

## Key Ideas and Details

**LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Task Demands**

- Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.
  - Students may be asked to:**
    - Select sentences or phrases from the text that support an analysis or inference.
    - Draw an inference from the text and then select sentences or phrases from the text that support the inference or analysis.
    - Select a correct answer using explicit or implicit information from the text as support.
    - Provide one or more pieces of support for a given analysis or inference. Because the support is implied, the student must paraphrase parts of the text in one or two sentences.
    - Select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
    - Select an inference from the choices and then to select words or phrases from the text to support the inference.
    - Select a number of plausible interpretations of a passage and then select the corresponding supporting details or quotations from the passage.

**Sample Question Stems**

- Select two words or phrases in the passage that support the idea that the character was \_\_\_\_\_.
- Which quotation supports the idea that Character A is sympathetic to Character B?
- Character A’s view of Character B changes during the course of the text. Select a detail from the text that supports this conclusion.
- Part A: How does the main character change from the beginning of the text to the end?  
Part B: Provide a detail from the text that supports this conclusion.
- Part A: How does Character A feel about asking Character B to \_\_\_\_\_?  
Part B: Which detail from the text supports the answer in Part A?

**Achievement Level Descriptors**

Level 2	Level 3	Level 4	Level 5
cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Uses textual evidence as well as complex inferences to develop a deep analysis of the text.	Uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text.

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

### Task Demands

- Determine a theme or central idea in a text and explain how it is developed throughout the text, including how it is shaped by specific details.
  - Students may be asked to:**
    - Select a theme and then to select the correct explanation of how the theme develops throughout the text.
    - Select the theme or central idea and then to select words or phrases from the text that provide explicit support for the theme or central idea.
    - Select a theme from the choices and then to select a detail or details that support that theme.
    - Select the theme of a passage and then to drag into a graphic organizer details or quotations that shape this theme.
- Summarize the text.
  - Select the sentence that accurately summarizes the major events of a paragraph or paragraphs.
  - Select the correct summary of the text.
  - Select sentences from the text that represent key events that should be addressed in a summary.
  - Place pieces of a summary in the correct order.

### Sample Question Stems

- What is a theme of the passage?
- Read this sentence from the text: (Excerpted text) Part A: How does this sentence affect the theme of the passage?  
Part B: What is a theme from the passage?
- Part A: Which is a theme of the passage?  
Part B: Which detail supports the development of the theme in Part A?
- Part A: How does the author develop the theme of sympathy for others throughout the text?  
Part B: Which detail from the text supports this conclusion?
- Identify a theme of the passage. Then, explain how the author uses details to develop this theme.

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines a theme or central idea of a text and describes its development over the course of a text; provides a summary of the text	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text	evaluates a theme or central idea and its detailed development over the course of a text; provides a thorough objective summary of the text	evaluates multiple themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of the text

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme**

### Task Demands

- Explain how complex characters develop, interact with other characters, and advance the plot or theme.

#### Students may be asked to:

- Select sentences or phrases that show the development of a complex character over the course of the text, which are used to advance the plot or theme.
- Select the correct description of a character’s development and then to select words or phrases from the text that support this development and advance the plot or theme.
- Select the correct description of a dynamic character’s development from the choices and then to select an explanation of this change’s impact on the plot or theme.
- Select a correct analysis of how a character develops and advances the plot or theme.
- Explain how characters interact with other characters and advance the plot or theme.
- Select several quotations that provide key details about how a complex character develops over the course of a text and advances the plot or theme.
- Select the correct analysis of a dynamic character’s development and then to select evidence that supports this development and advances the plot or theme.
- Explain, in one or two sentences, a significant change in a complex character, which advances the plot or theme.
- Identify key details about the development of major characters, which advance the plot or theme, and place them into a graphic organizer.

### Sample Question Stems

- Which detail shows how the main character changes by the end of the passage?
- How does the main character change from the beginning of the passage to the end?
- Explain how the main character changes at the end of the passage. Then, provide a detail from the passage to support your choice.
- Part A: How does the main character change?  
Part B: How does the change affect the plot?
- How does the change in the main character help develop the theme?
- Explain how the contrast the author creates between Character A and Character B helps develop the theme of the passage.

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
describes how characters develop over the course of the text, interact with other characters, or advance the plot or develop the theme	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme	analyzes the use of complex characters to advance the plot or shape the theme	analyzes and evaluates the use of complex characters, including subtle and implicit details, to advance the plot or shape the theme

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

### Task Demands

- Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.
  - Students may be asked to:**
    - Select sentences or phrases from the text that support an analysis or inference.
    - Draw an inference from the text and then select sentences or phrases from the text that support the inference or analysis.
    - Select a correct answer using explicit or implicit information from the text as support.
    - Provide one or more pieces of support for a given analysis or inference. Because the support is implied, the student must paraphrase parts of the text in one or two sentences.
    - Select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
    - Select an inference from the choices and then to select words or phrases from the text to support the inference.
    - Select a number of plausible interpretations of a passage and then select the corresponding supporting details or quotations from the passage.

### Sample Question Stems

- Select two words or phrases in the article that support the idea that \_\_\_\_\_ is difficult to find.
- Read this excerpt from the text: (Excerpted text) Select two details from the text that support the author’s conclusion.
- Which quotation supports the idea that \_\_\_\_\_ is difficult to find?
- Part A: How do state officials feel about preserving the animal’s habitat?  
Part B: Which detail from the text supports the answer in Part A?
- Part A: Based on the article, how does the author feel about preserving the animal’s habitat?  
Part B: Which detail from the text supports the answer in Part A?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Uses textual evidence as well as complex inferences to develop a deep analysis of the text.	Uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text.

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how the idea emerges and is shaped and refined by specific details; provide an objective summary of the text.**

### Task Demands

- Determine a central idea in a text and explain how it is developed throughout the text, including how it is shaped by specific details.  
**Students may be asked to:**
  - Select a central idea and then to select the correct explanation of how the central idea develops throughout the text.
  - Select the central idea and then to select words or phrases from the text that provide explicit support for the central idea.
  - Select a central idea from the choices and then to select a detail or details that support that central idea.
  - Select the central idea of a passage and then to drag into a graphic organizer details or quotations that shape the central idea.
- Identify the summary of the text.  
**Students may be asked to:**
  - Select the sentence that accurately summarizes the major events of a paragraph or paragraphs.
  - Select the correct summary of the text.
  - Select sentences from the text that represent key events that should be addressed in a summary.
  - Place pieces of a summary in the correct order.

### Sample Question Stems

- What is a central idea of the text?
- Read this phrase from the text: (Excerpted text) Part A: How does this phrase affect the central idea of the text?  
Part B: What is a central idea of the text?
- Part A: Which is a central idea of the text?  
Part B: Which detail supports the development of the central idea in Part A?
- Part A: A central idea of the text is \_\_\_\_\_. How does the author develop this central idea throughout the text? Part B: Which detail from the text supports this conclusion?
- Identify a central idea of the text. Then, explain how the author uses details to develop this central idea.

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines a central idea of a text and describes its development over the course of a text; provides a summary of the text	determines a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text	evaluates a central idea and its detailed development over the course of a text; provides a thorough, objective summary of the text	evaluates multiple central ideas and their development over the course of a text; provides a comprehensive objective summary of the text

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them.**

### Task Demands

- Analyze how the author unfolds an analysis or series of events or ideas.

#### Students may be asked to:

- Select multiple sentences or phrases that show how the author unfolds an analysis or series of ideas or events.
- Select the correct analysis of how an author unfolds an analysis or series of ideas or events.
- Select multiple statements analyzing how an author unfolds an analysis or series of ideas or events.
- Explain how the author develops the analysis or series of ideas or events in one or two sentences.
- Choose a correct explanation of how an author makes connections among ideas and then to select phrases or sentences from excerpted text that demonstrate these connections.

### Sample Question Stems

- How does the author order the ideas in the text?
- Select three sentences from the text that show how the author uses \_\_\_\_\_ as a way to develop the ideas in the text.
- The author attempts to show that \_\_\_\_\_ has an impact on \_\_\_\_\_. Select three details that show this connection.
- Part A: How does the author develop ideas throughout the text?  
Part B: Select three details from the text that show the development of the author’s ideas.
- Part A: How does the author develop ideas throughout the text?  
Part B: What effect does this have on the meaning of the text?
- How does the author use sources to support the viewpoint?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, or the connections that are drawn between them	analyzes how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	evaluates the effect of the author’s choices in presenting ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	evaluates the significance of the author’s choices in presenting a series of ideas or events

## Craft and Structure

**LAFS.910.RL.2.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**LAFS.910.L.3.4:** Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

**LAFS.910.L.3.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

### Task Demands

- Determine the meaning of words or phrases, using context as a clue.

#### Students may be asked to:

- Select a word or phrase that provides context for determining the meaning of a word.
  - Select multiple words or phrases that provide context for determining the meaning of a word.
  - Select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning.
  - Select words or phrases from the text that act as context clues when determining another word’s meaning.
  - Select the meaning of a word or phrase and then to select context clues from the text to support the meaning.
- Analyze the impact of word choice on the text’s meaning or tone.  
**Students may be asked to:**
    - Select the correct analysis of how a word or phrase affects the meaning or tone of a text.
    - Explain in one or two sentences the impact of figurative words or phrases on meaning or tone.
    - Select the text’s meaning or tone and then to select words from the text that support that meaning or tone.
    - Explain how the impact of word choice affects the text’s meaning or tone.
- Identify patterns of word changes that indicate different meanings or parts of speech.  
**Students may be asked to:**
    - Select the correct word that would fit the meaning or part of speech in the text.
    - Match patterns of word changes with different meanings or parts of speech.
- Interpret the meaning of figurative language in context and analyze its role in the text.  
**Students may be asked to:**
    - Select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text.
    - Select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text.

## 9/10 Standards Assessed on ELA FSA

- Match examples of figurative language with their meanings and then to match these examples with the effects they create within the text as a whole.
- Analyze nuances in meaning of words with similar denotations.
  - Students may be asked to:**
    - Demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative meanings.
    - Select words or phrases from the text that show the meaning of words used in the text.
    - Select words or phrases from the text that provide support for the differential meaning of words with similar denotations.

### Sample Question Stems

- Read the following sentence from the passage: (Excerpted text) What does the phrase (excerpted text) mean?
- The author describes a character as looking \_\_\_\_ and speaking \_\_\_\_\_. How does this word choice impact the meaning of the passage?
- What is the effect of the repetition of the word \_\_\_\_\_ throughout the passage?
- Part A: How do paragraphs 1–4 help to establish the tone of the passage?  
Part B: Select the two words in paragraphs 1–4 that establish the tone of the passage.
- Explain how the author describes Character A. Then, explain how this affects the tone.
- Part A: How does the author’s word choice aid in character development?  
Part B: What does this word choice convey about the meaning of the text?

### LAFS.910.RL.2.4, LAFS.910.L.3.4, and LAFS.910.RL.2.5 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone	determines the meaning of words and phrases as they are used in the text, including figurative, derivative, connotative, and nuanced meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	determines the meaning of complex words and phrases (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone	evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone



## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

### Task Demands

- Analyze the way in which an author creates a given effect through structural decisions.

#### Students may be asked to:

- Select sentences or phrases in the text that create a given effect.
- Select a structural device used by an author and then to determine the effect of this device on the work as a whole.
- Select the correct analysis of an author’s structural choice.
- Explain, in one or two sentences, how the author’s choices regarding structure contribute to the meaning of a text.
- Drag into a diagram plot elements that work to create a certain effect.

### Sample Question Stems

- Select the sentence that creates tension in the plot.
- How does the author use structure to convey a sense of tension in the passage?
- How does the author’s decision to use a slow pace in telling the story affect the meaning of the text?
- Part A: How does the author set the tone of the passage?  
Part B: How does the tone support the meaning?
- Explain how the author creates the pacing of the passage. Then, explain the effect the pace has on the meaning of the passage.
- (Excerpted text) How does the order of events in the passage affect the meaning of this quotation?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
describes an author’s choices concerning how to structure a text, order events within it, and manipulate time	analyzes how an author’s choices concerning how to structure a text order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise	analyzes and evaluates the overall impact of how an author’s choices to structure a text create effects such as mystery, tension, or surprise	analyzes and evaluates multiple texts or multiple parts of a text to determine how authors’ choices to structure a text create effects such as mystery, tension, or surprise

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

### Task Demands

- Analyze a point of view or cultural experience that is present in the text.

#### Students may be asked to:

- Select the correct explanation of the way in which a perspective or cultural experience is revealed in a text.
- Identify and then explain the perspective or cultural experience presented in a text in one or two sentences.
- Select sentences, phrases, or words that reflect a given point of view or cultural experience.
- Select multiple details or quotations that reflect a given point of view or cultural experience.
- Select a description of a point of view or cultural experience expressed by the text and then to select sentences, phrases, or words that support this description.

### Sample Question Stems

- Select two pieces of dialogue from the text that convey the main character’s perspective.
- Select two sentences from the text that show the main character’s point of view regarding the town.
- Explain how the main character feels about the town. Then, give details from the text to support your answer.
- Explain how the main character feels about the leaders of the town. Then, explain why the main character feels this way.
- Read this excerpt from the text: (Excerpted text) Part A: What does this reveal about the main character?  
Part B: How does it emphasize the main character’s perspective?
- Part A: How does this excerpt reflect the culture from which the main character comes?  
Part B: How does it affect the meaning of the passage’s ending?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on general knowledge of world literature	analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	analyzes multiple points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	analyzes and evaluates multiple points of view or cultural experiences reflected in a work or works of literature from outside the United States, drawing on an understanding of world literature

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

**Also assesses LAFS.910.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

**a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**

**b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).** **LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**

**b. Analyze nuances in the meaning of words with similar denotations.**

### Task Demands

- Determine the meaning of words or phrases, using context as a clue.

**Students may be asked to:**

- Select a word or phrase that provides context for determining the meaning of a word.
- Select multiple words or phrases that provide context for determining the meaning of a word.
- Select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning.
- Select words or phrases from the text that act as context clues when determining another word’s meaning.
- Select the meaning of a word or phrase and then to select context clues from the text to support the meaning.

- Analyze the impact of word choice on the text’s meaning or tone.

**Students may be asked to:**

- Select the correct analysis of how a word or phrase affects the meaning or tone of a text.
- Explain in one or two sentences the impact of figurative words or phrases on meaning or tone.

- Identify patterns of word changes that indicate different meanings or parts of speech.

**Students may be asked to:**

- Select the correct word that would fit the meaning or part of speech in the text.
- Match patterns of word changes with different meanings or parts of speech.

- Interpret the meaning of figurative language in context and analyze its role in the text.

**Students may be asked to:**

- Select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text.
- Match examples of figurative language with their meanings and then to match these with the effects they create within the text as a whole.

- Analyze nuances in meaning of words with similar denotations.

**Students may be asked to:**

## 9/10 Standards Assessed on ELA FSA

- Demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative meanings.
- Select words or phrases from the text that show the meaning of words used in the text.
- Select words or phrases from the text that provide support for the differential meaning of words with similar denotations.

### Sample Question Stems

- Read this phrase from the article: (Excerpted text) What does the phrase (excerpted text) mean as it is used in the article?
- The author describes the animal as (excerpted text). How does this word choice affect the meaning of the article?
- What is the impact of the author’s word choice when describing the animal throughout the article?
- Part A: How do paragraphs 1 through 3 help to establish the tone of the article?  
Part B: Select two words in paragraphs 1 through 3 that establish the tone of the article.
- Explain how the author describes the animal. Then, explain how this affects the tone of the article.
- Part A: How does the author’s word choice develop the tone?  
Part B: How does this word choice affect the meaning of the text?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone	determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	determines the meaning of complex words and phrases (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone	evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

### Task Demands

- Analyze the way in which an author develops or refines a given claim or idea through structural decisions.
  - Students may be asked to:**
    - Select portions of the text that develop or refine a given idea or claim.
    - Drag into the appropriate box(es) in a chart descriptions of the function of different text sections.
    - Select the correct analysis of how an author develops or refines ideas or claims.
    - Select a portion of the text that develops or refines a given idea or claim from the text.
    - Explain how an author develops or refines the ideas or claims in a text in one or two sentences.
    - Select multiple sentences from different points of the text that contribute to a given claim.
    - Select a statement from the text that refines the author’s ideas and then to select an explanation of how it refines those ideas.

### Sample Question Stems

- Which sentence helps develop the idea that preserving the animal’s habitat will have negative consequences?
- Select two sentences in the text that help develop the idea that preserving the animal’s habitat will have negative consequences.
- Read this phrase from the text: (Excerpted text) What impact does this phrase have on the development of the author’s ideas?
- Part A: Select the paragraph that refines the idea that there is too little information to make an informed decision.  
Part B: How does this paragraph support the author’s purpose?
- Part A: How does the author order the ideas in the text?  
Part B: What effect does the order of ideas have on the meaning of the text?
- Explain how the structure of the article refines the ideas in the article. Then, explain how this affects the meaning of the text as a whole.

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
describes how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	analyzes in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	evaluates the rhetorical impact of how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	evaluates the rhetorical impact and effectiveness of how one or more author’s ideas or claims are developed and refined within or across texts

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

### Task Demands

- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - Students may be asked to:**
    - Determine the author’s point of view or purpose and then to select an explanation of how this point of view or purpose is developed.
    - Select an explanation of how a rhetorical device conveys a purpose and then to select an explanation of the effect that this rhetorical device has on the text as a whole.
    - Place the author’s point of view and show the development of that point of view in a graphic organizer.
    - Place the author’s point of view and show the development of that point of view in a graphic organizer or other format.

### Sample Question Stems

- Select two phrases from paragraphs 1 through 3 that convey the author’s purpose.
- Select two sentences from the text that show the author’s point of view regarding \_\_\_\_\_.
- Explain the author’s viewpoint about \_\_\_\_\_.
- Part A: Select two phrases from paragraphs 1 through 3 that show the author’s purpose.  
Part B: What is the author’s purpose in the article?
- Part A: How does the author’s word choice convey the point of view?  
Part B: Select two details from the text that support your answer.
- Part A: What is the author’s purpose in the article?  
Part B: How does the author use rhetoric to advance the purpose of the article?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies an author’s point of view or purpose in a text and recognizes how an author uses rhetoric to advance that explicit point of view or purpose	determines an author’s point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose	analyzes the author’s use of rhetoric to advance a point of view or purpose and provides evidence for support	evaluates the author’s use of rhetoric to advance a point of view or purpose and provides evidence for support

## Integration of Knowledge and Ideas

**LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).**

**Also assesses LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

### Task Demands

- Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment.  
**Students may be asked to:**
  - Choose words, phrases, or sentences from the text that show how the text and visual representation are similar or different.
  - Select what is emphasized or absent in one of the works from the choices and then to select an analysis of how this representation affects the work’s meaning.
  - Select a correct analysis of the impact that a similarity or difference has on the overall effect of the works.
  - Explain the impact that a similarity or difference has on the overall effect of the works in one or two sentences.
  - Drag into a graphic organizer similarities or differences between representations of a subject or scene.
- Analyze the credibility and accuracy of sources presented in different media.  
**Students may be asked to:**
  - Select a correct analysis of the credibility and accuracy of one or both works.
  - Select aspects that lend themselves to the source’s credibility.
  - Select multiple aspects that affect the source’s credibility.
  - Move ways the source solidified its credibility into a graphic organizer.
  - Analyze the credibility or the accuracy of a source in one or two sentences.

### Sample Question Stems

- Part A: Which element from the works is emphasized in the poem?  
Part B: Which element from the works is emphasized in the painting?
- What is a difference between the two works?
- Each work features the same character. How is the character treated in the poem?
- Part A: What is emphasized in the poem that is not emphasized in the painting?  
Part B: Select a detail from the text that supports your answer.
- Part A: What is emphasized in the poem that is not emphasized in the painting?  
Part B: How does this affect the poem’s meaning?
- Part A: What is a difference between the works? Part B: How does this affect the poem’s meaning?

## 9/10 Standards Assessed on ELA FSA

<b>LAFS.910.RL.3.7 Achievement Level Descriptors</b>			
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
recognizes differences in a depiction of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaudž Arts” and Breughel’s Landscape with the Fall of Icarus)	analyzes and evaluates the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	analyzes the representation of a subject or a key scene in two different artistic mediums, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect
<b>LAFS.910.SL.1.2 Achievement Level Descriptors</b>			
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
compares information from multiple sources presented in diverse media or formats	integrates multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source	evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose	synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source



## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RL.3.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**

### Task Demands

- Analyze how an author draws on and transforms source material in a specific work.

#### Students may be asked to:

- Select sentences or phrases from each work that show similarities or differences between the works.
- Select a difference or similarity between the works and then to select how this affects the meaning of the work.
- Select examples from the text that show the works' different treatments of the source material.
- Explain the similarities or differences between the source material and the newer work in one or two sentences.
- Select multiple details or quotations that demonstrate how the author of the newer work has transformed source material.

### Sample Question Stems

- How does the author's reference to the source material help advance the plot?
- Part A: How does the author change the source material?  
Part B: What impact does this decision have on the meaning of the play?
- Part A: What is a theme that the source work and the play share?  
Part B: How is the playwright's approach to the theme different from that of the previous author?

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes how an author draws on or transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)	analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)	analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning	analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning and provide evidence to support the analysis

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.3.7: Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. Also assesses LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

### Task Demands

- Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.  
**Students may be asked to:**
  - Choose words, phrases, or sentences from the text that show how the text and other media formats are similar or different.
  - Select the element emphasized in or absent from the text and then select the element emphasized in or absent from the artwork.
  - Select sentences or phrases from the first text that indicate an emphasis or absence of elements in the second representation.
  - Place into the appropriate places on a graphic organizer similarities or differences between accounts.
  - Explain in one or two sentences how a given similarity or difference affects the meaning of the work as a whole.
  - Select a correct similarity or difference in the works.
  - Select a correct analysis of what the works emphasize or omit.
- Analyze the credibility and accuracy of sources presented in different media.  
**Students may be asked to:**
  - Select a correct analysis of the credibility and accuracy of one or both works.
  - Select multiple statements that correctly analyze the credibility and accuracy of one or both works.
- Evaluate the speaker’s reasoning and use of evidence.  
**Students may be asked to:**
  - Identify a speaker’s argument and then to select specific claims that support the argument.
  - Select a correct analysis of the speaker’s reasoning and use of evidence.
  - Select multiple statements that correctly evaluate several examples of the speaker’s reasoning and use of evidence.

### Sample Question Stems

- Part A: Which element from both works is emphasized in the text?  
Part B: Which element from both works is emphasized in the video?
- What is a difference between the two works?
- Each work features information about \_\_\_\_\_. How is this information treated differently in the video than it is in the text?
- Part A: What is emphasized in the text that is not emphasized in the video?  
Part B: Select a detail from the text that supports your answer.
- Part A: What is emphasized in the video that is not emphasized in the text?  
Part B: How does this affect the video’s meaning?
- Part A: What is a difference between the works?

## 9/10 Standards Assessed on ELA FSA

- Part B: How does this affect the text’s meaning?

### LAFS.910.RI.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes differences in a depiction of a subject in different media, including what is emphasized	analyzes various accounts of a subject told in different media; (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account	analyzes and evaluates the effect of the representation of a subject in different media, including what is emphasized or absent in each treatment	analyzes the representation of a subject in different media, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect

### LAFS.910.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
compares information from multiple sources presented in diverse media or formats	: integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source	evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose	synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source

### LAFS.910.SL.1.3 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines a speaker’s point of view, reasoning, and use of evidence	evaluates a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	evaluates a speaker’s point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence	thoroughly evaluates a speaker’s point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

### Task Demands

- Evaluate the argument or claim in the text, assessing the author’s reasoning. The argument or claim may be identified.

#### Students may be asked to:

- Select words or phrases from the text to delineate an argument or claim.
  - Select words, phrases, or sentences from a section of the text that indicate the evidence is or is not relevant or sufficient to support the text’s claim.
  - Select an example of textual evidence that delineates an explicit argument or claim.
  - Provide one or more pieces of textual evidence throughout the text that delineates an argument or claim in one or two sentences.
  - Select multiple examples of evidence from different parts of the text that delineate an explicit claim or argument.
  - Drag descriptions of a text’s argument or claim into the appropriate areas of a chart and then to match this description with examples of the reasoning or evidence used in the text to delineate this argument or claim.
  - Select an argument or claim from the choices and then to select the reasoning or evidence used to delineate it.
- Identify false statements and fallacious reasoning.

#### Students may be asked to:

- Select a false statement or fallacious reasoning from the text.
- Select a false statement or fallacious reasoning in the text.
- Select multiple false statements or examples of fallacious reasoning from the text.

### Sample Question Stems

- Which detail advances the argument that too little is known about \_\_\_\_\_?
  - Select two details that advance the argument that \_\_\_\_\_.
  - Select two details in the text that advance the argument that \_\_\_\_\_.
- 
- Which detail is irrelevant to the author’s primary claim?
  - Part A: What is the author’s claim in the text?  
Part B: Select two details that support the author’s claim in the text.
  - Part A: What is the author’s primary claim?  
Part B: How effectively does the author support the claim with evidence?

## 9/10 Standards Assessed on ELA FSA

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the explicit argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning	explains and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning	explains and evaluates the argument and subtle or implicit claims within or across texts, citing specific language in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; analyzes subtle instances of false statements and fallacious reasoning

## 9/10 Standards Assessed on ELA FSA

**LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.**

### Task Demands

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
  - Students may be asked to:**
    - Select sentences or phrases from each work that show similarities or differences between how the works address related themes and concepts.
    - Select a similarity or difference between the works’ treatment of themes and concepts and then select how this affects the meaning of the works.
    - Select examples from the text that show the works’ similarities or differences in their treatments of similar themes and/or concepts.
    - Select an explanation of how the works treat similar themes/concepts in a similar or different manner.
    - Analyze how the two texts treat similar themes or concepts in one or two sentences.
    - Select multiple sentences from a passage that share similarities with the ideas of another passage in the set.
    - Select a generalized similarity or difference between passages and then to select a phrase or sentence from an excerpt from each that illustrates this similarity or difference.

### Sample Question Stems

- Select a detail from each text that shows how the two texts treat the theme of \_\_\_\_\_ similarly.
- Part A: Which theme do the texts have in common?  
Part B: How do the texts treat this theme similarly?
- Explain how the texts develop and treat the theme of \_\_\_\_\_ in the same way.

### Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
analyzes specific aspects of seminal U.S. documents of historical and literary significance for meaning	analyzes seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts	analyze the reasoning and rhetorical strategies employed in seminal U.S. documents of historical and literary significance, including how they address related themes and concepts	evaluates the reasoning and rhetorical strategies employed throughout seminal U.S. documents of historical and literary significance, including evaluation of how they address related themes and concepts

## 9/10 Standards Assessed on ELA FSA

### Editing Task Guidelines for Language Standards

**LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**a. Use parallel structure.**

**b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.**

**LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.**

**b. Use a colon to introduce a list or quotation.**

**c. Spell correctly.**

#### Task Demands

- Apply standard English grammar and usage.

##### Students may be asked to:

- Select the appropriate replacement for an ungrammatical word or phrase.
- Select the correct version of a word or phrase to be used in a sentence.
- Replace an incorrect word or phrase by typing in a corrected response.

- Apply standard English capitalization, punctuation, and spelling.

##### Students may be asked to:

- Select the appropriate usage of grade-appropriate conventions.
- Select the correct spelling of a word.
- Replace a word or phrase with the correct spelling of the word by typing it in a text box.

\*Language and Editing Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Assessed Standards and **Task Demands** taken from: <http://www.fsassessments.org/wp-content/uploads/2015/03/Grades-9-10-ELA-Test-Item-Specifications.pdf>

**Sample Question Stems** taken from: [http://www.fsassessments.org/wp-content/uploads/2015/04/ELA-G9-10-Item-Specifications\\_2015.pdf](http://www.fsassessments.org/wp-content/uploads/2015/04/ELA-G9-10-Item-Specifications_2015.pdf)

**Achievement Level Descriptors** taken from: <http://www.fldoe.org/core/fileparse.php/5663/urlt/2015FSARangeSummary.pdf>