

<b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>	
<b>Target 8: LANGUAGE and VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	
<b>Clarifications</b>	<ul style="list-style-type: none"> <li>The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level.</li> <li>Items for this target DO require an audience/purpose/context setup statement.</li> <li>This is a word/language choice target.</li> <li>This target focuses on word choice and calls for <b>replacing a grade-appropriate</b> word or phrase. It does not test revising/replacing a complete sentence. When the entire sentence or more is revised, the item is aligned to Target 1b, 3b, or 6b.</li> <li>If the revision adds new information at the sentence level (e.g., evidence or conclusion or dialogue), it is not aligned to Target 8; it is aligned to Target 1b, 3b, or 6b.</li> </ul>
<b>Standards</b>	<p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p><b>L-3a</b> <u>Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects</u> (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>
<b>Depth of Knowledge</b>	DOK 1, 2
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>Stimuli for this target may be brief (from three sentences to one or two paragraphs) narrative, informational, or argumentative texts in order for students to determine language that is specific to audience and purpose.</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 should provide words/phrases to get at evidence statements 1, 2, and 4 as well as evidence statements 3 and 5 (vague imprecise words). However, for evidence statements 3 and 5 words/phrases to be replaced should be <i>varied</i> and <i>grade appropriate</i>. At least one of the words/phrases needing replacement should avoid recycling the typical and obvious vague words/phrases used in early grades:             <ul style="list-style-type: none"> <li>Words such as good/bad, things/stuff, said/tell, nice, a lot, very, etc. are most appropriate at lower grades; regardless, stimulus should include less typical and obvious words/phrases whenever possible and avoid over-testing the obvious words.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>As students move toward the secondary level (from grades 6+), in addition to replacing vague, general, and/or overused words (<i>interesting, important, exciting, amazing, etc.</i>) items could ask to replace weak (linking) verbs with more precise active verbs (“<i>the cheese smelled bad</i>” with “<i>the cheese reeked</i>”) or adjective/adverb strings with more precise single adjective/adverb (“<i>exciting, amazing show</i>” with “<i>remarkable show;</i>” “<i>lovely little café</i>” with “<i>quaint café;</i>” “<i>ate quickly</i>” with “<i>devoured;</i>” etc.)</li> <li>For domain-specific vocabulary (standard L6) the vocabulary must be grade appropriate but can be content specific. However, note that the use of certain content-specific vocabulary can be appropriate at earlier grade levels than indicated by readability indices if that vocabulary is tied to curricula used at those earlier grade levels. In other words, for vocabulary that has different meanings in different contexts, attention must be paid to the grade level use of that particular word. An example of such a word would be “migrate” (a grade 5 word). In a science-based text, students might be asked to replace “birds fly back and forth between north and south as the seasons change” with “birds MIGRATE.” “Migrate” is a more domain-specific way of expressing “fly back and forth between north and south as the seasons change.” However, “migrate” in a social studies context would have a slightly different meaning.</li> <li>Target 8 assesses Tier 2 words (e.g., not Tier 3 vocabulary exclusive to science, social studies, or a specific content area). See Appendix A (pp. 32-34) of the Common Core State Standards document for additional clarification of Tier 2 vocabulary.</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 not 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 NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.</li> </ul>
<p><b>Accessibility Concerns</b></p>	<p>Students will be required to read brief narrative, informational/explanatory, or argumentative texts (three sentences or one to two short 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>
<p><b>Evidence Required</b></p>	<ol style="list-style-type: none"> <li>The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/ explanatory writing.</li> <li>The student will identify and use the best concrete or sensory word or words to convey experiences or events in</li> </ol>

	<p>a text precisely in narrative writing.</p> <ul style="list-style-type: none"> <li>c. The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.</li> <li>d. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.</li> <li>e. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ul> <p>* For items addressing evidence statements 3 and 5, stimulus and words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague and/or obvious words—see Stimuli/Text Complexity notes.</p>
<p><b>Allowable Item Types</b></p>	<p>Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text</p>

**Note: 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.**

<b>Task Models</b>	
<p>Task Model 1 Item Type: Multiple-Choice, single correct response DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present four options of similar structure. The best answer will be clearly discernible and accurate solutions that improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> <li>a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing.</li> <li>b. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing.</li> <li>c. The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.</li> <li>d. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.</li> <li>e. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ol> <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, narrative, informational article, explanatory or argumentative essay, research report, editorial, argumentative essay, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>• The student wants to replace the <u>underlined</u> [word(s)/phrase] to make the meaning clearer [or more precise]. Which [word/words/phrase] would be the best replacement for the <u>underlined</u> word [phrase]?</li> <li>• The student wants to explain the ideas in the _____ better [or more clearly, more precisely, etc.]. What is a more specific word [phrase] to</li> </ul>

	<p>use to replace the <u>underlined</u> word [phrase]?</p> <ul style="list-style-type: none"> <li>• Read the sentence from the paragraph. What would be the most exact word [phrase] to replace <u>underlined</u> ____ in this sentence?</li> <li>• Read the <u>underlined</u> sentence from the paragraph. To add more description, select the best word/phrase to replace the word/phrase* ____.</li> <li>• The student wants to make sure that the word choices are appropriate to inform [to explain to or convince] the audience about _____. What is the most concise word [or phrase] to replace the <u>underlined</u> word [phrase]?</li> <li>• The author of the [letter] wants to replace the <u>underlined word</u> [phrase]*. Which replacement best fits the intended audience?</li> <li>• The student wants to make sure that the word choices are appropriate to inform [or explain to or to convince] the audience about _____. Choose the best word (or phrase) to replace the <u>underlined</u> word [or phrase]*.</li> <li>• The student wants to replace the <u>underlined</u> word/phrase to make the writing more descriptive [or detailed]. Choose the word [or phrase] that gives the reader the best mental picture [or image] of the [story, narrative, situation, etc.]. Note: The answer choices should not be full sentences, which would be Target 1b, 3b, 6b.</li> <li>• Choose the best way to revise the <u>underlined</u> phrase* so that the essay maintains a(n) consistent/appropriate voice [style or tone].</li> <li>• [Include in the text a grade-appropriate word used redundantly and <u>underline</u>]. The student wants to eliminate repeated word(s)/phrases in the _____. Choose the best word(s)/phrase to replace the <u>underlined</u> word(s)/phrase in the _____.</li> </ul> <p>* For items addressing evidence statements 3 and 5, stimulus and words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague, and/or obvious words—see Stimuli/Text Complexity notes.</p> <p>Scoring Rules: Correct answer = 1 point; other = 0 points.</p>
--	--

<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Item Type: Multiple-Choice, multiple correct response</b>  <b>DOK: 1, 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose, and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to improve writing through more effective and grade-appropriate word choices or phrasing. <b>Answer choices</b> for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The <b>best answers</b> will be clearly discernible and accurate solutions to improve the writing in the stimulus. The <b>distractors</b> will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing.</li> <li>b. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing.</li> <li>c. The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.</li> <li>d. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.</li> <li>e. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p style="padding-left: 40px;">A student is writing a [varied forms and purposes, e.g., story, narrative, informational article, explanatory or argumentative essay, research report, editorial, argumentative essay, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text with target words underlined.]</p> <p><b>Note:</b> For this task model, if/when students are to replace <b>two</b> words/phrases, the stem must make it clear that the students still need to make <b>two</b> answer choices. Use language “pairs of” to clarify.</p> <ul style="list-style-type: none"> <li>• The student wants to replace the <u>underlined</u> [word(s)/phrase] to make the meaning clearer [or more precise or more exact]. Which <b>two</b> [words/phrases] would be the <b>best</b> replacements for the <u>underlined</u> word [phrase]?</li> <li>• The student wants to make sure that the word choices are appropriate for the audience. Choose <b>two</b> more precise [exact] words [phrases] that would <b>best</b></li> </ul>

	<p>replace the <u>underlined</u> word [phrase]*.</p> <ul style="list-style-type: none"> <li>• Read the sentence from the paragraph. Choose the <b>two</b> pairs of words that would be more specific [or more precise or more concrete] to replace ____* and ____* in the paragraph.</li> <li>• The student wants to make sure that the word choices are appropriate to inform [to convince or to explain to] the audience about _____. Choose the best <b>two</b> words [phrases] to replace the <u>underlined</u> words [phrases]*.</li> <li>• For the [or for each] <u>underlined</u> word [or phrase]*, choose the <b>two</b> [pairs of] words [phrases] that give readers the best visual [or mental] image of the [story, narrative, situation, etc.].</li> <li>• The student wants to make sure that the word choices are appropriate to inform [or explain to or to convince] the audience about _____. Choose the <b>two best</b> pairs of words [or phrases] to replace the two <u>underlined</u> words or phrases.</li> <li>• The student wants to revise the _____ to make the writing more detailed [descriptive]. To add more description, select the <b>two best</b> pairs of words [phrases] to replace the words* ____ and ____.</li> <li>• [Include and <u>underline</u> in the text a grade-appropriate word used redundantly]. The student wants to eliminate repeated word(s)/phrases in the _____. Choose the <b>two best</b> pairs of word(s)/phrase to replace the <u>underlined</u> word(s)/phrase in the _____. [or choose the <b>two best</b> words [phrases] to replace the [one] <u>underlined</u> word].</li> </ul> <p>*For items addressing evidence statements 3 and 5, stimulus words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague, and/or obvious words—see Stimuli/Text Complexity notes.</p> <p><b>Rubric/Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
--	--

<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK: 1, 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose, and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. <b>Answer choices</b> for select text items should present more than four options (e.g., 5 to 7, so that fewer than half the choices should be correct responses). <b>All answer choices, distractors as well as correct answer(s), must be <u>underlined</u>.</b> The <b>best answers</b> will be clearly discernible and accurate solutions to improve the writing in the stimulus. The <b>distractors</b> will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing.</li> <li>The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing.</li> <li>The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.</li> <li>The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.</li> <li>The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, narrative, informational article, explanatory or argumentative essay, research report, editorial, argumentative essay, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>The _____ contains language that is not appropriate for the audience [or the purpose or the task]. Read the paragraph. Then click on the <b>two</b> of the <u>underlined</u> words [phrases]* that are too informal [or inappropriate] for the audience [or purpose or task]. Note: all answer choices must be underlined.</li> <li>The student wants to revise [the <u>underlined</u> words/phrases] to make the</li> </ul>
---	---

	<p>meaning clear [or communicate the message more clearly]. Click on <b>two</b> words [phrases]* that need to be more precise [or more specific or exact]. <b>Note:</b> Target language must be clearly too general or vague.</p> <ul style="list-style-type: none"> <li>• The student wants to make the word choices appropriate to inform [or to convince] the audience about _____. Click on <b>two of the underlined</b> words that should be replaced. <b>Note:</b> choices must be clearly inappropriate. For example, phrases such as “I’m really not sure” or “only unintelligent people think” would not be convincing for an audience reading an argumentative paper. However, the answer choices should not be full sentences, which would be Target 1b, 3b, 6b. Note: all answer choices must be underlined.</li> <li>• The student needs to add more concrete [or specific or exact] detail to the story. Click on <b>two of the underlined</b> words* that are too general [abstract, vague] and should be replaced by more specific [or concrete or precise] descriptive words. Note: all answer choices must be underlined.</li> <li>• [Embed two <u>underlined</u> pairs of words separated by slash marks.] For each <u>underlined</u> pair of words*, click on the word that gives the most specific/precise information.</li> <li>• [Include in text two <u>underlined</u> pairs of words or phrases—one more vivid or grade-appropriate than the other—separated by slash marks (Word A/Word B).] For each <u>underlined</u> pair of words, click on the word/phrase that gives readers the <b>best</b> mental image of the [story, narrative, event, situation, etc.].</li> <li>• [Include in text two <u>underlined</u> pairs of words*—one more specific or convincing or audience-appropriate or grade-appropriate than the other—separated by slash marks (Word A/Word B).] The student wants to choose words that would be more convincing [or informative or would provide a better explanation] for the audience. Click on the word* in each pair that is the <b>most</b> [convincing, helpful for an explanation, etc.].</li> <li>• Click on the <b>one</b> [or <b>two</b>] of the <u>underlined</u> words that should be replaced because it does/they do not maintain a consistent/appropriate voice [style, tone] for the audience. Note: all answer choices must be underlined.</li> </ul> <p>* For items addressing evidence statements 3 and 5, stimulus words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague, and/or obvious words—see Stimuli/Text Complexity notes.</p> <p><b>Rubric/Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
--	--