

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 1a: WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Target 1b: REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	
<p><b>Clarifications</b></p>	<p>Target 1a</p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that states audience, purpose (narrative), and context/task.</li> <li>• Elaboration items focus on the student’s ability to compose a brief text (one to three paragraphs) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative.</li> <li>• Organization items focus on the student’s ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative.</li> </ul> <p>Target 1b</p> <ul style="list-style-type: none"> <li>• This target asks students to <b>revise</b>, not edit, which is Target 9.</li> <li>• Items for this target focus on revision at the <b>sentence or paragraph level</b>. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b><u>UNDERLINED</u> or otherwise specified</b> aspect of the text’s evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative,) and context/task.</li> <li>• Elaboration items focus on the student’s ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task.</li> <li>• Organization items focus on the student’s ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose, and task).</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 1a</b></p> <p><b>W-3a.</b> <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p><b>W-3b.</b> <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u></p> <p><b>W-3c.</b> <u>Use temporal words and phrases to signal event order.</u></p> <p><b>W-3d.</b> <u>Provide a sense of closure.</u></p> <p><b>Target 1b</b></p> <p><b>W-3a.</b> <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p>

English Language Arts Specification: Grade 3 Claim 2 Targets 1a and 1b

	<p><b>W-3b.</b> <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u></p> <p><b>W-3c.</b> <u>Use temporal words and phrases to signal event order.</u></p> <p><b>W-3d.</b> <u>Provide a sense of closure.</u></p>
<b>Depth of Knowledge</b>	<p><b>Target 1a</b> DOK 3</p> <p><b>Target 1b</b> DOK 2</p>
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>• Stimuli for this target will be brief narrative texts (one to three paragraphs—150-200 words).</li> <li>• The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is informative text.</li> </ul>
<b>Stimuli/Text Complexity</b>	<ul style="list-style-type: none"> <li>• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured.</li> <li>• The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do <b>NOT</b> lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)</li> <li>• The stimulus should be a model of good writing. It should <b>NOT</b> promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence).</li> <li>• The stimulus should be written as if it is part of a larger piece of writing.</li> <li>• For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.</li> </ul>
<b>Accessibility Concerns</b>	<p>Students will be required to read brief narrative texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
<b>Evidence Required</b>	<p><b>Target 1a</b></p> <p><b>1. (Organization)</b> The student will use information provided in a stimulus to <b>organize</b> narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> <li>providing an opening that establishes a situation</li> <li>providing an opening that introduces a narrator and character(s)</li> </ol>

English Language Arts Specification: Grade 3 Claim 2 Targets 1a and 1b

	<ul style="list-style-type: none"> <li>c. organizing narrative with a sequence of events that unfolds naturally</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ul> <p><b>2. (Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> </ul> <p><b>Target 1b</b></p> <p><b>1. (Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing the narrative with a sequence of events that unfolds naturally*</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ul> <p><b>2. (Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ul> <p><b>*Note:</b> Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p>
<p><b>Allowable Item Types</b></p>	<p><b>Target 1a:</b> Written Response</p> <p><b>Target 1b:</b> Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

<p><b>Note:</b> Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 1a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should range between 150 and 200 words.</p> <p><b>Task Description:</b> The stem will direct the student to compose one to three narrative paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>write</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing the narrative with a sequence of events that unfolds naturally</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>write</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> </ol> </li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>            A student is writing a [story] for [the teacher, the class, etc.] about _____. Read the draft of the _____ and complete the task that follows.            [Insert text.]</p> <ul style="list-style-type: none"> <li>• Write a beginning* that shows what is going on at the start of the story and/or explains who the characters are.</li> <li>• In one to two paragraphs, write an ending* for the story that solves [or finishes the story by solving] the problem in the story. [<b>Note:</b> Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]</li> </ul> <p>* Be sure that stimulus clearly <i>needs</i> a beginning/ending.</p> <p><b>(Elaboration)</b>            A student is writing a [story] for [the teacher, the class, etc.] about _____. Read the draft of the _____ and complete the task that follows.            [Insert text.]</p>

	<ul style="list-style-type: none"> <li>• The student wants to make the story more exciting [or interesting, etc.].</li> <li>• Add dialogue [or description] to [the <u>underlined</u> part of the story] to show [what happens during a particular part of the story/what happens between two characters or events, etc.]. <b>Note*:</b> Stem must <b>always</b> indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2” or “after [the underlined part] at the end of paragraph 3,” etc., or by asking students to complete a paragraph/section that has been started (and underlined) for them.</li> <li>• Continue the story and include dialogue and description to tell what happens [when____/at the (<u>underlined</u>) part when ____, etc.].</li> <li>• Continue the story [from the <u>underlined part</u> ] by [adding details about _____, describing ____, etc.]. [<b>Note:</b> When the item is asking writers to “finish the story” by developing/continuing and concluding the action—including “solving the problem”—the item is properly tagged as “elaboration.” If the task asks the student to simply end the story, the item would not qualify as elaboration, but rather as organization.]</li> </ul> <p><b>Rubric/ Scoring Rules: 2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</b></p> <p><b>Rubric Templates</b></p> <p><b>Organization—Opening</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose</li> <li>• adequately connects to or sets up the body of the narrative</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters</li> <li>• provides a limited and/or awkward connection to the body of the narrative</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters</li> <li>• provides no connection to the body of the narrative</li> </ul> <p><b>Organization—Ending</b></p> <p><b>2 points</b> The response:</p>
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	<ul style="list-style-type: none"> <li>• provides an adequate ending to the narrative that provides a sense of closure</li> <li>• provides an adequate connection that follows from the events or experiences in the narrative</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an awkward or partial ending to the narrative that may provide a limited sense of closure</li> <li>• provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an unclear or incomplete ending to the narrative that provides little or no closure</li> <li>• provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides appropriate and mainly specific descriptive details and/or dialogue</li> <li>• provides adequate development of experiences, characters, setting, action, and/or events</li> <li>• uses adequate sensory, concrete, and/or figurative language</li> <li>• is mostly “shown”</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related</li> <li>• provides limited development of experiences, characters, setting, action, and/or events</li> <li>• uses limited sensory, concrete, and/or figurative language</li> <li>• is somewhat “told”</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative</li> <li>• provides minimal, if any, development of experiences, characters, setting, action, and/or events</li> <li>• uses little or no sensory, concrete, and/or figurative language</li> <li>• is mostly “told”</li> </ul>
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Task Models	
<p><b>Task Model 2</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single response</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about a revision to the stimulus that improves some specified (underlined) aspect of the text’s development or organization. <b>Answer choices</b> will present more than four options of similar structure. The <b>correct answers</b> will be clearly discernible and best solutions that revise the stimulus to make the indicated improvements. (For revision stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) No more than half the choices should be correct responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing the narrative with a sequence of events that unfolds naturally*</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b></p> <p>A student is writing a [story, etc.] for [the teacher, the class, etc.] about _____. The student wants to <b>revise</b> the draft to organize it better. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>• [Embed short narrative with a missing or inappropriate beginning] Choose the <b>best</b> beginning sentence to [introduce the (setting, characters, problem, etc.) or to replace the first sentence] .</li> </ul>

	<ul style="list-style-type: none"> <li>• [Embed short narrative with a missing or inappropriate ending] Choose the <b>best</b> ending sentence for the ____ [or the best sentence to replace the last sentence in the ____].</li> </ul> <p><b>(Elaboration)</b></p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to <b>revise</b> the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2 [or between the part when ___ and ____]” or “after [the underlined part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Choose the <b>best</b> sentence to add [before/after <u>the underlined sentence</u> or <u>underlined part when</u> ____] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.].</li> <li>• Choose the <b>best</b> descriptive sentences [or lines of dialogue] to replace [or to be added after] [<u>underlined</u> text] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.].</li> <li>• The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Which sentence would <b>best</b> replace [<u>underlined</u> text] [or to come before/after <u>underlined</u> text, etc.] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.].</li> </ul> <p><b>Scoring Rules:</b> Correct response = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct responses</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  [Note: There are no Organization items for this task model.]</p> <p><b>(Elaboration)</b> The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2 [or between the part when ___ and _____]” or “after [the underlined part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Choose two sentences that could be added [before/after <u>the underlined sentence or underlined part when _____</u>] to show [or explain] who the</li> </ul>

English Language Arts Specification: Grade 3 Claim 2 Targets 1a and 1b

	<p>main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.].</p> <ul style="list-style-type: none"><li>• Choose two descriptive sentences [or lines of dialogue] to replace [or to be added after] [<u>underlined</u> text].</li><li>• The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Which two sentences would be <b>best</b> to replace [<u>underlined</u> text] [or to come before/after <u>underlined</u> text, etc.]?</li></ul> <p><b>Note for all task model 3 stems:</b> For this task model at this grade level, students choose <b>two</b> answer choices to support <b>one</b> <u>underlined</u> detail or part of the story.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Hot text, select text</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally*</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b></p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to <b>revise</b> the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>• Click on the <b>one sentence</b> [if appropriate, specify the range of possibilities, such as “from paragraph #2 or #3,” or “from the ____ part of the story, etc.] that does <b>not</b> belong in the story because it does not follow the order of events in the rest of the story [or is out of order].</li> </ul>

	<p><b>Note:</b> This stem can <i>only</i> focus on time order, not inconsistent/irrelevant details, which are elaboration.</p> <ul style="list-style-type: none"> <li>For the <u>underlined</u> pair of words [transition word pairs embedded in text such as and/but; then/also; finally/at last – correct word must be clearly better than wrong answer], click on the [word/words] that best [connects the events or shows how time changes, etc.]. <b>Note:</b> For grade 3, embed no more than one pair. Note also that underlined pair can consist of single words (e.g., "finally") or short phrases (e.g., "at last"). The focus of this item is “transition” or relationship words, not descriptive or precise word choices, which are assessed under Target 8.</li> <li>The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the <b>best</b> beginning for this [story].</li> </ul> <p><b>(Elaboration)</b>                  A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to <b>revise</b> the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.] <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ___ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>[Embed within stimulus four to five underlined sections containing dialogue, description, or whatever stem specifies] Click on the <u>underlined</u> [piece of dialogue or descriptive sentence(s), etc.] that does <b>not</b> fit with the rest of the story [or go along with/match the other details in the story]. <b>Note:</b> This item <i>only</i> focuses on irrelevant/inconsistent/contradictory details, not chronology, which would be organization. Dialogue or descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate.</li> </ul> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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