

<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p> <p>Target 1b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p>	
<p>Clarifications</p>	<p>Target 1a</p> <ul style="list-style-type: none"> • Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Organization items focus on the student’s ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative. • 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. <p>Target 1b</p> <ul style="list-style-type: none"> • Note: This target asks students to revise, not edit, which is Target 9. • Note: Items for this target focus on revision at the sentence or paragraph level. Items asking for students to replace or add words/phrases are Target 8. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified 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. • 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). • 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.
<p>Standards</p>	<p>Target 1a</p> <p>W-3a <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>W-3b <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p>

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	<p>W-3c <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>Target 1b</p> <p>W-3a <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>W-3b <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p> <p>W-3c <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>L-3a <u>Vary sentence patterns for meaning, reader/listener interest, and style</u></p> <p>L-3b <u>Maintain consistency in style and tone</u></p>
<p>Depth of Knowledge</p>	<p>Target 1a DOK 3</p> <p>Target 1b DOK 2</p>
<p>Stimuli/Passages</p>	<ul style="list-style-type: none"> • Stimuli for this target will be brief narrative texts (one to three paragraphs—200–250 words). • 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.
<p>Stimuli/Text Complexity</p>	<ul style="list-style-type: none"> • 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. • 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.)

	<ul style="list-style-type: none"> • 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). • The stimulus should be written as if it is part of a larger piece of writing. • For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.
<p>Accessibility Concerns</p>	<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>
<p>Evidence Required</p>	<p>Target 1a</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a context and/or setting providing an opening that introduces a narrator and character(s) organizing narrative with a logical sequence of events/experiences using transition strategies to convey sequence, establish pacing, signal time or setting shifts providing closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including descriptive details and sensory language to convey events/experiences using precise language to narrate events <p>Target 1b</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a context and/or setting providing an opening that introduces a narrator and character(s) organizing narrative with a logical sequence of events/experiences* using transition strategies to convey sequence, establish pacing, signal time or setting shifts

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	<p>e. providing closure that follows logically from the narrative</p> <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>
<p>Allowable Item Types</p>	<p>Target 1a: Written Response</p> <p>Target 1b: Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

<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.</p>	
<p>Task Models</p>	
<p>Task Model 1 Target 1a Write Brief Texts Item Type: Written Response DOK 3</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: 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 200 and 250 words.</p> <p>Task Description: 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>Target Evidence Statements:</p> <p>Target 1a</p> <p>1. (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing the narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> • Write the beginning* of a [story or narrative] that sets up the action to come [and/or shows what is going on at the start of the narrative and/or explains/introduces who the characters are].

	<ul style="list-style-type: none"> • In one to two paragraphs, write an ending* for the story that solves [or finishes the story by solving] the problem in the story. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.] • Write an ending* to the narrative that follows logically from the events or experiences in the narrative. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.] <p>* Be sure that stimulus clearly <i>needs</i> a beginning/ending.</p> <p>(Elaboration) A student is writing a [narrative, story, etc.] for [the teacher, class website, school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> • The student wants to make the story more exciting [or interesting, etc.]. Elaborate on the <u>underlined</u> part of the narrative to show [what happens during an <u>underlined</u> event/between two characters in an <u>underlined</u> section of the story, etc.]. Use dialogue [and/or] description in your writing. *Note: Stem must always 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 “after [the <u>underlined</u> 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. • Continue the [story or narrative] and include meaningful dialogue (and/or description) to tell what happens to _____ [or when_____, or at the underlined part when _____, etc.]. (Characters, event, etc. should be <u>underlined</u>—see *Note.) • Continue the narrative by further developing _____’s character to show [what happens (e.g., create or solve a conflict)] in the <u>underlined</u> section]. Note: When the item is asking writers to “continue the story” by developing and potentially concluding the action—including the “climax” or “solving the problem”—the item is properly coded “elaboration.” If the task asks the student to simply conclude the story, the item would not qualify as elaboration, but rather as organization. • Write dialogue between characters X and Y to develop the [<u>underlined</u>] part about _____ [or to show what happens when _____, etc.]. (Characters or events, etc., should be <u>underlined</u>, See *Note.) <p>Rubric/Scoring Rules: <u>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration.</u> Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration).</p> <p>Rubric Templates</p>
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	<p>Organization—Opening</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • 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 • adequately connects to or sets up the body of the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> • 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 • provides a limited and/or awkward connection to the body of the narrative <p>0 points The response:</p> <ul style="list-style-type: none"> • 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 • provides no connection to the body of the narrative <p>Organization—Ending</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • provides a transition from the “body of the story” to the conclusion • provides a satisfying ending to the [story/narrative about...] that provides closure and/or follows logically from the events or experiences in the story <p>1 point The response:</p> <ul style="list-style-type: none"> • provides a limited transition from the “body of the story” to the conclusion • provides a general or partial ending to the [story/narrative about...] that may provide some closure and/or somewhat follow logically from the events or experiences in the story <p>0 points The response:</p> <ul style="list-style-type: none"> • provides no transition from the “body of the story” to the conclusion • provides an unclear or incomplete ending to the [story/narrative about...] that provides little or no closure and/or does not follow logically from the events or experiences in the story <p>Elaboration</p> <p>2 points The response:</p>
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	<ul style="list-style-type: none">• provides appropriate and mainly specific descriptive details and/or dialogue• provides adequate development of experiences, characters, setting, action, and/or events• uses adequate sensory, concrete, and/or figurative language• is mostly “shown” <p>1 point The response:</p> <ul style="list-style-type: none">• provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related• provides limited development of experiences, characters, setting, action, and/or events• uses limited sensory, concrete, and/or figurative language• is somewhat “told” <p>0 points The response:</p> <ul style="list-style-type: none">• 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• provides minimal, if any, development of experiences, characters, setting, action, and/or events• uses little or no sensory, concrete, and/or figurative language• is mostly “told”
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Task Models	
<p>Task Model 2 Target 1b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: 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 200 words.</p> <p>Task Description: The stem will pose a question about a revision to the stimulus that improves some specified aspect of the text’s development (elaboration) or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> • [Embed narrative with a missing or inappropriate beginning] Choose the sentence(s) that would best introduce the [narrator/character/

	<p>setting/situation, etc.] [or to replace the first sentence (or underlined sentences)].</p> <ul style="list-style-type: none"> • [Embed short narrative with a missing or ineffective beginning] Choose the sentence(s) that would be the most effective beginning [to set up the action to come] for the narrative [story, etc.]. • [Embed short narrative with a missing or ineffective ending] Choose the sentence[s] that would be the most effective ending for the narrative. [or to replace underlined sentences at end of narrative] • Choose the transition word(s) [or phrase(s)] that best connect(s) [underlined] sentences [_____ and _____], show(s) readers how [_____ and _____] are connected, or show(s) how time changes, etc. Note: The text to be connected should be <u>underlined</u> and may consist of two events, situations, settings, etc. that need to be logically connected. <p>(Elaboration)</p> <p>A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, 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.] Note: Stem must indicate specifically where the information is to be inserted. This can be by underlining a section or by indicating, for example, “between paragraphs 1 and 2,” or “at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the best sentence to add descriptive detail [before/after] the <u>underlined</u> sentence [to show (or explain) who the character is, what is going on, what the conflict is, where the story is set, how the character feels about____, etc.]. • Choose the best revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, show the relationship/tension/conflict, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences best replaces [<u>underlined</u> text], [or would be best to come before/after [<u>underlined</u> text], etc.? • Revise the <u>underlined</u> sentence by choosing the sentence that best uses sensory language to help readers visualize _____ [the character/conflict/setting, etc.]. • Revise the <u>underlined</u> sentence by choosing the sentence that most precisely shows _____ [the character’s personality, the setting, etc.]. Note: Can also clarify “to replace the underlined sentence” or “to be added after the underlined sentence.” <p>Note: All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points</p>
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Task Models	
<p>Task Model 3 Target 1b Revise Brief Texts Item Type: Multiple Choice, multiple correct response DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: 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 200 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: [Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, 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.] Note: 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 part when _____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p>

	<ul style="list-style-type: none"> • Revise the <u>underlined</u> sentences by choosing the two sentences that provide more sensory details [or more precise language] to [<u>underlined</u> section or paragraph #], or that could be added before/after [<u>underlined</u> sentence], to help readers visualize the character (or setting, action, etc.). Note: Revision must be at least a full sentence; descriptive phrases, etc. are Target 8 items. • Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the two best sentences to add descriptive detail [before/after] the <u>underlined</u> sentence [to show (or explain) who the character is, or what is going on, or what the conflict is, or where the story is set, or how the character feels about _____, etc.]. • Choose the best revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, show the relationship/ tension/conflict, etc.]. • Revise the <u>underlined</u> sentence by choosing two sentences that more precisely show _____ [the character’s personality, the setting, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose two of the following sentences that would best replace _____ and _____ [<u>underlined</u> sentences or sections] [or choose two of the following sentences that could be added after the (one or two) <u>underlined</u> sentences/sections]. <p>Note for all stems in this task model: At this grade level, items can ask students to choose two answer choices to support one <u>underlined</u> idea/topic/etc. OR students may be asked to choose sentences/details/etc. to develop/support two different <u>underlined</u> ideas/subtopics/etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p>Scoring Rules: All correct =1 point; other = 0 points</p>
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Task Models	
<p>Task Model 4 Target 1b Revise Brief Texts Item Type: Hot Text, select text DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: 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 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be 4 to 6 possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 1. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [narrative, story, etc.] for [the teacher, class website, school magazine, etc.] about _____. The student wants to revise 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"> Click on the [one or two] sentence(s) [if appropriate, specify the range of possibilities, such as “from paragraph #2 or #3,” or “from the ____ part of the story, etc.] that does (do) not belong in the narrative because it does (they do) not follow the order of events in the rest of the [narrative/story]. Note: This stem can <i>only</i> focus on time order, not inconsistent/irrelevant details, which are elaboration. For each <u>underlined</u> pair of words/phrases [transition word pairs embedded in text such as next/moreover; and then/also; finally/therefore – correct word must be clearly better than wrong answer], click on the word/phrase that [best] connects the events or shows how time changes, etc.]. Note: For grade 6, embed no more than two pairs. Note also that <u>underlined</u> pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at long last"). <p>(Elaboration)</p> <p>A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert text.] Note: 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 part when ____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> [Embed within stimulus four or five underlined lines of dialogue] Click on [one or two] of the underlined line(s) of dialogue that do not fit with how the character acts in the rest of the narrative. [Embed within stimulus four or five underlined lines of description] Click on [one or two] of the underlined sentence(s) of description that do not fit with how the setting (or other detail) is described elsewhere in the narrative. Note: This item focuses <i>only</i> on irrelevant/inconsistent/contradictory details, not chronology, which is organization. [Embed within stimulus four or six underlined lines of description] Click on [one or two] places within the [<u>underlined</u> section or paragraph #] where more elaboration [or description] is needed to better [develop the characters, show the conflict, describe the scene, etc.]. Note: Need for descriptive information should be clear. [Embed within stimulus four to six underlined lines of dialogue] Click on [one or two] places in the [narrative/story] where dialogue should be added to help readers understand [the characters/what is going on in the story]. Note: Need for dialogue should be clear. <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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