**Academic Language – Grade 5 (2014)**

**(From SBAC Practice Test Scoring Guide 2014 for Grade 5)**

| **G** | **DOK** | **STD. #** | **Standard** | **Question** |
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| 5 | 1 | L-1, L-2, L-3.b | To complete this task, students must be able to identify errors in punctuation to separate items in a series and in the use of a comma to set off the words yes and no. | The student wrote a sentence that **contains errors in punctuation.** Click to highlight the **three** words that should be **followed by a comma.** |
| 5 | 1 | L-2 | The student will identify, edit to correct, and/or edit for correct use of 6. comma to separate an introductory element from the rest of a sentence. 20. commas and quotation marks to mark direct speech and quotations. | The student wrote a sentence that **contains errors in punctuation.** Click to highlight the **two** words that should be **followed by a comma.** |
| 5 | 3 | L-5 | The student will interpret the meaning of a figurative phrase used in context and analyze its impact on meaning. | What effect does the author create by using the phrase “\_\_\_\_\_\_\_\_\_\_\_\_”? Select **two** options. |
| 5 | 3 | L-5 | The student will analyze the impact of word choice on reader interpretation of a text. | What does the **use of the word** \_\_\_\_ **suggest** about the **author’s point of view**? |
| 5 | 2 | RI-1 | The student will identify text evidence to support a given inference based on the text. | Which sentences **best support** the idea that \_\_\_\_\_\_\_? Select **two** options. |
| 5 | 2 | RI-1 | The student will identify evidence (explicit details and/or implicit information) to support a GIVEN inference based on the text. | Click on the sentence from the paragraph that **best shows** this idea. |
| 5 | 2 | RI-2 | The student will determine or summarize a central idea or topic in a text. | Which statement **best describes** the **main idea** of the paragraph? |
| 5 | 3 | RI-2 | The student will form a conclusion about an informational text and identify details within the text that support that conclusion. | What **conclusion can be drawn** about the author’s **point of view** about \_\_\_\_\_? **Support your answer** with details from the text. |
| 5 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that support that conclusion. | What **conclusion can be drawn** about the effects people have on \_\_\_\_\_? **Support your answer** with details from the text. |
| 5 | 3 | RI-3 | The student will analyze how conflicting information reveals the author’s point of view within a text. | Part A. Select the statement from the text that **best describes** what the information in the paragraph shows about the **author’s point of view**. Part B. Which sentence from the text **best supports** your answer in Part A? Choose **one** option. |
| 5 | 2 | RI-4 | The student will determine the meaning of a word based on context in an informational text. | The author uses a word that means “\_\_\_\_” in the text. Click a word in the paragraph that **best** **represents** that idea. |
| 5 | 3 | RI-5 | The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. | What is the **best reason** the author chose to end the text with a summary? |
| 5 | 2 | RL-2 | The student will determine or summarize a theme or central idea of a text. | Which statement **best summarizes** the central ideas of the text? |
| 5 | 3 | RL-3 | The student will make an inference about a literary text and identify details within the text that support that inference. | Part A. Which of these **inferences** about \_\_\_\_ is **supported in the text**? Part B. Which **sentence from the text best supports** your answer in part A? Select **one** option. |

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| 5 | 3 | RL-3 | The student will analyze the relationship between character actions/interactions within one text. | Which statements **best describe** how the text might be different if told from \_\_\_\_\_ **point of view** at the beginning of the story? Select **all** that apply. |
| 5 | 1 | RL-4 | The student will determine the intended meaning of academic/tier 2 words in a literary text. | What does the **use of the word** \_\_\_\_\_\_\_**suggest**? |
| 5 | 3 | RL-5 | The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning. | Select the statement that **best explains** why the author chose to include the **first two** paragraphs. |
| 5 | 2 | SL-2 | 3.1: The item stem will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation. | Choose the **two** statements that are **supported by the presentation**? |
| 5 | 1 | SL-2, SL-3 | 1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation. | Complete the chart to show which \_\_\_\_\_ caused \_\_\_\_\_ and which fixed it. Click on the boxes next to each \_\_\_\_ that **matches the categories** in the top row. |
| 5 | 2 | SL-2, SL-3 | 1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation. | Based on the presentation, **which statement is suggested** about the \_\_\_\_\_\_? |
| 5 | 3 | SL-2, SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation. | Select **two** conclusions that are **supported by the presentation**. |
| 5 | 2 | SL-2, SL-3 | 1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation. | What are the **most likely reasons** the author made the presentation? Select **two** options. |
| 5 | 2 | SL-2, SL-3 | 2. The student will identify the use of supporting evidence in a presentation. | Which detail from the presentation **best supports** the idea that \_\_\_\_\_\_\_ for different reasons? |
| 5 | 2 | W-1.d | (Organization) The student will use information provided in a stimulus to revise organized informational/explanatory text by e. Developing an appropriate conclusion related to the opinion presented | Which sentence is the **best closing statement** for this letter? |
| 5 | 3 | W-2.b | (Elaboration) The student will use information provided in a stimulus to write well-developed informational/explanatory text by applying elaboration techniques such as a. Developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples | Use the **student’s notes** to write a paragraph that adds **more facts** or **concrete details** to support the **underlined sentence** of the report. |
| 5 | 2 | W-2.b | (Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as c. deleting details that do not support the main idea | The student needs to **revise the draft** to **eliminate ideas** that **do not support the main idea.** Click on **two** sentences that **do not support** the **underlined main idea a**nd so should be removed. |
| 5 | 2 | W-3.d, W-3.d | The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience. | The writer wants to replace the **underlined** words to make her **meaning** **more exact**. Which two sets of words would make her **word choices better**? |

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| 5 | 2 | W-8, RI-7 | The student will analyze digital and print sources in order to locate relevant information to support research. | **Select all of the resources** that would **most likely** give the student **more information** about the ideas he has written. |
| 5 | 2 | W-9, W-8 | The student will select evidence to support conjectures or opinions based on evidence collected and analyzed. | A student is writing a report about \_\_\_\_\_\_\_\_\_\_. The student wrote the following opinion: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” He found a source. Read the source. Click on **all** of the sentences that **support the opinion**. |
| 5 | 2 | W-9, W-8 | The student will select evidence to support conjectures or opinions based on evidence collected and analyzed. | The student took notes about \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Choose **two** notes that **support** the student’s opinion. |