

### Grade 5 Sample Items

<b>Task Generation Model: 5A.4 Literary Analysis Task – Comparing themes and topics</b>
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<b>Sample Texts for Grade 5:</b> “Nature’s Violet Children” by Ellen Robena Field and “Buttercups and Daisies” by Mary Howitt
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The Literature Analysis Task plays an important role in honing students’ ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay. This passage set represents a complete Literary Analysis Task for 5th Grade. The passage set includes seven items on comprehension and vocabulary, with six Evidence-Based Selected Response (EBSR) items and one Prose Constructed Response (PCR) item. Students read a purpose setting statement for the task and then read the first passage. After answering EBSR items, the students read the second passage. The students answer additional EBSR and finally respond to the PCR item.

Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the item to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

This Literary Analysis Task aligns with standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, L.5.1, L.5.2, L.5.3, L.5.4, W.5.2, W.5.4, W.5.9

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Today you will read one story and one poem. After you read the texts, you will answer questions and think about what the texts reveal about theme topics as they relate to nature. Finally, you will write an essay.

Read the story “Nature’s Violet Children” by Ellen Robena Field and answer the questions that follow.

- 1 Once on a sunny hill in the woods grew a little colony of violets. They had slept quietly through the long winter, tucked up snug and warm in the soft, white snowblankets that King Winter had sent Mother Nature for her flower babies. Jack Frost had gone pouting over the hills because the little sunbeams would not play with him, and spoiled his fancy pictures. The tiny raindrops knocked at the door of Mother Nature’s great, brown house; and the birds called to the flowers to wake up.
- 2 So the violets raised their strong, hardy leaves, lifted up their dainty heads, and were glad because spring had come. While they were so happy, a little girl came to the woods in search of wild flowers. “How pretty those violets are,” she said. “I wish I could stay and watch the buds open, but I will take some of them with me and keep them in water, and they will remind me of this sunny hill, and perhaps they will blossom.”
- 3 Then the violets were frightened and whispered, “Please don’t take us!” But Ruth did not hear them, and she pulled stem after stem till her small hands were quite filled. Then she said goodbye to the pretty place, and the little violets said goodbye, too.
- 4 When Ruth got home, she put the buds into a vase of water, and set them in an open window where they could see the blue sky and feel the kisses of the sunbeams. But the poor little violets drooped for a time, they were so homesick, and whispered to each other, “Let us give up and die!” A beautiful canary in a cage over their heads sang “cheer up! chirrup!” but they would not listen to him at first.
- 5 By and by they said, “Why do you sing that to us? How can we be happy away from our beautiful home?”
- 6 Still the bird sang “cheer up! chirrup! The sun is smiling at you and I am singing to you. We are trying to make you glad. How nice it would be if you would only blossom and make some one happy instead of hanging your heads and trying to die. Do you think I like to be shut up here? If some one would leave the door of my cage open, I would spread my wings and fly out of the window, far away to the green woods and the blue sky. But while I am here, I may as well sing and be glad. Cheer up! chirrup!”
- 7 “Perhaps he is right,” said the buds, and they lifted up their heads and began to grow. One bright spring morning Mother Nature passed by the window and gave them each a lovely violet cap. Then they were, glad, and Ruth was happy, too, because her buds had blossomed.

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- 8 The cheery canary sang his sweetest carol to them, and the whole day was bright because Mother Nature's little violet children had tried their best to be happy and so had made others happy, too.
- 9 As the great red sun went down into the west, he heard the happy bird still singing "cheer up! chirrup!"

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Sample Items for Grade 5: “Nature’s Violet Children”	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
<p><b>Part A Question:</b> What is the meaning of the word <b>hardy</b> as it is used in paragraph 2?</p> <p>A. joyous                      B. sturdy*                      C. lifeless                      D. delicate</p>	<p><b>Part A Item Advances:</b> The skills of reading closely and using context clues to determine the meaning of unfamiliar vocabulary words are essential to college and career readiness. This EBSR question asks students to use context to determine the meaning of an academic vocabulary (Tier 2) word that is likely to be unfamiliar to them. The word is important to the central ideas of the text because it emphasizes the strength of the main characters in this story.</p> <p><b>Part A Answer Choice Rationales:</b> Option B is the correct response; the context shows that the violets’ leaves are sturdy. Options A, C, and D all make sense in the sentence, but not in the context of the story.</p>
<p><b>Part B Question:</b> Which detail helps the reader understand the meaning of <b>hardy</b>?</p> <p>A. “pulled stem after stem”                      B. “lifted up their dainty heads”                      C. “were glad because spring had come.”                      D. “violets raised their strong”*</p>	<p><b>Part B Item Advances:</b> Part A of this EBSR question may resemble a traditional vocabulary question, but Part B takes the item in a new direction, asking students to use the context and see the pattern in word meanings applied across the story. This requirement to determine the context that supports the correct response to Part A illustrates one of the key shifts in CCSS assessment: use of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> While using syntax, all of the choices are possible, Options A, B, and C are incorrect. Only Option D provides evidence from the text showing what it means for the leaves to be hardy.</p>

<b>Sample Item 1: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Vocabulary Interpretation and Use and these two standards and related evidence statements by asking students to use context within this literary passage to determine the meaning of an academic vocabulary word that is important to the passage.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim – Vocabulary Interpretation and Use:</b> Students use context to determine the meaning of words and phrases.</p> <p><u>Standard RL.5.4:</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Evidence Statement for RL.5.4:</u> <i>The student's response</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to determine the meaning of general academic words or phrases in a text related to grade 5 topics or subject area.</i></li></ul> <p><u>Standard L.5.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L.5.4:</u> <i>The student's response</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></li></ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u> <i>The student's response:</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to quote or reference from a text when explaining what the text says explicitly.</i></li></ul>

**Sample Item 1: Scoring Points and Rationale**

**Scoring Rationale:** The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference with the textual evidence from which they drew this knowledge. Students can be awarded partial credit for getting Part A correct (demonstrating accurate reading comprehension).

**Scoring Points:**

- 2 points are awarded when the student correctly chooses the answer to Part A and the answer to Part B.
- 1 point is awarded when the student correctly chooses the answer to Part A.

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<b>Sample Items for Grade 5: “Nature’s Violet Children”</b>	
<b>Sample Item 2: Questions and Standards</b>	<b>Sample Item 2: Advances and Answers</b>
<p><b>Part A Question:</b> Choose the best theme statement for the text, “Nature’s Violet Children.”</p> <ul style="list-style-type: none"> <li>A. Make the best of every situation.*</li> <li>B. People create their beliefs based on experience.</li> <li>C. Natural resources cannot be replenished.</li> <li>D. Bringing happiness to others is priceless.</li> </ul> <p><b>Part B Question:</b> Choose one detail from the text that provides the best evidence for Part A.</p> <ul style="list-style-type: none"> <li>A. “When Ruth got home, she put the buds into a vase of water, and set them in an open window”</li> <li>B. “While they were so happy, a little girl came to the woods in search of wild flowers.”</li> <li>C. “But while I am here, I may as well sing and be glad. Cheer up! chirrup!”*</li> <li>D. “So the violets raised their strong, hardy leaves, lifted up their dainty heads”</li> </ul>	<p><b>Item Advances:</b> The skill of reading carefully to comprehend text is essential for college and career readiness. This question allows students to demonstrate understanding of theme throughout the story. This item heeds the call from CCSS for close reading, as students will have to read carefully to determine distinction of the details utilized to create the theme topic. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis Task – writing a short essay.</p> <p><b>Answer Choice Rationales:</b> Although all of the theme topics have a base in the story, only one statement is supported by details in this story. The correct theme statement has accurate support with details from the story.</p>
<b>Sample Item 2 Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the standards and the evidence statements listed because it asks students to understand which specific and explicit details help to determine the theme of the story. Understanding the theme is</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.5.2:</u> 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</p>

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<p>important because it allows for deeper meaning to be acquired from the text.</p>	<p>a poem reflects upon a topic; summarize the text.</p> <p><u>Evidence Statement for RL.5.2:</u>  <i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to provide a statement of a theme of the text including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic.</i></li> </ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u>  <i>The student's response:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote accurately from a text when explaining inferences drawn from the text.</i></li> </ul>
<p><b>Sample Item 2: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the two supporting details that accurately align with the two theme statements. Partial credit is awarded for students who can show some, but not full demonstration of the standards assessed.</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student chooses the correct theme statements and corresponding supporting details.</li> <li>• 1 point is awarded if the student correctly chooses one correct theme statement and the correct supporting details or if the student chooses two correct theme topics without any correct supporting details.</li> <li>• 0 points are awarded if the student fails to demonstrate the partial mastery of the standards (does not meet the requirements for 1 or 2 points as outlined above).</li> </ul>



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<b>Sample Items for Grade 5: “Nature’s Violet Children”</b>	
<b>Sample Item 3: Questions and Standards</b>	<b>Sample Item 3: Advances and Answers</b>
<p><b>Question:</b> Create a summary of the story using <b>three</b> of the sentences listed below. Write the three sentence letter choices that describe key ideas from the story into the boxes titled “Summary.” The sentences should describe key ideas from the story in the order they happen.</p> <p>A. The violets were afraid of Ruth picking them from the field.</p> <p>B. The bird tried to cheer up the violets by singing them a song.</p> <p>C. The violets drooped and were unhappy to be away from their home, so the bird cheered them up.*</p> <p>D. The violets blossomed and Ruth was pleased. *</p> <p>E. The violets wilted because they missed their home.</p> <p>F. Mother Nature helped the violets to bloom.</p> <p>G. Ruth picked the violets from the field and took them home with her.*</p> <p>H. The violets were scared about leaving their home.</p>	<p><b>Item Advances:</b> The skill of reading carefully to summarize information is essential for college and career readiness. This question allows students to develop a summary using statements about the text. In this example, because there are 8 sentences that must first be separated into summary statements and details, the possibility of guessing is minimized. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis Task.</p> <p><b>Answer Choice Rationales:</b> The correct sentences in order are G, C, D. When these sentences are combined, the summary created captures central ideas in the story.</p>
<b>Sample Item 3 Alignment:</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade level complex literary text.</p>

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<p>students to summarize the text by determining which statements about the text are summary statements as opposed to minor details. The requirement for sequencing the summary makes the task more complex, as being able to sequence based on the text shows students have read closely and understood how the various events are connected.</p>	<p><u>Standard RL.5.2:</u> 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.</p> <p><u>Evidence Statement for RL.5.2:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Provides a summary of the text.</i></li> </ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the student's ability to quote or reference from a text when explaining inferences drawn from the text.</i></li> </ul>
<p><b>Sample Item 3: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the three details that accurately describe the setting of the poem. Partial credit is given for partial achievement, as described in the Scoring Points section.</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses all three correct summary statements.</li> <li>• 1 point is awarded when students choose two correct summary statements.</li> <li>• 0 points are awarded if the student selects few that two correct summary statements.</li> </ul>

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**Question:** Create a summary of the story using three of the sentences listed here. Write the **three** sentence letter choices that describe key ideas from the story into the boxes titled “Summary.” The sentences should describe key ideas from the story in the order they happen.

- A. The violets were afraid of Ruth picking them from the field.
- B. The bird tried to cheer up the violets by singing them a song.
- C. The violets drooped and were unhappy to be away from their home, so the bird cheered them up.\*
- D. The violets blossomed and Ruth was pleased. \*
- E. The violets wilted because they missed their home.
- F. Mother Nature helped the violets to bloom.
- G. Ruth picked the violets from the field and took them home with her.\*
- H. The violets were scared about leaving their home.

Summary	
1.	
2.	
3.	

Read the poem "Buttercups and Daisies" by Mary Howitt and answer the questions that follow.

Buttercups and daisies,  
Oh, the pretty flowers,  
Coming ere the spring time,  
To tell of sunny hours.  
5 While the trees are leafless,  
While the fields are bare,  
Buttercups and daisies  
Spring up here and there.

Ere the snowdrop peepeth,  
10 Ere the crocus bold,  
Ere the early primrose  
Opes its paly gold,  
Somewhere on the sunny bank  
Buttercups are bright;  
15 Somewhere 'mong the frozen grass  
Peeps the daisy white.

Little hardy flowers,  
Like to children poor,  
Playing in their sturdy health  
20 By their mother's door,  
Purple with the north wind,  
Yet alert and bold;  
Fearing not, and caring not,  
Though they be a-cold!

25 What to them is winter!  
What are stormy showers!  
Buttercups and daisies  
Are these human flowers!  
He who gave them hardships  
30 And a life of care,  
Gave them likewise hardy strength

And patient hearts to bear.

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Sample Items for Grade 5: “Buttercups and Daisies”	
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers
<p><b>Part A Question:</b> What is the meaning of lines 21-24 of the poem, “Buttercups and Daisies?”</p> <p>A. The children enjoy the cold weather.</p> <p>B. The children want to be outside.</p> <p>C. The children play in the snow.</p> <p>D. The children feel strong and alive.*</p>	<p><b>Part A Item Advances:</b> The skills of reading closely and using context clues to determine the meaning of unfamiliar vocabulary words are essential to college and career readiness. This EBSR question asks students to use context to determine the meaning of phrase within the text. The lines are important to the central idea of the text because it provides important information about the flowers that the reader needs to interpret in order to fully comprehend and extend understanding.</p> <p><b>Part A Answer Choice Rationales:</b> Option D is the correct response; the context shows that the flowers feel strong and alive amidst the cold. Options A, B, and C all make sense but do not have adequate contextual support.</p>
<p><b>Part B Question:</b> Which phrase best helps the reader understand the meaning of lines 21-24?</p> <p>A. “Purple with the north wind,”</p> <p>B. “Yet alert and bold;”*</p> <p>C. “Fearing not and caring not,”</p> <p>D. “Though they be a-cold!”</p>	<p><b>Part B Item Advances:</b> Part A of this EBSR question may resemble a traditional vocabulary question, but Part B takes the item in a new direction, asking students to use the context and see the pattern in word meanings applied across the story. This requirement to determine the context that supports the correct response to Part A illustrates one of the key shifts in CCSS assessment: use of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> While using syntax, all of the choices are possible, Options A, C, and D are incorrect. Only Option B provides evidence from the text showing what it means to feel “strong and alive.”</p>
Sample Item 4: Alignment	

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<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Vocabulary Interpretation and Use and these two standards and related evidence statements by asking students to use context within this passage to determine the meaning of a phrase that is important to understanding the text.</p>	<p><b>PARCC Assessment Claims, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim – Vocabulary Interpretation and Use:</b> Students use context to determine the meaning of words and phrases.</p> <p><u>Standard RL.5.4:</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Evidence Statement for RL.5.4:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to determine the meaning of general academic words or phrases in a text related to grade 5 topics or subject area.</i></li></ul> <p><u>Standard L.5.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L.5.4:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></li></ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says</p>
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	<p>explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u></p> <p><i>The student's response:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote or reference from a text when explaining what the text says explicitly.</i></li> </ul>
<p><b>Sample Item 1: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b></p> <p>The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference with the textual evidence from which they drew this knowledge. Students can be awarded partial credit for getting Part A correct (demonstrating accurate reading comprehension).</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (D).</li> <li>• 1 point is awarded when the student correctly chooses the answer to Part A (B).</li> </ul>

<b>Sample Items for Grade 5: “Buttercups and Daisies”</b>	
<b>Sample Item 5: Questions and Standards</b>	<b>Sample Item 5: Advances and Answers</b>
<p><b>Part A Question:</b> Write the <b>three</b> details from the poem that help create the setting of this poem. (see below)</p>	<p><b>Part A Item Advances:</b> The skill of reading carefully to comprehend text is essential for college and career readiness. This question allows students to demonstrate understanding of how the details contribute to the setting of the story. In this item, students find three details from the text to show they can describe the setting of the story. This item heeds the call from the CCSS for close reading, as students will have to read carefully to determine the distinction between details that are used to create the setting and those used to describe the characters or events. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis Task.</p> <p><b>Part A Answer Choice Rationales:</b> Although all of the details provided come directly from the text, only three (1, 4, 5) describe the setting of the story. The three correct details tell that the story takes place in snowy fields during the winter with flowers peeping up through the snow.</p>
<b>Sample Item 5: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary poem. Additionally, the item is aligned well to the standards and the evidence statements listed because it asks students to understand which specific and explicit details help to describe the setting of the poem.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.5.3:</u> 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).</p>

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	<p><u>Evidence Statement for RL.5.3:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to provide a comparison and contrast of two or more settings in a story or drama</i></li> </ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the student's ability to quote or reference from a text when explaining inferences drawn from a text.</i></li> </ul>
<p><b>Sample Item 5: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the three details that accurately describe the setting of the poem. Partial credit is given for partial achievement, as described in the Scoring Points section.</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses all three correct details.</li> <li>• 1 point is awarded when the student chooses two correct details.</li> <li>• 0 points are awarded if the student selects fewer than two correct details.</li> </ul>

Write the letters of the **three** details from the poem that help create the setting of this poem.

<b>Detail</b> <b>1</b>	
<b>Detail</b> <b>2</b>	
<b>Detail</b> <b>3</b>	

**Details from the poem:**

- A. "While the fields are bare"\*
- B. "To tell of sunny hours."
- C. "Playing in their sturdy health"
- D. "Somewhere on the sunny bank"\*
- E. "Ere the snowdrop peepeth"\*
- F. "What to them is winter!"
- G. "Though they be a-cold."
- H. "Are these human flowers!"

<b>Sample Items for Grade 5: “Buttercups and Daisies”</b>	
<b>Sample Item 6: Questions and Standards</b>	<b>Sample Item 6: Advances and Answers</b>
<p><b>Part A Question:</b> Which statement best expresses a theme of the poem?</p> <p>A. Hardships can strengthen or weaken one’s resolve.</p> <p>B. Patience is one way to continue through hardships.*</p> <p>C. Positivity is important even in gloomy situations.</p> <p>D. Fearlessness allows for growth.</p>	<p><b>Part A Item Advances:</b> The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This EBSR question allows students to demonstrate comprehension of one of the themes of the text. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis Task.</p> <p><b>Part A Answer Choice Rationales:</b> Options A, C, and D are incorrect because although specific ideas may be mentioned in the poem, there is a lack of text support for them. Option B is correct because there are many details to show that the flowers are patient and persevere through hardships.</p>
<p><b>Part B Question:</b> Which detail from the poem provides the best evidence for the answer to Part A?</p> <p>A. “Little hardy flowers, Like to children poor”</p> <p>B. “He who gave them hardships And a life of care”</p> <p>C. “Fearing not, and caring not, Though they be a-cold!”</p> <p>D. “Gave them likewise hardy strength And patient hearts to bear.”*</p>	<p><b>Part B Item Advances:</b> Part B asks students to identify a detail from the text that supports the student’s understanding of theme as expressed in Part A, illustrating one of the key shifts in CCSS: use of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> Options A, B, and C are all textual support, but they do not support the theme statement in Part A. Option D includes the strongest detail to support the theme of the text. Note that some of the answers in Part B tie closely to incorrect answers in Part A so that students cannot use the process of elimination to get the correct answer in Part A.</p>
<b>Sample Item 6: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p>

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<p>literary poem. Additionally, the item is aligned well to the standards and the evidence statements listed because it asks students to use their knowledge of theme of the text to then locate the evidence that helped them make a logical inference.</p>	<p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.5.5:</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><u>Evidence Statement for RL.5.5:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</i></li> </ul> <p><u>Standard RL.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RL.5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the student's ability to quote or reference from a text when explaining inferences drawn from a text.</i></li> </ul>
<p><b>Sample Item 6: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference from which they drew this knowledge. Students can be</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A and the answer to Part B.</li> <li>• 1 point is awarded when students get Part A correct but not Part B.</li> </ul>

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<p>awarded partial credit only for getting Part A correct without choosing the correct evidence in Part B.</p>	<ul style="list-style-type: none"><li>• 0 points are awarded if the student does not choose a correct answer for Part A or Part B.</li></ul>
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SAMPLE

<b>Sample Items for Grade 5: “Nature’s Violet Children” and “Buttercups and Daisies”</b>	
<b>Sample Item 7: Questions and Standards</b>	<b>Sample Item 7: Advances and Answers</b>
<p><b>Question:</b> You have read two texts about nature, “The Violet Children” and “Buttercups and Daisies.” Write an essay in which you determine a common theme for the texts. Use evidence from both texts to support your response.</p>	<p><b>Item Advances:</b> PARCC requires that all writing prompts be closely tied to a text; in fact, the prompts must align to at least one reading standard in addition to writing standards.</p> <p>Another advance is that now students are required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and career) as they respond to a prompt. PARCC’s required combination of reading, writing, and language skills illustrate the integrated nature of the CCSS.</p> <p>Note that the prompt represents the culminating activity of a Literary Analysis Task. This PCR requires students to compare and synthesize ideas from the two texts.</p>
<b>Sample Item 7: Alignment</b>	
<p><b>Explanation of Alignment:</b> The prompt measures the claims for Written Expression, Conventions and the Knowledge of Language, and Reading Literature. Because the student is asked to read a literary text, closely analyze the text, and then write using the conventions expected by the grade 5 standards, the item addresses multiple claims.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim – Written Expression:</b> Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p><u>Standard W.5.2:</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>Standard W.5.4:</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>Standard W.5.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>PARCC Assessment Claim – Conventions and the Knowledge of Language:</b> Students demonstrate knowledge of conventions and other important elements of language.</p>



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<p>Sets of texts used in the PARCC assessments have a clear and meaningful relationship to each other. The tested concepts arise from significant points of comparison or integration of ideas, not from superficial or obscure connections. Also, text sets align with the CCSS requirements for paired or multiple texts at each grade level and are not paired without specific standards-based justification.</p>	<p><u>Standard L.5.1</u>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Standard L.5.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Standard L.5.3</u>: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>PARCC Assessment Claim</b> – Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.5.2</u>: 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.</p> <p><u>Evidence Statement for RL.5.2</u>:</p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to provide a statement of a theme of the text including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic.</i></li> </ul> <p><u>Standard RL.5.1</u>: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates student's ability to quote or reference from a text when explaining what the text says explicitly. (1)</i></li> <li>• <i>Demonstrates student's ability to quote or reference from a text when explaining inferences drawn from the text. (2)</i></li> </ul>
<p><b>Sample Item 7: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> The PARCC Condensed Scoring Rubric for Prose</p>	<p><b>Scoring Points:</b> Please see the PARCC Condensed Scoring Rubric for Prose Constructed Responses, Grades 4-5, for details regarding the scoring for student responses.</p>

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<p>Constructed Responses, Grades 4-5, contains details for all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims.</p>	<p><a href="http://www.parcconline.org/sites/parcc/files/Grade4-5-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf">http://www.parcconline.org/sites/parcc/files/Grade4-5-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf</a></p>
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SAMPLE