

Spec Title	Language Domain	Grade Level	Standard	Item Format	Key Use of Academic Language	Topic	Proficiency Range
W45A_LA	Writing	4–5	LoLA	Constructed Response	Recount	Story Elements	1–3

Purpose

The purpose of this test item is to allow ELLs in grades 4–5 to demonstrate written language related to story elements. The key use of academic language is RECOUNT: The test item will elicit writing that retells to narrate events.

Model Performance Indicators (MPIs)

P1	P2	P3
Name story elements depicted visually	Describe story elements supported by illustrations	Summarize story lines, issues, or conflicts supported by illustrations

Cognitive Function: Students at all levels of English language proficiency ANALYZE stories and identify story elements such as characters, settings, conflicts, and plots.

Connection to Content Standards (referenced in the topic selection or context for language use)

Common Core State Standards for English Language Arts, Writing Standards K–5

CCSS.ELA-LITERACY.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C: Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.E: Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.5.3.B: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.5.3.E: Provide a conclusion that follows from the narrated experiences or events.

Guidelines for Choosing a Theme

- Select a theme that will be familiar, but interesting to students in grades 4–5. The story used in the theme must be communicated clearly in two graphics and conveyed without words. The graphics should either show the beginning and middle of a story (with the end strongly implied), or the beginning and end of a story (with the middle strongly implied).
- The story must have characters, setting elements, and actions that can be described using single high-frequency words, as well as a plot that can be described in a short paragraph (3 to 5 sentences).
- Themes to avoid: planting or working with a community/school garden (overuse), participating in community/school sports (bias), taking a family trip (bias), missing belongings (sensitivity)

Framework

Students will be introduced to two graphics that depict the characters, setting, and plot of an original story. Then the student will complete three tasks. First, students will name the characters shown in the illustrations. Second, students will describe the setting. Third, students will be asked to summarize the story. The folder will be accompanied by standard audio narration.

Theme Level Information

Theme ID: W45A_LA_Title_403

Theme Title: Write a short, engaging title to appear at the top of each screen. It should reflect the theme of the writing task that will be presented in the thematic folder.

Orientation Screen

The purpose of the orientation screen is to announce and introduce the writing task that students will be asked to complete. It may also introduce information which will support the writing task.

Orientation: Write two sentences. The first sentence should orient students to the theme presented in the theme graphic shown on the orientation screen. The second sentence should preview what the student will write: “You will [restate writing prompt].”

Theme Graphic Description: Describe and/or sketch two graphics (Picture 1 and Picture 2).

- Picture 1 must set the scene (including at least four characters with highly identifiable roles and a setting that can be described using high frequency vocabulary). It should show the beginning of the main action in the story.
- Picture 2 must show either the middle of the story with a strongly implied ending, or it must show the ending of the story with the missing middle action strongly implied.

Item Screens

The item screens are where students produce their writing responses. All information and content needed to produce the responses must be included on the screen.

Item Seq No.	Item 1	Item 2	Item 3
Prof Level	1	2	3
MPI	Name story elements depicted visually	Describe story elements supported by illustrations	Summarize story lines, issues, or conflicts supported by illustrations
Item Graphic	Write a short description of the visual support for EACH item.		
Sample Writing	Write a model response (i.e., a single word, phrase, or sentence starter) to support students in beginning their writing at the targeted proficiency level for EACH item.		
<p>Performance Definitions: Application to Writing Students at this proficiency level will produce writing with the following characteristics:</p>	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations General content-related words Everyday social, instructional and some content-related words 	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas General content words and expressions Social and instructional words and expressions across content areas 	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas Repetitive grammatical structures with occasional variation Sentence patterns across content areas Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
<p>Task Statement/ Question (what the student must do)</p>	<p>Ask the students to write single word responses listing story elements from Picture 1 (e.g., “Who do you see in Picture 1? Make a list.”).</p>	<p>Ask the students to write phrases or short sentences describing story elements in Picture 1 (e.g., “Describe what you see in Picture 1.”).</p>	<p>Ask the students to write the story shown in the pictures in 3 to 5 sentences. The linguistic features of the key use of academic language (RECOUNT) should be elicited in the student’s response to this prompt.</p>

Sample Responses

Write a response to the writing prompts, as an English learner at this proficiency level and grade level would likely respond. Think about these questions as if you were a student taking the test.

- Did I know exactly what I was supposed to do when I read the prompt? Or was there anything that could be easily misinterpreted?
- Even if I knew nothing about this topic, could I understand the prompt and think of enough to write using just the information and visual support provided in the thematic folder?
- Did the graphics give me ideas for what to write?
- Did I use any of the words or phrases from the text in the thematic folder?
- Did I produce the expected Key Use of Academic Language?

Orientation Screen Layout

Theme Title

Orientation

Theme Graphic

Item Screen Layout

Theme Title

Item Number

Text (if any)

Task Statement/Question

Item Graphic

Box for typing student response

Sample writing