TN | Department of
Education

TNReady Grade 5 English Language Arts
2017–18 School Year

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Please note: *Some resource publishers have created materials that contain "TNReady" in the title or within the contents of their instructional materials.* ***The department does not endorse any of these materials as official TNReady products.***

This document provides information about the design of TNReady assessments. It is not intended to be used solely as an instructional resource or as a pacing guide. Districts should consult the Tennessee academic standards when making all instructional decisions, including scope and sequence. The Tennessee academic standards can be found [here.](#)

Overview of Grade 5 English Language Arts Testing Structure

As in the past, each year the state assessment includes both operational and field test items. The testing structure outlined below reflects both the number of operational assessment items and the number of field test items.

For scheduling purposes, subparts can be combined.

Subpart 1	Subpart 2	Subpart 3	Subpart 4
• 75 minutes • 1 passage set • 3–5 passage-based items • 1 writing prompt	• 40 minutes • 2 passage sets • 5–10 items per passage set	• 40 minutes • 2 passage sets • 5–10 items per passage set	• 40 minutes • 1 passage set • 5–10 items per passage • 8–14 editing items

For scheduling purposes, subparts can be combined.

*A passage set may be comprised of one or more passages. The word count across all passage sets is comparable.

Grade 5 English Language Arts Blueprint

The blueprints reflect only operational assessment items.

Grade 5: Subpart 1–4			# of Items	# of Score Points	% of Test
Written Expression The writing prompt will always be in Subpart I and will be accompanied by 3–5 text-based selected-response items. The writing prompt will align to writing standard 5.W.TTP.1, 5.W.TTP.2, or 5.W.TTP.3. The expectations of each writing standard spiral through all four traits of the writing rubric. The Language and Convention traits draw additional criteria from the language standards.	Focus and Organization**		1	4	24–32
	Development**			4	
	Language (Standard 5.FL.VA.7c)			4	
	Conventions (Standards 5.FL.WC.4, 5.FL.SC.6)			4	
Reading Literature (Standards 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.RL.CS.4, 5.RL.CS.5, 5.RL.CS.6, 5.RL.IKI.7, 5.RL.IKI.9, 5.FL.VA.7a, 5.FL.VA.7b, 5.FL.VA.7c)			23–40	30–45	68–76
Reading Informational Text (Standards 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.RI.CS.4, 5.RI.CS.5, 5.RI.CS.6, 5.RI.IKI.7, 5.RI.IKI.8, 5.RI.IKI.9, 5.FL.VA.7a, 5.FL.VA.7b, 5.FL.VA.7c)					
Language and Conventions (Standards 5.FL.PWR.3, 5.FL.WC.4, 5.FL.SC.6)			4–7	4–7	
Total			28–48	50–68	100

** *Focus & Organization and Development are not double-weighted for grade 5 in writing.*

Descriptions of TNReady Writing Tasks

Writing Type	Passages Used	Description of Tasks
Argument	**Literary:** Stories, dramas, or poems called for by the grade-level reading standards	• Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • For argument, the task asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). • The reasons and evidence should be drawn from evidence within the passages.
	Informational: History, science, or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation.	• Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • For argument, the task asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). • The reasons, information, and evidence should be drawn from the passages.
Informative/ Explanatory	**Literary:** Stories, dramas, or poems called for by the grade-level reading standards	• Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. • The ideas should be drawn from evidence within the passages.
	Informational: History, science, or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation.	• Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. • The ideas and information should be drawn from evidence within the passages.
Narrative	**Literary:** Story, drama, or poems aligned to the grade-level reading standards	• Students read one literary passage. • The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. • The student's narrative should be based on characters and events in the passage.

(Fiction)	**Informational:** History, science, or literary nonfiction texts aligned to the grade-level reading standards One text may be a visual presentation.	• Students read two to three informational passages. • The task asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences. • The student's fictional narrative should be based on the information gleaned from the passage.

A Definition of Writing Modes

Opinion/Argument:

Opinion writing is a precursor to argumentation. In grades K–5, the term "opinion" is used to refer to the developing form of argument.

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader's mind; however, opinions make the position and intent clear to the audience.
- In grades K–5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.

Argumentative writing is expected in grades 6–12.

- Arguments are reasoned, logical ways of demonstrating that the writer's position, belief, or conclusion is valid.
- Arguments are used to try to change the reader's point of view or to bring about some action on the part of the reader. Alternately, arguments may ask the reader to accept the writer's explanation or evaluation of literary or informational texts, concepts, issues, or problems. Students make claims and defend their interpretations or judgments with evidence from the text.

A note on persuasive writing:

- Argumentation is different from persuasion. When writing to persuade, writers use a variety of persuasive strategies, like appealing to the credibility, character, or authority of the writer or appealing to the readers' emotions.
- A logical argument, in contrast, convinces the audience because of the reasonableness of the claims and proofs offered rather than emotion.

Informational/Explanatory:

Although information is provided in both arguments and explanations, the two types of writing have different aims:

  - *Arguments make a claim(s) and use logic, reason, and evidence to convince the reader of the validity of the claim(s).*
  - *Explanations, in contrast, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him/her to ask for a certain point of view. In short, arguments are used for persuasion and explanations for clarification.*

- Informational/explanatory writing integrates information and conveys it accurately.
- Informative/explanatory writing intends to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

Narrative:

- Narrative writing conveys a vivid picture of an experience, either real or imaginary, and uses time as its structure.
- Narrative can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.

TNReady Grade 5 English Language Arts Item Types

This provides descriptions of TNReady item types for the 2017–18 school year. For further information about test structure, please refer to the assessment blueprints. For sample items, please see the practice tests posted to [EdTools](#).

Multiple choice: These are items with four answer options, only one of which is correct.

Evidence-based selected response (EBSR): These are items with two parts, A and B. This item type requires students to choose the textual evidence in Part B that supports or elaborates on the correct answer in Part A. Sometimes, Part A focuses on one component of a standard, and Part B focuses on a second component. EBSR items are the only item types in ELA for which students can receive partial credit. A student earns two points by answering both Parts A and B correctly. A student earns one point by answering Part A correctly even if he or she misses Part B. A student earns zero points if he or she answers Part B correctly but misses Part A. Students cannot receive credit for Part B without selecting the correct answer for Part A.

Multiple select: These are items with more than four answer choices with multiple correct responses. This item type asks students to demonstrate a nuanced understanding of a text. In ELA, the number of correct answers will always be identified (e.g., "select two correct answers").

Writing prompt: This item type asks students to write a multi-paragraph response to 1–3 stimulus text(s). The prompt is unique to each passage or passage set. The prompt is aligned to one of three writing standards (W.TTP.1, W.TTP.2, or W.TTP.3), and the directions explicitly indicate in which mode students should respond (i.e., argument/opinion, informational/explanatory, or narrative). For detailed descriptions of the modes, please refer to any of the ELA assessment blueprints ([here](#)). Students will respond to one writing prompt.

Editing task: This item type consists of a short passage that contains embedded errors. Each error is underlined in the passage. These sections of underlined text reappear as individual multiple choice items, for which the student is asked to select the correct revision. In some cases, the underlined text may not need to be revised. In those instances, students would select "No change" as the correct answer.

Technology-enhanced items (TEI): Technology-enhanced items are currently being developed for the TNReady ELA assessments. These include Hot Text items, in which students can use their cursor to select the correct text in one-part and two-part items, and Drag and Drop items, in which students click and drag answers to the appropriate question response area.