



---

## **ELA Assessment Specifications for Teachers**

*Assessing the 2024 SC CCR ELA Standards*

*5<sup>th</sup> Grade*

## Introduction

The SC READY English Language Arts (ELA) assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR ELA standards for 5<sup>th</sup> grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

## Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in ELA instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

## Item Types

The SC READY ELA assessments are composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-3-5-item-types/>.

## Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

**ELA.5.AOR.1.1:** Analyze how setting, characters, and conflict impact plot development.

ELA.5.AOR.1.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Setting</u> <u>Characters</u> <u>Conflict</u> <u>Impact</u> <u>Plot Development</u>
Evidence Statements for ELA.5.AOR.1.1
<b>The student will analyze <i>how</i>:</b> <ul style="list-style-type: none"> <li>• setting impacts plot development.</li> <li>• characters impact plot development.</li> <li>• conflict impacts plot development.</li> </ul>
Assessment Limits/Content Constraints
<b>Determining the correct response will require</b> an understanding of: <ul style="list-style-type: none"> <li>• setting.</li> <li>• characters’ traits, actions, motivations, and feelings.</li> <li>• character development.</li> <li>• conflict.</li> <li>• plot development as a series of events that move the story forward.</li> </ul> <b>Determining the correct response will require</b> an understanding of character development, including <i>how</i> a character’s: <ul style="list-style-type: none"> <li>• traits change throughout the plot.</li> <li>• feelings change throughout the plot.</li> <li>• actions change throughout the plot.</li> <li>• motivations change throughout the plot.</li> </ul>

### ELA.5.AOR.1.1

#### Assessment Limits/Content Constraints, cont'd

**Determining the correct response will require** an understanding of *how* to analyze:

- a setting's impact on plot development.
- a character's impact on plot development.
- multiple characters' impact on plot development.
- a conflict's impact on plot development.

**For summative assessment purposes,** the student will:

- **analyze** by exploring a text critically by considering key and literary elements such as structure, purpose, vocabulary, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

**DOK Range:** 2-3

**ELA.5.AOR.1.2:** Analyze how figurative language impacts meaning and contributes to the reader’s experience.

ELA.5.AOR.1.2
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Figurative Language</u> <u>Meaning</u> <u>Contributes</u> <u>Reader’s Experience</u>
Evidence Statements for ELA.5.AOR.1.2
<p><b>The student will analyze <i>how</i> figurative language:</b></p> <ul style="list-style-type: none"> <li>impacts meaning.</li> <li>contributes to the reader’s experience.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require an understanding of all previously taught forms of figurative language including</b> alliteration (K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p><b>Determining the correct response will require</b> an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> <li>figurative language impacts meaning.</li> <li>figurative language contributes to the reader’s experience.</li> </ul> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to analyze:</p> <ul style="list-style-type: none"> <li><i>how</i> figurative language impacts meaning.</li> <li><i>how</i> figurative language contributes to the reader’s experience.</li> </ul> <p>To analyze <b>how figurative language impacts meaning</b>, students should be able to explain <i>how</i> figurative language changes, enhances, or deepens the reader’s thoughts about, feelings towards, or understanding of a text. For example, if an author uses the phrase “sunshine on a cloudy day,” students should be able to explain the impact of the author’s use of the phrase (e.g., the phrase is used to help the reader feel hopeful about a situation, or the phrase is used to show how one character’s personality is so different from the other characters’ personalities).</p>

## ELA.5.AOR.1.2

### **Assessment Limits/Content Constraints, cont'd**

**For summative assessment purposes,** the student will:

- **analyze** by exploring a text critically by considering key and literary elements such as structure, purpose, vocabulary, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

**DOK Range:** 2-3

**ELA.5.AOR.2.1:** Explain the development of an explicit or implied theme over the course of a literary text.

ELA.5.AOR.2.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Development</u> <u>Explicit Theme</u> <u>Implied Theme</u> <u>Over the Course Of</u>
Evidence Statements for ELA.5.AOR.2.1
<p><b>The student will explain the development of:</b></p> <ul style="list-style-type: none"> <li>• an explicit theme over the course of a literary text.</li> <li>• an implied theme over the course of a literary text.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of <i>how</i> to determine:</p> <ul style="list-style-type: none"> <li>• an explicit theme in a literary text.</li> <li>• an implied theme in a literary text.</li> <li>• <i>how</i> an explicit or implied theme is developed over the course of a literary text.</li> </ul> <p><b>Determining the correct response will require</b> the explanation of <i>how</i>:</p> <ul style="list-style-type: none"> <li>• an explicit theme is developed over the course of a literary text.</li> <li>• an implied theme is developed over the course of a literary text.</li> </ul> <p><b><u>The theme of a text is structured as a complete idea.</u></b> An <b>explicit theme</b> is one that is directly stated in the text. An explicit theme <i>may</i> be stated by the narrator (as is common in many fables) or <i>may</i> be stated through dialogue between characters. An <b>implied theme</b> is not directly stated in the text, but is revealed through the characters’ actions and dialogue, and specific events in the story. Implied theme is first introduced in this indicator.</p> <p>To explain <b>how a theme is developed</b>, students should be able to explain <i>how</i> an author uses:</p> <ul style="list-style-type: none"> <li>• conflict in a story to help reveal a theme of the story.</li> <li>• character changes throughout a story to help reveal a theme of the story.</li> </ul>

### ELA.5.AOR.2.1

#### **Assessment Limits/Content Constraints, cont'd**

- specific events, actions, dialogue, and/or descriptions (key details) to help reveal a theme of the story.

**For summative assessment purposes,** the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

**DOK Range:** 2-3



**ELA.5.AOR.2.2:** Explain the development of a stated or implied central idea over the course of an informational text.

ELA.5.AOR.2.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Development</u> <u>Stated Central Idea</u> <u>Implied Central Idea</u>
Evidence Statements for ELA.5.AOR.2.2
<p><b>The student will explain the development of:</b></p> <ul style="list-style-type: none"> <li>• a stated central idea over the course of an informational text.</li> <li>• an implied central idea over the course of an informational text.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of <i>how</i> to determine:</p> <ul style="list-style-type: none"> <li>• a stated central idea in an informational text.</li> <li>• an implied central idea in an informational text.</li> <li>• supporting details that develop a stated or implied central idea over the course of an informational text.</li> </ul> <p><b>Determining the correct response will require</b> the explanation of <i>how</i>:</p> <ul style="list-style-type: none"> <li>• a stated central idea is developed over the course of an informational text.</li> <li>• an implied central idea is developed over the course of an informational text.</li> </ul> <p>A <b>stated central idea</b> is one that is directly stated in the text. An <b>implied central idea</b> is not directly stated in the text, but is revealed through the information, facts, examples, text features, and text structure in an informational text.</p> <p>To explain <b>how a central idea is developed</b>, students should be able to explain <i>how</i> an author uses information, facts, examples, evidence, and/or explanations (supporting details) to help reveal and strengthen the central idea in a text.</p> <p><b>For summative assessment purposes</b>, the student will:</p> <ul style="list-style-type: none"> <li>• <b><u>explain</u></b> by making an idea and/or concept clear by describing it in detail.</li> </ul> <p><b>DOK Range:</b> 2-3</p>

**ELA.5.AOR.3.1:** a. Explain how the point of view from which a story is narrated influences how events are described; and b. explain how an author reveals one or more characters’ perspectives in a literary text.

ELA.5.AOR.3.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Point of View</u> <u>Narrated</u> <u>Influences</u> <u>Perspective</u> <u>Characters</u> <u>Reveals</u>
Evidence Statements for ELA.5.AOR.3.1
<p><b>The student will explain <i>how</i>:</b></p> <ul style="list-style-type: none"> <li>the point of view from which a story is narrated influences how events are described.</li> <li>an author reveals a character’s perspective in a literary text.</li> <li>an author reveals more than one characters’ perspectives in a literary text.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of:</p> <ul style="list-style-type: none"> <li>point(s) of view.</li> <li>characters' perspective.</li> </ul> <p><b>Determining the correct response will require</b> the identification of:</p> <ul style="list-style-type: none"> <li>the point of view from which a literary text is narrated.</li> <li>one or more characters’ perspectives in a literary text.</li> </ul> <p><b>Determining the correct response will require</b> the explanation of <i>how</i>:</p> <ul style="list-style-type: none"> <li>the point of view from which a story is narrated influences how events are described.</li> <li>an author reveals one or more characters’ perspectives.</li> </ul>

### ELA.5.AOR.3.1

#### **Assessment Limits/Content Constraints, cont'd**

**Determining the correct response will require** an explanation of *how* an event would be described differently if narrated from a different point of view.

**Point of view is the type of narrator used to tell a story.** Students previously learned about first person point of view and third person point of view in ELA.4.AOR.3.1.

**Perspective is how the narrator and/or characters perceive what is happening within the story.** This perception affects how a character(s) feels about people, places, or events and how a character(s) reacts. It can also impact how the character(s) share (or withhold) information, impacting the reader's understanding of the text.

**For summative assessment purposes,** the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

**DOK Range:** 2-3

**ELA.5.AOR.4.1:** Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.

ELA.5.AOR.4.1
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Compare and Contrast</u> <u>Primary Account</u> <u>Secondary Account</u> <u>Perspectives</u> <u>Impact</u> <u>Content</u>
Evidence Statements for ELA.5.AOR.4.1
<p><b>The student will compare and contrast a primary account and a secondary account of the same event or topic.</b></p> <p><b>The student will identify how the different perspectives of a primary account and a secondary account impact the content of the text(s).</b></p>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of:</p> <ul style="list-style-type: none"> <li>• what constitutes a primary account.</li> <li>• what constitutes a secondary account.</li> <li>• perspective.</li> </ul> <p><b>Determining the correct response will require</b> the comparison between a primary account and a secondary account of the same event or topic. Students should be able to explain the similarities and differences between the content presented in each account, how each account is structured, the author’s perspective in each account, and the author’s purpose for writing each account.</p> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to identify the ways in which different perspectives in a primary account and secondary account of the same topic or event impact the content of each account.</p> <p><b>Determining the correct response will require</b> the explanation of <i>how</i> different perspectives in a primary account and secondary account of the same topic or event impact the content of each account.</p> <p>A <b>primary account</b> is a report of an event or experience by someone who was there at the time of the event or experience.</p>

#### ELA.5.AOR.4.1

##### **Assessment Limits/Content Constraints, cont'd**

A **secondary account** is an account that is created after an event, typically by someone who did not have a direct experience of the event.

**For summative assessment purposes**, students may be given one or more texts.

**For summative assessment purposes**, the student will:

- **compare and contrast** by finding similarities and differences between two or more texts, concepts, or ideas.
- **identify** by recognizing or naming information that is implicit or explicit within a text.

**DOK Range:** 2-3

**ELA.5.AOR.5.1:** Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.

ELA.5.AOR.5.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Sequence of Paragraphs</u> <u>Sequence of Chapters</u> <u>Sequence of Scenes</u> <u>Sequence of Stanzas</u> <u>Overall Structure</u> <u>Narrative</u> <u>Drama</u> <u>Poem</u>
Evidence Statements for ELA.5.AOR.5.1
<p><b>The student will explain <i>how</i> a sequence of:</b></p> <ul style="list-style-type: none"> <li>• paragraphs fit together to provide the overall structure of a narrative.</li> <li>• chapters fit together to provide the overall structure of a narrative.</li> <li>• scenes fit together to provide the overall structure of a drama.</li> <li>• stanzas fit together to provide the overall structure of a poem.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of text structures common to literary texts, including:</p> <ul style="list-style-type: none"> <li>• narratives.</li> <li>• poems.</li> <li>• dramas.</li> </ul> <p><b>Determining the correct response will require</b> the explanation of:</p> <ul style="list-style-type: none"> <li>• the <u>interconnectedness</u> of a sequence of paragraphs, chapters, scenes, and/or stanzas.</li> <li>• <i>how</i> a sequence of paragraphs, chapters, scenes, and/or stanzas work together to provide the structure of a narrative, drama, and/or poem.</li> </ul>

### ELA.5.AOR.5.1

#### **Assessment Limits/Content Constraints, cont'd**

The focus of this indicator is on *how* a sequence of structural elements of literary texts function within a text, not on how the content of the structural element affects the overall plot of a story. For example, if given a sequence of paragraphs from a text, students should be able to explain how the paragraphs fit within the overall structure of the text (e.g., these paragraphs help develop a theme in the text), as opposed to how the content of the paragraphs impact the plot or characters in the story (e.g., these paragraphs show how Alexa solves the mystery of the missing treasure).

**For summative assessment purposes**, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

**DOK Range:** 2

**ELA.5.AOR.5.2:** Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.

ELA.5.AOR.5.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Compare and Contrast</u> <u>Text Features</u> <u>Text Structure</u> <u>Contribute</u>
Evidence Statements for ELA.5.AOR.5.2
<p><b>The student will compare and contrast <i>how</i>:</b></p> <ul style="list-style-type: none"> <li>• text features contribute to the overall meaning in two or more informational texts.</li> <li>• text structures contribute to the overall meaning in two or more informational texts.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> <li>• to identify text features in an informational text.</li> <li>• to use text features in an informational text.</li> <li>• text features contribute to meaning in an informational text.</li> <li>• to identify text structures in an informational text.</li> <li>• text structures contribute to meaning in an informational text.</li> </ul> <p><b>Determining the correct response will require</b> the comparison between <i>how</i>:</p> <ul style="list-style-type: none"> <li>• text features contribute to meaning in one or more informational texts.</li> <li>• text structures contribute to meaning in one or more informational texts.</li> </ul> <p><b>Determining the correct response will require</b> the explanation of <i>how</i>:</p> <ul style="list-style-type: none"> <li>• text features contribute to meaning in one or more informational texts.</li> <li>• text structures contribute to meaning in one or more informational texts.</li> </ul> <p><b>Determining the correct response will require</b> an understanding of text features including, but not limited to, titles (K), headings (K), subheadings (K), illustrations (K), photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), and key facts (1).</p>



## ELA.5.AOR.5.2

### Assessment Limits/Content Constraints, cont'd

**Determining the correct response will require** an understanding of text structures common to informational texts, including sequence (2), description/list (3), cause and effect (3), problem and solution (4), chronological (4), and compare contrast (4).

To compare and contrast how **text features contribute to meaning**, students should be able to explain *how* the content and/or structure of a text feature helps the reader understand:

- a central idea in a text.
- supporting details in a text.
- important information in a text.
- the author's perspective.
- the author's purpose.

Students should also be able to explain how an author's choice to include one text feature over another affects how the information is presented (e.g., using a bar graph to show numerical data makes the information easier to understand than using a narrative to explain the data).

To compare and contrast how **text structures contribute to meaning**, students should be able to explain *how* the text structure an author uses to organize information in a text:

- helps the reader understand a central idea in the text.
- supports the author's purpose.
- reveals the author's perspective.
- supports the author's argument.

Students should also be able to explain how an author's choice to use one text structure over another affects how the information is presented.

**For summative assessment purposes**, students may be asked to compare and contrast text features within one or two informational texts. Students may be asked to compare and contrast the text structures of sections within one informational text or the text structures of two separate texts in a paired passage.

**For summative assessment purposes**, the student will:

- **compare and contrast** by finding similarities and differences between two or more texts, concepts, or ideas.

**DOK Range:** 2-3

**ELA.5.AOR.5.3:** Determine an author’s argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.

ELA.5.AOR.5.3
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Author’s Argument</u> <u>Trace its Development</u> <u>Claims</u> <u>Supporting Reasons</u> <u>Evidence</u>
Evidence Statements for ELA.5.AOR.5.3
<p><b>The student will determine an author’s argument while identifying claims, reasons, and evidence in an informational text.</b></p> <p><b>The student will trace the development of an author’s argument while identifying claims, reasons, and evidence in an informational text.</b></p>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of:</p> <ul style="list-style-type: none"> <li>• what is an author’s argument.</li> <li>• claims an author uses to support an argument in an informational text.</li> <li>• reasons an author uses to support an argument in an informational text.</li> <li>• evidence an author uses to support an argument in an informational text.</li> </ul> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to determine an author’s argument.</p> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> <li>• identify the ways an author develops an argument, including the claim, reasons, and evidence.</li> <li>• trace the development of an author’s argument.</li> </ul> <p><b>Tracing the development of an author’s argument requires</b> a student to identify the author’s claim (3), the supporting reasons (2), and the evidence (4) that an author uses to prove the reasons.</p>

### ELA.5.AOR.5.3

#### **Assessment Limits/Content Constraints, cont'd**

**Author's claim** is defined as an arguable statement made and supported by an author. A strong claim is focused, clear, and debatable.

- An example of a claim is: Cats make better pets than dogs.
- An example of an opinion is: I like cats.

A **reason** is a statement that supports the claim. **Evidence** is information that helps the reader form an opinion and/or reach a conclusion.

**For summative assessment purposes**, the student will:

- **determine** by using information from a text to make an inference.
- **trace** the development of an argument by identifying and following a line of ideas, reasoning, or evidence in a text.

**DOK Range:** 2-3

**ELA.5.AOR.6.1:** Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.

ELA.5.AOR.6.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Summarize</u> <u>Plot</u> <u>Theme</u> <u>Relevant Key Details</u> <u>Central Idea</u> <u>Relevant Supporting Details</u>
Evidence Statements for ELA.5.AOR.6.1
<p><b>The student will summarize literary texts to enhance comprehension, by including plot, theme, and relevant key details.</b></p> <p><b>The student will summarize informational texts to enhance comprehension, by including a central idea and relevant supporting details.</b></p>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will</b> require an understanding of what is a summary.</p> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to summarize to enhance comprehension by including:</p> <ul style="list-style-type: none"> <li>• plot, theme, and relevant key details for a literary text.</li> <li>• central idea and relevant supporting details for an informational text.</li> </ul> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to determine key details and supporting details that are <u>relevant</u> to a summary.</p> <p><b>For summative assessment purposes</b>, the student will:</p> <ul style="list-style-type: none"> <li>• <u>summarize</u> by condensing a section of text or an entire text to its most important ideas and information. Summarizing leads to analysis.</li> </ul> <p><b>DOK Range:</b> 2-3</p>

**ELA.5.AOR.7.1:** Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

ELA.5.AOR.7.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Clarify</u> <u>Context Clues</u> <u>Print and Digital Reference Materials</u> <u>Part of Speech</u> <u>Precise Meaning</u>
Evidence Statements for ELA.5.AOR.7.1
<p><b>The student will determine the meaning of known, unknown, and multiple-meaning words and phrases.</b></p> <p><b>The student will clarify the meaning of known, unknown, and multiple-meaning words and phrases.</b></p> <p><b>The student will use context clues to determine the meaning of a word or phrase.</b></p> <p><b>The student will consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</b></p>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> <li>determine the meaning of known, unknown, and multiple-meaning words and phrases.</li> <li>clarify the meaning of known, unknown, and multiple-meaning words and phrases.</li> </ul> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to use:</p> <ul style="list-style-type: none"> <li>sentence-level, paragraph-level, and section-level context clues to determine the meaning of a word or phrase.</li> <li>entries in print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</li> </ul>

### ELA.5.AOR.7.1

#### **Assessment Limits/Content Constraints, cont'd**

**For summative assessment purposes,** the student will:

- be provided with a reference source as part of an item's stimulus as applicable.
- **determine** by using information from a text to make an inference.
- **clarify** by explaining relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions.

**DOK Range:** 1-2

**ELA.5.AOR.8.1:** Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts: a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELA.5.AOR.8.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches, multimedia texts
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Figurative Language</u> <u>Technical Language</u> <u>Similes</u> <u>Metaphors</u> <u>Relationships Between Words (synonyms, antonyms, homograph)</u>
Evidence Statements for ELA.5.AOR.8.1
<p><b>The student will determine an author’s use of figurative and technical language in grade-level:</b></p> <ul style="list-style-type: none"> <li>• literary texts.</li> <li>• informational texts.</li> <li>• multimedia texts.</li> </ul> <p><b>The student will recognize and explain the meanings of figurative language, including similes and metaphors, in context.</b></p> <p><b>The student will demonstrate knowledge of relationships between particular words to better understand each word.</b></p>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require an understanding of all previously taught forms of figurative language including</b> alliteration (K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p><b>Determining the correct response will require</b> the explanation of figurative language in context.</p> <p><b>Determining the correct response will require</b> an understanding of <i>how</i> to determine the relationship between words to better understand each word.</p>

### ELA.5.AOR.8.1

#### **Assessment Limits/Content Constraints, cont'd**

**For summative assessment purposes**, multimedia can include transcripts of audio, images, or comic panels. Summative assessment *will not include* audio or video.

**For summative assessment purposes**, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.

**DOK Range:** 1-2



**ELA.5.AOR.9.1:** Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.

ELA.5.AOR.9.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Use</u> <u>Affixes</u> <u>Greek Roots</u> <u>Latin Roots</u> <u>Determine</u> <u>Clarify</u>
Evidence Statements for ELA.5.AOR.9.1
<p><b>The student will identify and use knowledge of affixes to:</b></p> <ul style="list-style-type: none"> <li>determine new meanings of words and phrases in grade-appropriate content.</li> <li>clarify precise meanings of words and phrases in grade-appropriate content.</li> </ul> <p><b>The student will identify and use knowledge of Greek and Latin roots to:</b></p> <ul style="list-style-type: none"> <li>determine new meanings of words and phrases in grade-appropriate content.</li> <li>clarify precise meanings of words and phrases in grade-appropriate content.</li> </ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of the function of affixes, Greek roots, and Latin roots in:</p> <ul style="list-style-type: none"> <li>determining the meaning of new words and phrases in grade-level content.</li> <li>clarifying the precise meaning of words and phrases in grade-level content.</li> </ul> <p><b>For summative assessment purposes,</b> vocabulary items will be text-based. There <i>is not</i> a prescribed list of Greek and Latin roots or affixes for students at each grade level.</p> <p><b>For summative assessment purposes,</b> the student will:</p> <ul style="list-style-type: none"> <li><u>identify</u> by recognizing or naming information that is implicit or explicit within a text.</li> <li><u>use</u> by applying information to deepen and/or improve understanding.</li> </ul>

### ELA.5.AOR.9.1

#### **Assessment Limits/Content Constraints, cont'd**

- **determine** by using information from a text to make an inference.
- **clarify** by explaining relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions.

**DOK Range:** 1-2

**ELA.5.R.1.1:** Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources.

ELA.5.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Short Research</u> <u>Inquiry</u> <u>Generating a Question(s)</u> <u>Topic</u> <u>Consulting</u> <u>Multimedia Sources</u>
Evidence Statements for ELA.5.R.1.1
<b>The student will conduct short research for inquiry by generating a question(s) about a topic.</b>
<b>The student will conduct short research for inquiry by consulting a variety of print and multimedia sources.</b>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> <li>• generate a question(s) about a topic for inquiry.</li> <li>• answer a question about a topic for inquiry.</li> <li>• consult a variety of print and multimedia sources.</li> <li>• conduct short research.</li> </ul> <p><b>For summative assessment purposes</b>, students may be presented with a scenario, source(s), and/or findings from research. Multimedia sources can include transcripts of audio, images, or comic panels. Summative assessment <i>will not include</i> audio or video.</p> <p><b>DOK Range:</b> 2-3</p>

**ELA.5.R.1.2:** Determine the credibility of the source(s) consulted and use the most credible source(s).

ELA.5.R.1.2
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Credibility</u> <u>Most Credible Source(s)</u>
Evidence Statements for ELA.5.R.1.2
<b>The student will determine the credibility of the source(s) consulted.</b>
<b>The student will determine the most credible source(s) to use.</b>
Assessment Limits/Content Constraints
<b>Determining the correct response will require</b> an understanding of: <ul style="list-style-type: none"><li>• the concept of credibility.</li><li>• <i>how</i> to determine the credibility of a source.</li><li>• <i>how</i> to compare and evaluate the credibility of sources.</li></ul> <p><b>A credible source</b> is a source that is relevant, reputable, and unbiased.</p> <p><b>For summative assessment purposes</b>, students may be presented with a scenario, sources, and/or findings from research.</p> <p><b>DOK Range:</b> 2-3</p>

**ELA.5.R.1.3:** Determine which information is relevant to the topic.

ELA.5.R.1.3
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Relevant</u> <u>Topic</u>
Evidence Statements for ELA.5.R.1.3
<b>The student will determine which information is relevant to the topic.</b>
Assessment Limits/Content Constraints
<b>Determining the correct response will require</b> an understanding of: <ul style="list-style-type: none"><li>• the concept of relevancy to a topic.</li><li>• <i>how</i> to determine which information is relevant to a topic.</li></ul> <p><b>Relevant information</b> is information that answers the research question or provides important information related to a research question.</p> <p><b>For summative assessment purposes</b>, students may be presented with a scenario, sources, and/or findings from research.</p> <p><b>DOK Range: 2</b></p>

**ELA.5.R.1.4:** Logically group related findings.

ELA.5.R.1.4
2024 Academic Vocabulary for Instruction and Assessment
<u>Logically Group</u> <u>Related Findings</u>
Evidence Statements for ELA.5.R.1.4
<b>The student will logically group related findings.</b>
Assessment Limits/Content Constraints
<b>Determining the correct response will require</b> an understanding of: <ul style="list-style-type: none"><li>• what constitutes logical grouping.</li><li>• <i>how</i> to logically group related findings from a print or multimedia source.</li></ul> <b>For summative assessment purposes</b> , students may be presented with a scenario and/or findings from research. <b>DOK Range: 2</b>

**ELA.5.R.1.5:** Cite sources to avoid plagiarism.

ELA.5.R.1.5
Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

**ELA.5.C.1.1:** Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.

ELA.5.C.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Argument</u> <u>Claim</u> <u>Topic</u> <u>Reasons</u> <u>Facts</u> <u>Credible Source(s)</u> <u>Organizational Structure</u> <u>Link and Structure Ideas</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.5.C.1.1
<p><b>The student will draw on provided informational source material to write an argument to make a claim about a topic by:</b></p> <ul style="list-style-type: none"> <li>• introducing a topic.</li> <li>• making a claim about the topic.</li> <li>• including reasons that are supported by facts from a credible source(s).</li> <li>• developing an organizational structure in which ideas are grouped logically.</li> <li>• using transitions to link and structure ideas.</li> <li>• providing a concluding statement or section.</li> </ul>
Assessment Limits/Content Constraints
<p><b>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</b></p> <ul style="list-style-type: none"> <li>• a response that introduces a topic.</li> <li>• a response that makes a claim about a topic.</li> <li>• a reason(s) from a credible source that supports a claim or argument.</li> <li>• a fact(s) from a credible source that supports a claim or argument.</li> <li>• a response that most logically groups ideas.</li> <li>• transitions to link and/or structure ideas.</li> <li>• a concluding statement or section.</li> </ul>



### ELA.5.C.1.1

#### **Assessment Limits/Content Constraints, cont'd**

##### **For summative assessment purposes:**

- a stand-alone item will only address one aspect of the grade-level indicator.
- the TDW item will address all aspects of the grade-level indicator. Students will be provided with a text or pair of texts that show opposing arguments on a topic and a task related to the text(s). Students will write a response based on the task. If students are asked to pick a side and write an argument, they must pick a side. Students may not argue both sides. Refer to the SC READY TDW Rubric “To Persuade” for grades 5-6.

**DOK Range: 2-3**

**ELA.5.C.2.1:** Write informative texts to examine a topic and convey ideas and information clearly. When writing: a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section.

ELA.5.C.2.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Informative Text</u> <u>Examine</u> <u>Topic</u> <u>Develop</u> <u>Facts</u> <u>Definitions</u> <u>Details</u> <u>Quotes</u> <u>Group Related Information</u> <u>Paragraphs or Sections</u> <u>Transitional Words and Phrases to Link Ideas</u> <u>Develop Structure</u> <u>Precise Language and Vocabulary</u> <u>Provided Source(s)</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.5.C.2.1
<p><b>The student will draw on provided informational source material to write an informative text to examine a topic and convey ideas and information clearly by:</b></p> <ul style="list-style-type: none"> <li>• introducing a topic.</li> <li>• developing the topic with facts, definitions, details, and/or quotes related to the topic.</li> <li>• grouping related information into paragraphs and/or sections</li> <li>• using transitional words and phrases to link ideas.</li> <li>• using precise language and vocabulary to explain the topic.</li> <li>• using and explaining information from provided source(s).</li> <li>• providing a concluding statement or section.</li> </ul>

ELA.5.C.2.1
Assessment Limits/Content Constraints
<p><b>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</b></p> <ul style="list-style-type: none"> <li>• a response that clearly introduces a topic.</li> <li>• facts, definitions, details, and/or quotes that develop a topic.</li> <li>• the best way to group related information.</li> <li>• transitions to link ideas.</li> <li>• transitions that develop structure.</li> <li>• language or vocabulary that precisely explains the topic.</li> <li>• a concluding statement or section.</li> </ul> <p><b>For summative assessment purposes:</b></p> <ul style="list-style-type: none"> <li>• <u>a stand-alone item will only address one aspect of the grade-level indicator.</u></li> </ul> <p><b>DOK Range: 2-3</b></p>

**ELA.5.C.3.1:** Write narratives to develop real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.

ELA.5.C.3.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Narrative</u> <u>Situation</u> <u>Setting</u> <u>Narrator</u> <u>Characters</u> <u>Events</u> <u>Plot Structure</u> <u>Develop</u> <u>Narrative Techniques</u> <u>Dialogue</u> <u>Precise Words</u> <u>Descriptive Language</u> <u>Sensory Details</u> <u>Transitional Words and Phrases to Sequence Events</u> <u>Ending</u>
Evidence Statements for ELA.5.C.3.1
<p><b>The student will draw on provided literary source material to write a narrative to develop real or imagined experiences by:</b></p> <ul style="list-style-type: none"> <li>• establishing a situation.</li> <li>• establishing a setting.</li> <li>• introducing a narrator and characters.</li> <li>• establishing a plot structure.</li> <li>• using narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters.</li> <li>• using a variety of transitional words and phrases to sequence the events.</li> <li>• providing an ending that follows logically from the narrated experiences or events.</li> </ul>

ELA.5.C.3.1
Assessment Limits/Content Constraints
<p><b>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</b></p> <ul style="list-style-type: none"> <li>• a response that establishes a situation or setting.</li> <li>• a response that introduces a narrator and/or character(s).</li> <li>• the best way to organize events in the plot.</li> <li>• a narrative technique that best develops the setting.</li> <li>• a narrative technique that best develops events in the plot.</li> <li>• a narrative technique that best develops a character(s).</li> <li>• transitional words or phrases to sequence events.</li> <li>• an ending that follows logically from the narrated experiences or events.</li> </ul> <p><b>For summative assessment purposes:</b></p> <ul style="list-style-type: none"> <li>• <u>a stand-alone item will only address one aspect of the grade-level indicator.</u></li> </ul> <p><b>DOK Range: 2-3</b></p>

**ELA.5.C.4.1:** Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing: a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling.

ELA.5.C.4.1
Evidence Statements for ELA.5.C.4.1
<p><b>The student will use the rules of standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence types and phrasing.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of rules for capitalization.</li> <li>• use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• use a comma to separate an introductory element from the rest of a sentence.</li> <li>• use a comma to separate clauses.</li> <li>• use a comma to set off a question tag.</li> <li>• use a comma to indicate direct address.</li> <li>• use a colon to introduce a list.</li> <li>• use a colon after a salutation in a business letter or email.</li> <li>• explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions.</li> <li>• distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative).</li> <li>• use prepositional phrases in different positions within a sentence.</li> <li>• use correct subject-verb and pronoun-antecedent agreement.</li> <li>• identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense.</li> </ul>
Assessment Limits/Content Constraints
<p><b>For summative assessment purposes:</b></p> <ul style="list-style-type: none"> <li>• <u>a stand-alone item will only address one aspect of the grade-level indicator.</u></li> <li>• the student <i>may</i> be asked to choose a response that correctly applies convention rules.</li> </ul>

<b>ELA.5.C.4.1</b>
<b><u>Assessment Limits/Content Constraints, cont'd</u></b> <ul style="list-style-type: none"><li>the student <i>may</i> be presented with a sentence or section of text and asked to correct an error.</li></ul> <b>DOK Range: 1-2</b>

**ELA.5.C.5.1:** Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

ELA.5.C.5.1
Evidence Statements for ELA.5.C.5.1
<p><b>The student will improve writing by:</b></p> <ul style="list-style-type: none"><li>• planning.</li><li>• revising.</li><li>• editing.</li><li>• building on personal ideas and the ideas of others.</li></ul>
Assessment Limits/Content Constraints
<p><b>Determining the correct response will require</b> identification of:</p> <ul style="list-style-type: none"><li>• effective planning needed to strengthen writing.</li><li>• revisions to strengthen writing.</li><li>• edits to strengthen writing.</li><li>• effective feedback from others to strengthen writing.</li></ul> <p><b>For summative assessment purposes, the student:</b></p> <ul style="list-style-type: none"><li>• <i>may</i> be provided with a short sample of text and asked to select an option that edits a text to strengthen writing.</li><li>• <i>may</i> be provided with a short sample of text and asked to select an option that revises a text to strengthen writing.</li><li>• <i>may</i> be provided with a short sample of text and feedback from a teacher or peer. Using the suggested feedback, the student will select an option that edits or revises the text based on the feedback provided.</li><li>• will apply planning, editing, and revising to the TDW response.</li></ul> <p><b>DOK Range:</b> 1-2</p>