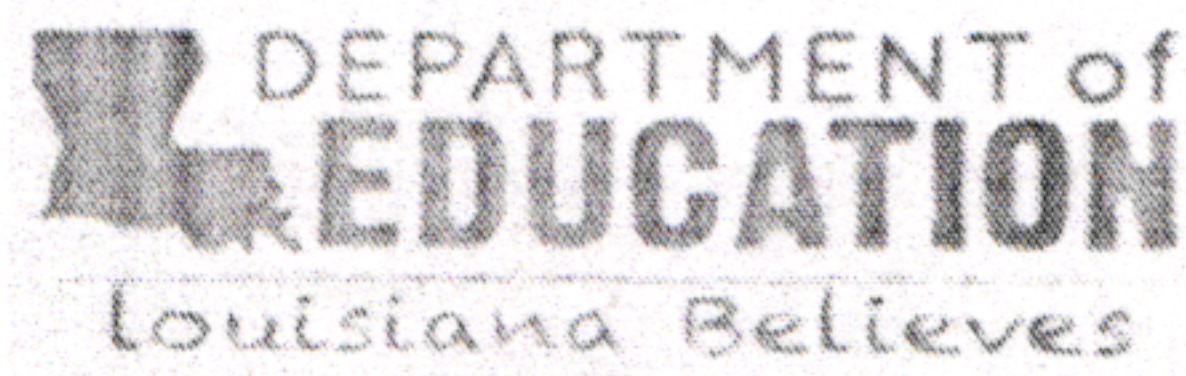


# WRITING TASK

A cumulative writing task is administered during each of the four ELA guidebook units. They are designed to measure a written response using the content knowledge that was gained during their unit of study. Here is a 3<sup>rd</sup> Grade writing prompt and the rubric in which students' knowledge would be measured. Some of the challenges that students face are dissecting the prompt, finding relevant examples from the text, and then being able to explain how their text supports their answer.

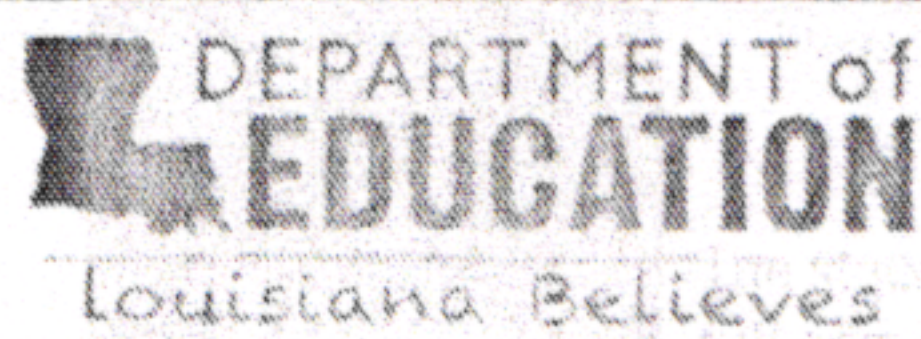


## Culminating Writing Task Directions

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian, Huey, and their father. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

When looking at this rubric we focus on the goals to score three points. Each bullet's bold words are the indicators that a student falls into that category.



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2025

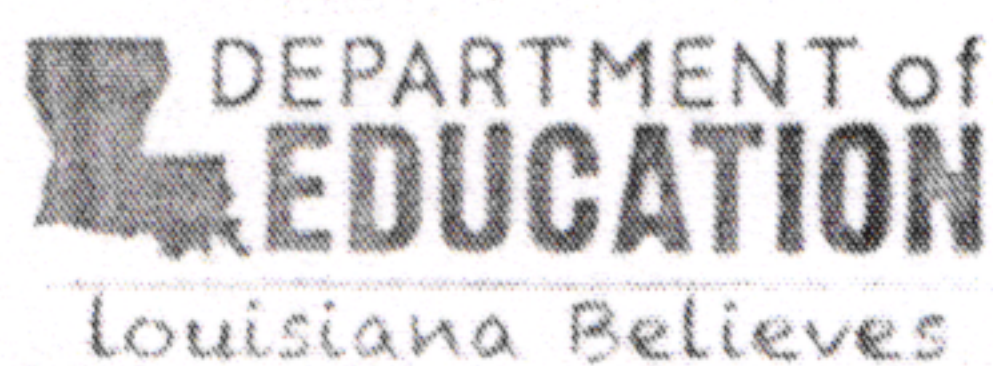
## Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> by providing an <b>accurate</b> explanation/description/comparison;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> by providing a <b>mostly accurate</b> explanation/description/comparison;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task, purpose, and audience;</li> <li>uses reasoning and <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b>;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li><b>does not</b> demonstrate comprehension;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions	<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>



# COLD READ TASK

Cold read tasks are found in ELA, Science, and Social Studies and they are aligned to the LEAP test. Students are required to answer text dependent questions based on passages, maps, and diagrams that they have not studied in depth, hence the word "cold". In second and third grade, students are taught how to answer multiple part questions as seen below. These are challenging because students struggle with going back in the passage to read within context.



## Cold-Read Task

Read the chapter "Superboy and Me" from *More Stories Julian Tells* by Ann Cameron. Then answer the questions.

### 1. Part A

Read paragraph 1 of "Superboy and Me."

I could hardly see Huey. Huey could hardly see.

What is the meaning of the word *hardly* as it is used in this paragraph?

- a. too difficult to finish
- b. barely at all
- c. being in pain
- d. being in trouble

### Part B

Which detail from the story helps the reader understand the meaning of the word *hardly*?

- a. "He had a washcloth full of ice against his face." (paragraph 2)
- b. "We were standing in front of my father and mother." (paragraph 3)
- c. "'So, what *did* you do Huey?' my father asked, sounding like a judge." (paragraph 4)
- d. "And right then he started crying." (paragraph 8)



# QUESTION STEMS-GUIDEBOOK TEXT-GRADE PROGRESSION

As a parent what can you do to help at home? Here are a list of question stems that cover each of the standards. As your students are reading at home or working on homework, you can ask them these text-based questions to practice. This document is divided by grade level and by literary or information standard.

## Third Grade Reading Information Question Stems

### Key Ideas & Details

Standard	Question Stem
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Be the teacher! What questions would a teacher ask about this book?</li> <li>• What evidence can you find to show _____?</li> <li>• Who / What / Where / When / Why questions such as:               <ul style="list-style-type: none"> <li>○ Who (action e.g. first landed on the moon)? Where does it tell you that in the book?</li> <li>○ Where (do clown fish live)? Where does it tell you that in the book?</li> </ul> </li> <li>• How questions such as:               <ul style="list-style-type: none"> <li>○ How do you know whales are mammals?</li> <li>○ How is a lizard like an alligator?</li> </ul> </li> <li>• What evidence in the text proves _____?</li> </ul>
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>• What is the main idea of the entire passage? What details tell more about that idea?</li> <li>• What is the main idea of just this paragraph? What details support the main idea?</li> <li>• Why is _____ a good title for this article? How do the details support this being a good title?</li> <li>• If you were going to make a new title, what would it be? What details gave you the idea for that title?</li> <li>• What do you think the author wants the readers to know?</li> </ul>
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>• What are the most important events/ideas/steps to remember? Why are those the most important?</li> <li>• What caused (event)?</li> <li>• What effect did (event) have?</li> <li>• What is the effect of _____?</li> <li>• How did the (person/animal/item) change?</li> <li>• How did (experiences) lead to (achievement)?</li> <li>• What happens right before _____?</li> <li>• What would happen if you left out this step?</li> </ul>

### Craft & Structure

Standard	Question Stem
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<ul style="list-style-type: none"> <li>• How do the words and images show (vocabulary word)?</li> <li>• What does the word _____ mean? How did the other words help you figure out the meaning?</li> <li>• Are there any words that confuse you?</li> <li>• What helps you understand the meaning of _____?</li> <li>• What is a synonym for the word _____? How do you know?</li> <li>• What does _____ mean as it is used here? What other meanings are there for the same word?</li> </ul>



<p>RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> <li>• What information do you learn in the captions of this image?</li> <li>• Why did the author decide to make _____ a bold word?</li> <li>• How do the images/diagrams help you understand the words?</li> <li>• Why does the author put a heading on the sections? How does it help you?</li> <li>• If you leave out this sentence/section how does it change the text?</li> <li>• What does _____ mean? Can you use the glossary to find out?</li> <li>• What text features (charts, diagrams, illustrations, bold words) help you understand the words?</li> <li>• How would you search more information about _____ in this menu?</li> <li>• What is a different heading the author could have used for this section?</li> </ul>
<p>RI.3.6</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> <li>• Why did the author write this?</li> <li>• What does the author want you to learn/think/do?</li> <li>• How do you know the author's point of view?</li> <li>• The author describes _____ as _____. What is another way to describe the same thing?</li> <li>• Do you agree with the author? Why or why not?</li> <li>• How could the author convince you that _____?</li> </ul>

### Integration of Ideas & Knowledge

Standard	Question Stem
<p>RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<ul style="list-style-type: none"> <li>• What does this illustration/photo show?</li> <li>• What does the map try to show or explain?</li> <li>• The text says (insert quote). Where do you see that happening in the illustrations?</li> <li>• What does this diagram show? Can you explain how this works?</li> <li>• What information do we get from this photograph?</li> <li>• How does the picture/photo help you understand the words?</li> <li>• What picture/diagram is missing? What would you like the text to include?</li> </ul>
<p>RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> <li>• How are these two paragraphs/sections connected? (in time order, cause and effect, compare and contrast)</li> <li>• The author says _____. What evidence/reasons does the author give to support this idea?</li> <li>• What is the reason for (action)?</li> <li>• What would happen if we put the paragraphs out of order? Would it change the meaning? Why or why not?</li> <li>• Which words let you know what comes next?</li> </ul>
<p>RI.3.9</p> <p>Compare and contrast the most important points and key details presented in</p>	<ul style="list-style-type: none"> <li>• How is (text 1) like (text 2)? How are they different?</li> <li>• How is (picture/diagram) like (picture/diagram)? How are they different?</li> </ul>
<p>two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• What is the difference between the first person text and the article without a first person point of view?</li> <li>• How are the important points in (text 1) the same as the important points in (text 2)? How are they different?</li> </ul>



## Third Grade Reading Literature Question Stems

### Key Ideas & Details

Standard	Question Stem
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Why did the author write this? What evidence supports your idea?</li> <li>• What is the best evidence to show _____?</li> <li>• Who are the characters in this book? What do we know about them?</li> <li>• When did (event) happen? Where is that in the book?</li> <li>• Why did (event) happen? How do you know?</li> <li>• What does (character) think about (event)? How do you know?</li> <li>• What was the big problem or event in this story? How did they solve the problem?</li> <li>• How did (character) solve the problem?</li> <li>• What do you think (character) will do differently next time?</li> <li>• Explain why (character or object) is important to the story?</li> </ul>
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> <li>• What happened at the beginning, middle, and end of the story?</li> <li>• What is a summary of this story?</li> <li>• What is the lesson you should learn from this story?</li> <li>• What is this story trying to teach?</li> <li>• What is the moral of this story?</li> <li>• What does _____ represent in the story?</li> </ul>
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>• How does (character) feel at this part of the story? How do you know?</li> <li>• How does (character) actions change what happens in the story? How would the story be different without them?</li> <li>• What problem does (character) have in the story? How does he/she solve the problem?</li> <li>• How is (character) different at the end of the story then at the beginning?</li> <li>• How does (character) react when _____? Why do they act this way?</li> <li>• How does (character) change throughout the story?</li> <li>• What are (character) personality traits? How does his/her personality affect what happens in the story?</li> </ul>

### Craft & Structure

Standard	Question Stem
RL.3.4 Determine the meaning of words and phrases as they	<ul style="list-style-type: none"> <li>• What does this word mean? How do you know?</li> <li>• What words in the text tell how (character) feels?</li> </ul>



are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> <li>• What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?</li> <li>• Can you think of another word to use instead of _____?</li> <li>• What is the tone of this writing? How do you know?</li> <li>• Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?</li> <li>• Why did the author choose this word?</li> </ul>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>• How are the parts of the story connected? How does this section/chapter help the reader understand the setting?</li> <li>• How does this scene build suspense?</li> <li>• How would you retell this story, including important parts from the beginning, middle, and end?</li> <li>• <i>In poetry</i> what stanza is the most interesting to you? Why?</li> <li>• Why did the author organize the story like this? How would it be different if the order were changed?</li> </ul>
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> <li>• Who is telling this story? How do you know?</li> <li>• Are the narrator and the author the same person? How do you know?</li> <li>• Whose point of view is this written from?</li> <li>• What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?</li> </ul>

### Integration of Ideas & Knowledge

Standard	Question Stem
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	<ul style="list-style-type: none"> <li>• What does this illustration show?</li> <li>• How do the pictures make you feel?</li> <li>• The story says (insert quote). Where do you see that happening in the illustrations?</li> <li>• How are the illustrations and the words about the setting the same? How are they different?</li> <li>• What illustrations help you know the character's feelings?</li> <li>• Did the illustrations give away anything in the story? What did the illustrations help you figure out?</li> </ul>
RL.3.8 Not applicable for literature	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	<ul style="list-style-type: none"> <li>• How does (version 1) differ from (version 2) of this story? How are the versions the same?</li> <li>• How did the theme/setting/plot of the different stories stay the same? What is different?</li> </ul>



## Fourth Grade Reading Information Question Stems

### Key Ideas & Details

Standard	Question Stem
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• What evidence can you find to show _____?</li> <li>• Based on the information, which _____ (action is best, deal is better, argument is most likely)?</li> <li>• Who / What / Where / When / Why questions such as:               <ul style="list-style-type: none"> <li>○ Who (action e.g. first landed on the moon)? Where does it tell you that in the book?</li> <li>○ Where (do clown fish live)? Where does it tell you that in the book?</li> </ul> </li> <li>• How questions such as:               <ul style="list-style-type: none"> <li>○ How do you know whales are mammals?</li> <li>○ How is a lizard like an alligator?</li> </ul> </li> <li>• What evidence in the text proves _____?</li> </ul>
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>• What is the main idea of the entire passage? What details tell more about that idea?</li> <li>• What is the main idea of just this paragraph? What details support the main idea?</li> <li>• Why is _____ a good title for this article? How do the details support this being a good title?</li> <li>• If you were going to make a new title, what would it be? What details gave you the idea for that title?</li> <li>• What do you think the author wants the readers to know?</li> <li>• Summarize the information in a few sentences.</li> </ul>
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> <li>• What are the most important events/ideas/steps to remember? Why are those the most important?</li> <li>• What caused (event)?</li> <li>• What effect did (event) have?</li> <li>• What is the effect of _____?</li> <li>• How did the (person/animal/item) change?</li> <li>• How did (experiences) lead to (achievement)?</li> <li>• What happens right before _____?</li> <li>• What would happen if you left out this step?</li> <li>• How are _____ and _____ the same? How are they different? What text evidence supports your answer?</li> </ul>



## Craft & Structure

Standard	Question Stem
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> <li>How do the words and images show (vocabulary word)?</li> <li>What does the word _____ mean? How did the other words help you figure out the meaning?</li> <li>Are there any words that confuse you?</li> <li>What helps you understand the meaning of _____?</li> <li>What is a synonym for the word _____? How do you know?</li> <li>What does _____ mean as it is used here? What other meanings are there for the same word?</li> </ul>
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> <li>How is the text arranged? (time order, compare and contrast, cause and effect, problem/solution)</li> <li>Why did the author use this structure? What other way could they have organized the information?</li> <li>If you leave out this sentence/section how does it change the text?</li> </ul>
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> <li>Why did the author write this?</li> <li>What does the author want you to learn/think/do?</li> <li>How do you know the author's point of view?</li> <li>The author describes _____ as _____. What is another way to describe the same thing?</li> <li>Do you agree with the author? Why or why not?</li> <li>How could the author convince you that _____?</li> <li>How is the firsthand account different from the secondhand account of the same event? Which account do you think is more reliable? Why?</li> </ul>

## Integration of Ideas & Knowledge

Standard	Question Stem
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<ul style="list-style-type: none"> <li>What does this illustration/photo show?</li> <li>What does the map try to show or explain?</li> <li>The text says (insert quote). Where do you see that happening in the illustrations?</li> <li>What does this diagram show? Can you explain how this works?</li> <li>What information do we get from this photograph?</li> <li>How does the picture/photo help you understand the words?</li> <li>What picture/diagram is missing? What would you like the text to include?</li> <li>How does the timeline help the reader's understanding?</li> <li>Where would you find _____ on the web page? How did you know to look there? Where else could it have been?</li> </ul>



<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> <li>• The author says _____. What evidence/reasons does the author give to support this idea?</li> <li>• What does the author claim? What evidence supports this claim?</li> <li>• Is the author's claim supported? What other evidence would you like the author to include?</li> </ul>
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• How is (text 1) like (text 2)? How are they different?</li> <li>• How is (picture/diagram) like (picture/diagram)? How are they different?</li> <li>• What is the difference between the first-person text and the article without a first-person point of view?</li> <li>• How are the important points in (text 1) the same as the important points in (text 2)? How are they different?</li> <li>• What information is added by reading the second text?</li> </ul>



## Craft & Structure

Standard	Question Stem
<p>RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<ul style="list-style-type: none"> <li>• What does this word mean? How do you know?</li> <li>• What words in the text tell how (character) feels?</li> <li>• What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?</li> <li>• Can you think of another word to use instead of _____?</li> <li>• What is the tone of this writing? How do you know?</li> <li>• Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?</li> <li>• Why did the author choose this word?</li> <li>• What does _____ mean? <i>Examples from mythology include having the Achilles' heel, herculean effort, Pandora's box, Trojan horse.</i></li> </ul>
<p>RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<ul style="list-style-type: none"> <li>• How are the parts of the story connected? How does this section/chapter help the reader understand the setting?</li> <li>• How does this scene build suspense?</li> <li>• How would you retell this story, including important parts from the beginning, middle, and end?</li> <li>• <i>In poetry</i> what stanza is the most interesting to you? Why?</li> <li>• Why did the author organize the story like this? How would it be different if the order were changed?</li> <li>• <i>In drama</i> how does this structure help you understand what is going on? What helps you picture the story?</li> </ul>
<p>RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> <li>• Who is telling this story? How do you know?</li> <li>• Are the narrator and the author the same person? How do you know?</li> <li>• What point of view is this written from?</li> <li>• What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?</li> </ul>

## Integration of Ideas & Knowledge

Standard	Question Stem
<p>RL.4.7</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<ul style="list-style-type: none"> <li>• What does this illustration show?</li> <li>• What was different when you read the drama and when you saw the drama (either live or video)?</li> <li>• The story says (insert quote). Where do you see that happening in the illustrations?</li> <li>• How is the story the same as the film? How is it different? Which do you prefer and why?</li> </ul>



<p>RL.4.8 Not applicable for literature</p>	
<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<ul style="list-style-type: none"> <li>• How does (version 1) differ from (version 2) of this story? How are the versions the same?</li> <li>• How did the theme/setting/plot of the different stories stay the same? What is different?</li> <li>• Which text was better at getting the point/lesson/point of view across? Why did you like it better?</li> <li>• How did the characters solve problems in the same way? How were the solutions different?</li> </ul>



## Fifth Grade Reading Information Question Stems

### Key Ideas & Details

Standard	Question Stem
<p>RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <li>• What evidence can you find to show _____?</li> <li>• Based on the information, which _____ (action is best, deal is better, argument is most likely)?</li> <li>• Who / What / Where / When / Why questions such as: <ul style="list-style-type: none"> <li>◦ Who (action e.g. first landed on the moon)? Where does it tell you that in the book?</li> <li>◦ Where (do clown fish live)? Where does it tell you that in the book?</li> </ul> </li> <li>• How questions such as: <ul style="list-style-type: none"> <li>◦ How do you know whales are mammals?</li> <li>◦ How is a lizard like an alligator?</li> </ul> </li> <li>• What evidence in the text proves _____?</li> </ul>
<p>RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <li>• What is the main idea of the entire passage? What details tell more about that idea?</li> <li>• What is the main idea of just this paragraph? What details support the main idea?</li> <li>• Why is _____ a good title for this article? How do the details support this being a good title?</li> <li>• If you were going to make a new title, what would it be? What details gave you the idea for that title?</li> <li>• What do you think the author wants the readers to know?</li> <li>• Summarize the information in a few sentences.</li> </ul>
<p>RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<ul style="list-style-type: none"> <li>• What are the most important events/ideas/steps to remember? Why are those the most important?</li> <li>• What caused (event)?</li> <li>• How are these historical events connected?</li> <li>• What effect did (event) have?</li> <li>• What is the effect of _____?</li> <li>• How did the (person/animal/item) change?</li> <li>• How did (experiences) lead to (achievement)?</li> <li>• What happens right before _____?</li> <li>• What would happen if you left out this step?</li> <li>• How are _____ and _____ the same? How are they different? What text evidence supports your answer?</li> </ul>



## Craft & Structure

Standard	Question Stem
<p>RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<ul style="list-style-type: none"> <li>• How do the words and images show (vocabulary word)?</li> <li>• What does the word _____ mean? How did the other words help you figure out the meaning?</li> <li>• Are there any words that confuse you?</li> <li>• What helps you understand the meaning of _____?</li> <li>• What is a synonym for the word _____? How do you know?</li> <li>• What does _____ mean as it is used here? What other meanings are there for the same word?</li> </ul>
<p>RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> <li>• How is the text arranged? (time order, compare and contrast, cause and effect, problem/solution)</li> <li>• Why did the author use this structure? What other way could they have organized the information?</li> <li>• If you leave out this sentence/section how does it change the text?</li> <li>• What text features help identify the most important information? What text features could have been added?</li> </ul>
<p>RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> <li>• Why did the author write this?</li> <li>• What does the author want you to learn/think/do?</li> <li>• How do you know the author's point of view?</li> <li>• The author describes _____ as _____. What is another way to describe the same thing?</li> <li>• Do you agree with the author? Why or why not?</li> <li>• How could the author convince you that _____?</li> <li>• How is the firsthand account different from the secondhand account of the same event? Which account do you think is more reliable? Why?</li> </ul>

## Integration of Ideas & Knowledge

Standard	Question Stem
<p>RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<ul style="list-style-type: none"> <li>• What does this illustration/photo show?</li> <li>• What does the map try to show or explain?</li> <li>• The text says (insert quote). Where do you see that happening in the illustrations?</li> <li>• What does this diagram show? Can you explain how this works?</li> <li>• What information do we get from this photograph?</li> <li>• How does the picture/photo help you understand the words?</li> <li>• What picture/diagram is missing? What would you like the text to include?</li> <li>• How does the time line help the reader's understanding?</li> <li>• Where would you find _____ on the web page? How did you know to look there? Where else could it have been?</li> <li>• Which website is a more reliable source of information? Why?</li> </ul>



<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<ul style="list-style-type: none"> <li>• The author says _____. What evidence/reasons does the author give to support this idea?</li> <li>• What does the author claim? What evidence supports this claim?</li> <li>• Is the author's claim supported? What other evidence would you like the author to include?</li> </ul>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• How is (text 1) like (text 2)? How are they different?</li> <li>• How is (picture/diagram) like (picture/diagram)? How are they different?</li> <li>• What is the difference between the first-person text and the article without a first-person point of view?</li> <li>• How are the important points in (text 1) the same as the important points in (text 2)? How are they different?</li> <li>• What information is added by reading the second text?</li> </ul>



## Fifth Grade Reading Literature Question Stems

### Key Ideas & Details

Standard	Question Stem
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Why did the author write this? What evidence supports your idea?</li> <li>• What quote from the text is the best evidence to show _____?</li> <li>• Why did _____? What are specific text examples that support your answer?</li> <li>• What specific details from the text tell you where and when the story takes place?</li> </ul>
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>• What happened at the beginning, middle, and end of the story?</li> <li>• What is a summary of this story?</li> <li>• What does _____ represent in the story?</li> <li>• What is the theme of the story? What helped you decide that this is the theme?</li> <li>• How does the theme relate to the character's actions?</li> <li>• Why does _____ feel (sad, angry, elated, etc.) What text clues let you know they are feeling this way?</li> </ul>
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> <li>• How does (character) react when _____? Why do they act this way? How is this reaction different from (different character)?</li> <li>• How is (setting 1) different from (setting 2)? Why is this important to the story?</li> <li>• Why does (character) react differently from (character 2)? How is their perspective different?</li> <li>• How does the setting impact the story? What are characters able to do because of the setting they are in?</li> <li>• How would the story change if the setting were different? Can you reimagine the story in a different setting?</li> </ul>

### Craft & Structure

Standard	Question Stem
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> <li>• What does this word mean? How do you know?</li> <li>• What words in the text tell how (character) feels?</li> <li>• What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?</li> <li>• Can you think of another word to use instead of _____?</li> <li>• What is the tone of this writing? How do you know?</li> </ul>



	<ul style="list-style-type: none"> <li>• Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?</li> <li>• Why did the author choose this word?</li> </ul>
<p>RL.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<ul style="list-style-type: none"> <li>• How are the parts of the story connected? How does this section/chapter help the reader understand the setting?</li> <li>• How does this scene build suspense?</li> <li>• How would you retell this story, including important parts from the beginning, middle, and end?</li> <li>• <i>In poetry</i> what stanza is the most interesting to you? Why?</li> <li>• Why did the author organize the story like this? How would it be different if the order were changed?</li> <li>• <i>In drama</i> how does this structure help you understand what is going on? What helps you picture the story?</li> </ul>
<p>RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<ul style="list-style-type: none"> <li>• Who is telling this story? How do you know?</li> <li>• Are the narrator and the author the same person? How do you know?</li> <li>• What point of view is this written from?</li> <li>• What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?</li> <li>• How would the story be different if it was told from (character's) point of view?</li> <li>• Would you have preferred the story from (third-person / first-person) point of view? Why?</li> </ul>

### Integration of Ideas & Knowledge

Standard	Question Stem
<p>RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<ul style="list-style-type: none"> <li>• How do the illustrations (or multimedia) make you feel? How do they bring about those feelings?</li> <li>• What was different when you read the drama and when you saw the drama (either live or video)?</li> <li>• The story says (insert quote). Where do you see that happening in the illustrations?</li> <li>• How is the story the same as the film? How is it different? Which do you prefer and why?</li> </ul>
<p>RL.5.8</p> <p>Not applicable for literature</p>	
<p>RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> <li>• How does (version 1) differ from (version 2) of this story? How are the versions the same?</li> <li>• How did the theme/setting/plot of the different stories stay the same? What is different?</li> <li>• Which text was better at getting the point/lesson/point of view across? Why did you like it better?</li> <li>• How did the characters solve problems in the same way? How were the solutions different?</li> <li>• How are the themes in these stories the same?</li> </ul>



The standards for each grade should not be considered a checklist or taught in isolation. There is a flow or progression that creates coherence within a grade and from one grade to the next. The progressions are organized using anchor standards. An anchor standard is a skill that high school graduates should have in order to be ready for entry into the workplace or postsecondary. The anchor standards are identical across all grades and content areas. Each of the progressions begins in Kindergarten and indicates a constant movement toward the high school standards. Progressions guarantee a steady, age-appropriate development of each topic and also ensure that gaps are not created in the English language arts education of Louisiana's students.

There are 10 reading and 10 writing anchor standards, and 6 speaking/listening and 6 language standards.

### 10 Reading Anchor Standards

- Key Ideas and Details (Standard 1, 2, 3)
- Craft and Structure (Standard 4, 5, 6)
- Integration of Knowledge and Ideas (Standard 7, 8, 9)
- Range and Level of Text Complexity (Standard 10)

### 10 Writing Anchor Standards

- Text Types and Purposes (Standard 1, 2, 3)
- Production and Distribution of Writing (Standard 4, 5, 6)
- Research to Build and Present Knowledge (Standard 7, 8, 9)
- Range of Writing (Standard 10)

### 6 Speaking and Listening Anchor Standards

- Comprehension and Collaboration (Standard 1, 2, 3)
- Presentation of Knowledge and Ideas (Standard 4, 5, 6)

### 6 Language Anchor Standards

- Conventions of Standard English (Standard 1, 2)
- Knowledge of Language (Standard 3)
- Vocabulary Acquisition and Use (Standard 4, 5, 6)



<b>Reading: Literature- Key Ideas and Details</b>	
<b>Anchor Standard RL 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, ask and answer questions about key details in a text.
<b>Grade 1</b>	Ask and answer questions about key details in a text.
<b>Grade 2</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<b>Grade 3</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Grade 4</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Grade 5</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Grade 6</b>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grade 7</b>	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grade 8</b>	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grades 9-10</b>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Grades 11-12</b>	Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



<b>Reading: Literature- Key Ideas and Details</b>	
<b>Anchor Standard RL 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, retell familiar stories, including key details.
<b>Grade 1</b>	a. Retell stories, including key details. b. Recognize and understand the central message or lesson.
<b>Grade 2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>Grade 3</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>Grade 4</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>Grade 5</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>Grade 6</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>Grade 7</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>Grade 8</b>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<b>Grades 9-10</b>	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.
<b>Grades 11-12</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.



<b>Reading: Literature-Craft and Structure</b>	
<b>Anchor Standard RL 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Ask and answer questions about unknown words in a text.
<b>Grade 1</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>Grade 2</b>	Describe how words and phrase supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
<b>Grade 3</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>Grade 4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>Grade 5</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
<b>Grade 6</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<b>Grade 7</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<b>Grade 8</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>Grades 9-10</b>	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).
<b>Grades 11-12</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.



<b>Reading: Literature- Key Ideas and Details</b>	
<b>Anchor Standard RL 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>Grade 1</b>	Describe characters, settings, and major events in a story, using key details.
<b>Grade 2</b>	Describe how characters in a story respond to major events and challenges.
<b>Grade 3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Grade 4</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>Grade 5</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Grade 6</b>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>Grade 7</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>Grade 8</b>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>Grades 9-10</b>	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.
<b>Grades 11-12</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.



<b>Writing - Text Types and Purposes</b>	
<b>Anchor Standard W 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>Grade</b>	<b>Grade-Specific Standard</b>
<b>Kindergarten</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>Grade 1</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>Grade 2</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>Grade 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>
<b>Grade 4</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Grade 5</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Grade 6</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences,</li> </ul>



Grade 4 Achievement Level Descriptors for Reading			
Level 5: Advanced	Level 4: Mastery	Level 3: Basic	Level 2: Approaching Basic
<p>A student who achieves at <b>Level 5</b> <b>exceeds expectations</b> for the assessed standards.</p> <p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>A student who achieves at <b>Level 4</b> <b>meets expectations</b> for the assessed standards.</p> <p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when asking and/or answering questions, showing <u>general understanding</u> of the text when referring to explicit details and examples in the text and when explaining <u>inferences</u> from the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when asking and/or answering questions, showing <u>general understanding</u> of the text when referring to explicit details and examples in the text and when explaining <u>inferences</u> drawn from the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining <u>inferences</u> drawn from the text.</li> </ul>	<p>A student who achieves at <b>Level 3</b> <b>approaches expectations</b> for the assessed standards.</p> <p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the ability to ask and/or answer questions with <u>minimal accuracy</u>, showing <u>minimal understanding</u> of the text when referring to <u>explicit details</u> and examples in the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to ask and/or answer questions with <u>minimal accuracy</u>, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>	<p>A student who achieves at <b>Level 2</b> <b>partially meets expectations</b> for the assessed standards.</p> <p>In <b>Reading</b>, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> <li>With <u>very complex text</u>, students demonstrate the <u>inability to be accurate</u> when asking and/or answering questions, showing <u>limited understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>moderately complex text</u>, students demonstrate the ability to ask and/or answer questions with <u>minimal accuracy</u>, showing <u>minimal understanding</u> of the text when referring to explicit details and examples in the text.</li> <li>With <u>readily accessible text</u>, students demonstrate the ability to be <u>partially accurate</u> when asking and/or answering questions, showing <u>partial understanding</u> of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.</li> </ul>





Louisiana Believes

Any grade level

## Text Complexity: Qualitative Measures Rubric

### Literary Texts<sup>1</sup>

Text Title: \_\_\_\_\_

Author: \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li><li><input type="radio"/> <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Organization:</b> May include subplots, time shifts and more complex characters</li><li><input type="radio"/> <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li><li><input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Organization:</b> Is clear, chronological or easy to predict</li><li><input type="radio"/> <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li></ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li><li><input type="radio"/> <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li><li><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li><li><input type="radio"/> <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li><li><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li><li><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li><li><input type="radio"/> <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li><li><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</li><li><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</li></ul>
<b>MEANING</b>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li></ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li><li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li><li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li><li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li><li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li></ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).



Table 5: LEAP 2025 ELA, Mathematics, Social Studies, and Science Scale-Score Ranges								
Content Area	Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
ELA	Advanced	810–850	790–850	799–850	790–850	785–850	794–850	
	Mastery	750–809	750–789	750–798	750–789	750–784	750–793	
	Basic			725–749				
	Approaching Basic			700–724				
	Unsatisfactory			650–699				
MATHEMATICS	Advanced	790–850	796–850	790–850	788–850	786–850	801–850	
	Mastery	750–789	750–795	750–789	750–787	750–785	750–800	
	Basic			725–749				
	Approaching Basic			700–724				
	Unsatisfactory			650–699				
SOCIAL STUDIES	Advanced	777–850	783–850	782–850	773–850	777–850	780–850	
	Mastery	750–776	750–782	750–781	750–772	750–776	750–779	
	Basic			725–749				
	Approaching Basic	695–724	696–724	700–724	698–724	704–724	700–724	
	Unsatisfactory	650–694	650–695	650–699	650–697	650–703	650–699	
SCIENCE	Advanced	773–850	778–850	781–850	782–850	790–850	782–850	
	Mastery	750–772	750–777	750–780	750–781	750–789	750–781	
	Basic			725–749				
	Approaching Basic	698–724	704–724	698–724	701–724	702–724	694–724	
	Unsatisfactory	650–697	650–703	650–697	650–700	650–701	650–693	