure of the text.
- Select the structure of the text and then select and place parts of the text that provide structure into a chart.
- Select an explanation of how paragraphs, scenes, or stanzas work together to provide structure and meaning.
- Identify the structure of a text and select phrases in the text that show the structure.

Sample Question Stems:

- How does the author prepare the reader for the rest of the passage in paragraphs 1 and 2?
- How do the events in paragraphs ____ contribute to the reader's understanding of ____?
- How do paragraphs __ and __ contribute to the overall development of the main character? Select details from each paragraph to support your response. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**

identifies the overall structure of a particular story, drama, or poem	explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem	explains how a series of chapters, scenes, or stanzas fit together to develop the structure of a particular text	analyzes how a series of chapters, scenes, or stanzas fit together to develop the structure of a particular text

Craft and Structure

LAFS.5.RL.2.6: Describe how a narrator's or speaker's point of view influences how events are described.

Students may be asked to:

- Select a correct explanation of how point of view influences the description of events.
- Select words, phrases, or direct quotations that show how the author's point of view impacts the description of events.
- **Describe in writing how a narrator's or speaker's point of view influences how events are described**.

Sample Question Stems:

- What does the reader know about the main character because the story is told from his point of view?
- From whose perspective is the story told? How does this affect what the reader knows about the personality of Character B? (Two part question)
- How does the narrator of the story help the reader understand Character B's personality? Select the details from the text that support your response. (Two part question)

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**

states how a narrator's or speaker's point of view affects how major events are described	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 events are described	evaluates how a narrator's or speaker's point of view influences how events are described

Integration of Knowledge

LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

Also assesses: *LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

Students may be asked to:

- **Explain how visual and multimedia elements contribute to meaning, tone, or beauty of a text**.
- Select a correct explanation of how visual and multimedia elements contribute to meaning, tone, or beauty of a text.
- Select a correct summary of an audio or multimedia presentation.
- Place details from the text that should be included in a summary into a graphic organizer.

Sample Question Stems:

- How does the picture of the_____ support the author's message?
- Explain how the image of the _____ helps convey the meaning of the passage.
- What is the tone of the passage? How does this picture help to convey this tone? (Two part question)
- Which sentence best summarizes the presentation?

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
describes how visual and multimedia elements contribute to the meaning of a text **Also Assesses** SL1.2: determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) **Also Assesses** **SL1.2:**summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts **Also Assesses** **SL1.2:**summarizes a written text read aloud or information presented in diverse media and formats through the use of explicit and implicit details	evaluates how visual and multimedia elements contribute to the overall interpretation of a variety of texts **Also Assesses** **SL1.2:**produces a summary of a written text read aloud or information presented in diverse media and formats through the use of explicit and implicit details

Integration of Knowledge

LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Students may be asked to:

- Select sentences or phrases from each text that show similarities or differences in how two texts treat a theme/topic.
- Identify similarities and/or differences of how two or more texts treat a theme/topic.
- Select the correct explanation of how two or more texts treat a theme/topic and then select sentences or phrases that show these similarities or differences.
- **Explain how texts are similar and/or different in their approach to theme/topic**.

Sample Question Stems:

- In both passages, the characters discover places that have a powerful impact on them. Part A: Select a line from Passage A that demonstrates the impact of ____. Part B: Select a line from Passage B that demonstrates the impact of the ____.

Achievement Level Descriptors			
Level 2	**Level 3**	**Level 4**	**Level 5**
compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar stated topics	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	compares and contrasts stories in the same genre on their approaches to similar themes and topics, providing textual evidence to support	analyzes stories in the same genre on their approaches to similar themes and topics, providing strong textual evidence to support