Reading Grade 5 A

Grade Level Standard(s):

RL.5.3

RL.5.9

Materials:
- Reading 5 A How Do I Talk to Her?
- Reading 5 A How Do I Talk to Her? Picture Board
- Reading 5 A Thick and Thin
- Reading 5 A Thick and Thin Picture Board
- Reading 5 A Attainment Task Questions for Student Use

Response Code:
- Indicate the answer provided by the student.

Text Coding:
- "Quotation marks" indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis ( ) are optional; they may replace or be read in addition to the word(s) immediately preceding.
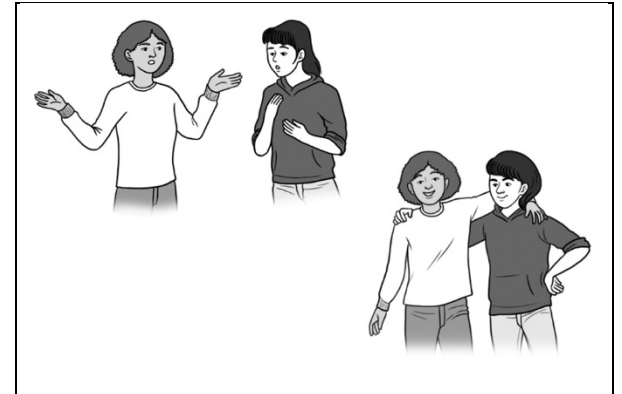
a. They had a fight at the beginning and hugged at the end.

b. They apologized at the beginning and messed up at the end.
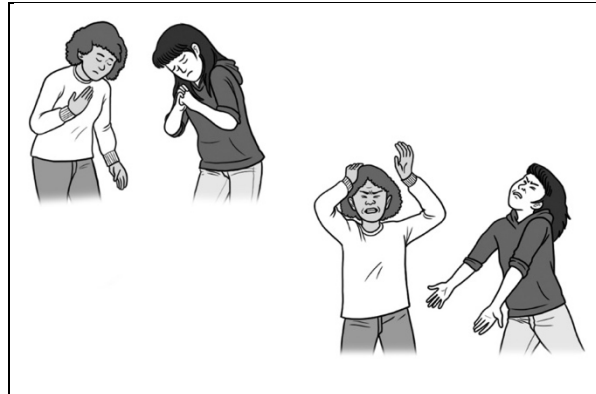
c. They talked at the beginning and were two peas in a pod at the end.

Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, "We are about to start the task, and I am going to ask you some questions."

All questions from this task are available for presentation to the student in the supplemental material Reading 5 A Attainment Task Questions for Student Use*.*

Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 5 A How Do I Talk to Her? *(*Reading 5 A How Do I Talk to Her? Picture Board *may be presented as a support for the student). Have the student read, or read to the student, the passage* Reading 5 A How Do I Talk to Her?

1. "What events tell us the characters were angry at the beginning of the story *How Do I Talk to Her?* and friendly at the end?"

Response Option	Response Rationale
a. They had a fight at the beginning and hugged at the end. **(Correct)**	*The student compares/contrasts events in a story by using specific details to describe their interactions over the course of a text.*
b. They apologized at the beginning and messed up at the end.	*The student compares/contrasts characters across the course of a text but misunderstands how the events progress over the course of the text.*
c. They talked at the beginning and were two peas in a pod at the end.	*The student compares characters' actions but does not recognize changes in character actions across the course of the text.*
Depth of Knowledge (DOK) 2	

a. Friendship

b. Bullying
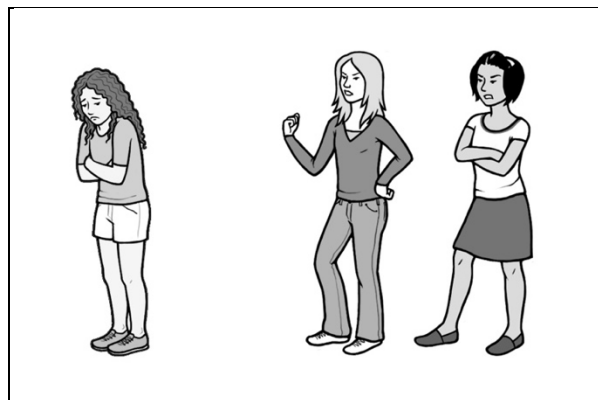
c. Family

If needed, reread <u>Reading 5 A How Do I Talk to Her?</u> to the student.

Present the student with <u>Reading 5 A Thick and Thin</u> (<u>Reading 5 A Thick and Thin Picture Board</u> may be presented as a support for the student). Have the student read, or read to the student, the passage <u>Reading 5 A Thick and Thin.</u>

2. "What is the common theme across both texts?"

Response Option	Response Rationale
a. Friendship **(Correct)**	*The student compares the theme across both texts by first identifying the theme found in the texts. *This is the first level scaffold to comparing/contrasting approaches to theme across texts of the same genre.*
b. Bullying	*The student attempts to compare the theme across two texts as a first step in comparing/contrasting approaches to theme across texts of the same genre but is unable to correctly identify the common theme.*
c. Family	*The student attempts to compare the theme across two texts as a first step in comparing/contrasting approaches to theme across texts of the same genre but is unable to correctly identify the common theme.*
Depth of Knowledge (DOK) 2	

Reading 5 A How Do I Talk to Her?

[1]How do I talk to her?

She is so mad

We had a fight

I behaved so bad

[2]I want to say how sorry I am

But the words get in the way

So I take a deep breath, look at her

And prepare to seize the day

[3]She's my best friend

And I really messed up
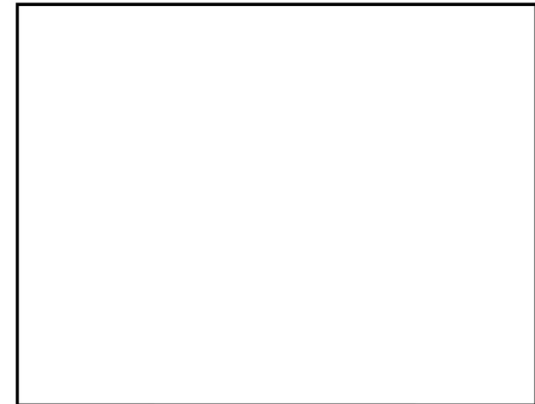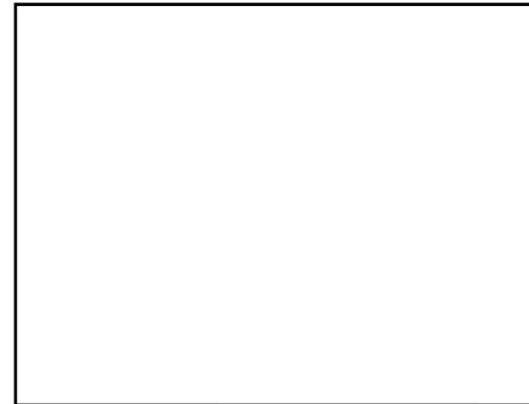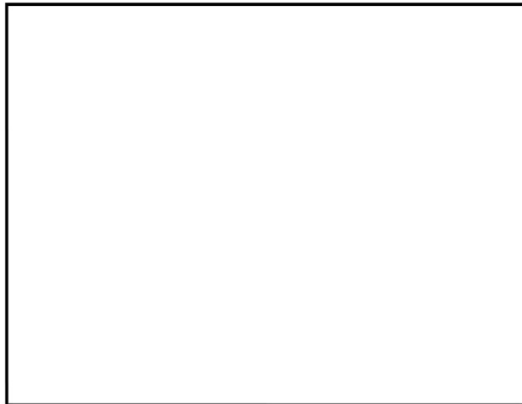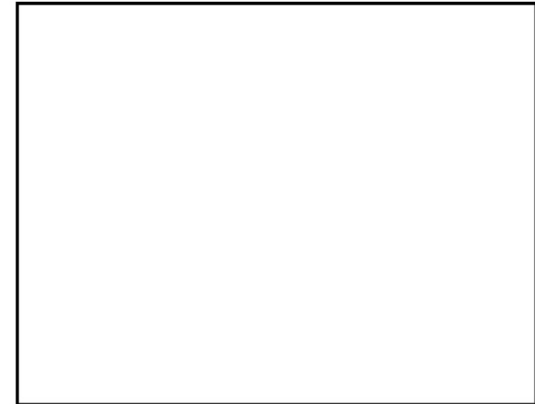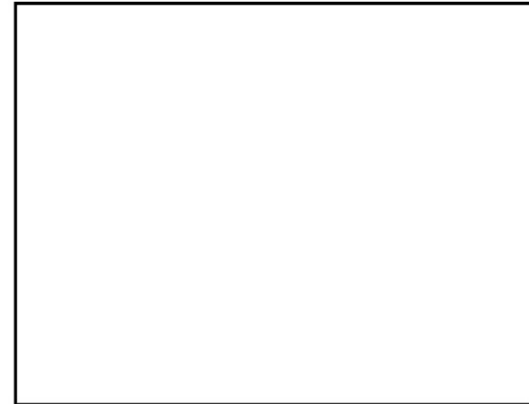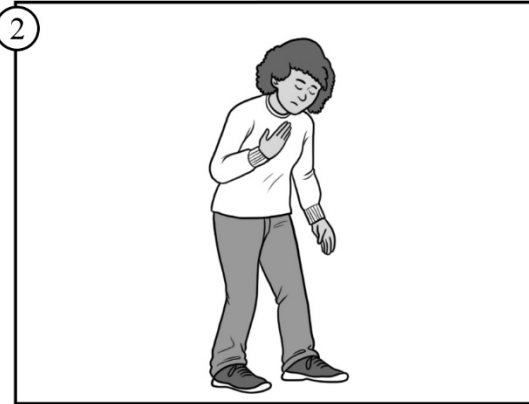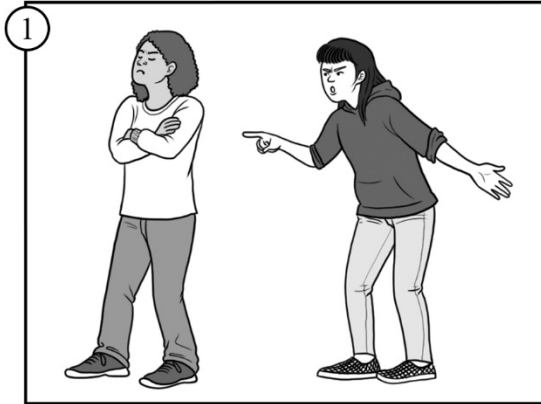
So I gave her a hug

And then we made up

[4]Together again

Imperfect and flawed

Best friends forever

Two peas in a pod

Reading 5 A How Do I Talk to Her? Picture Board

Reading 5 A Thick and Thin

[1]Two people play side by side
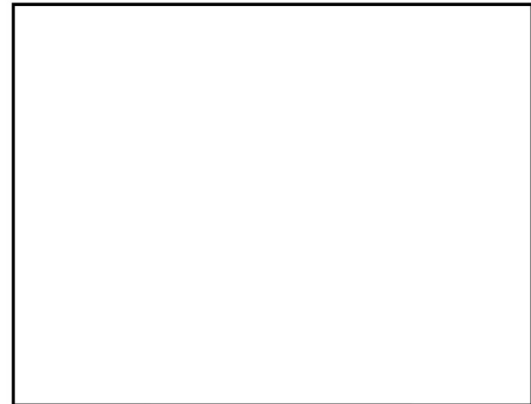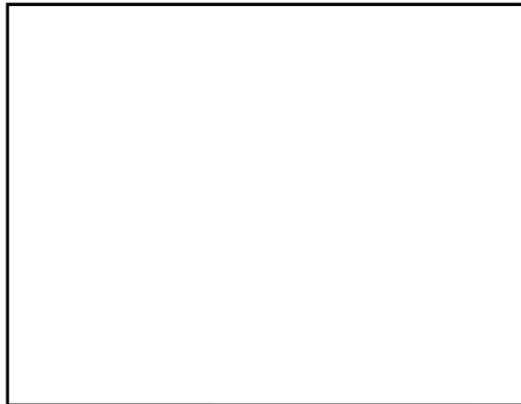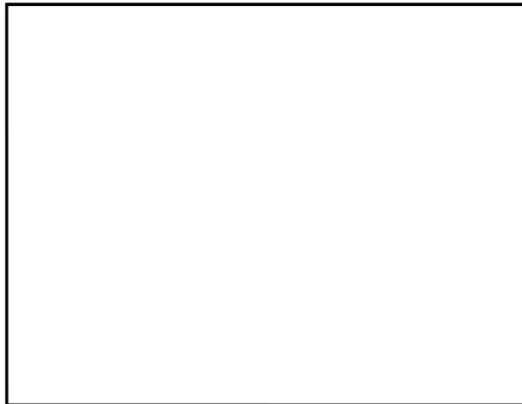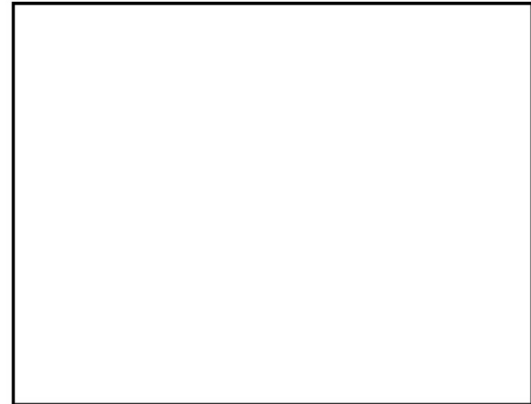
They laugh and giggle

They run, flip and ride

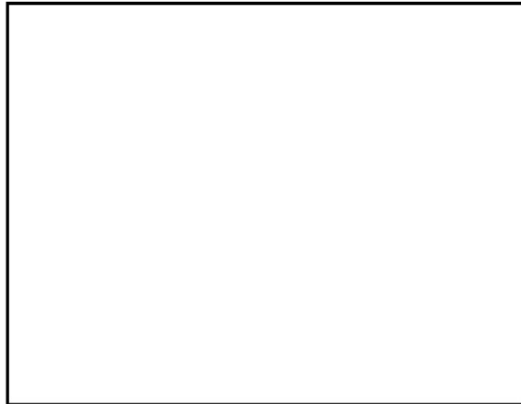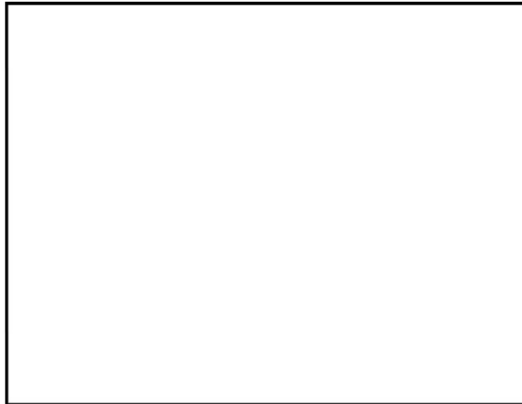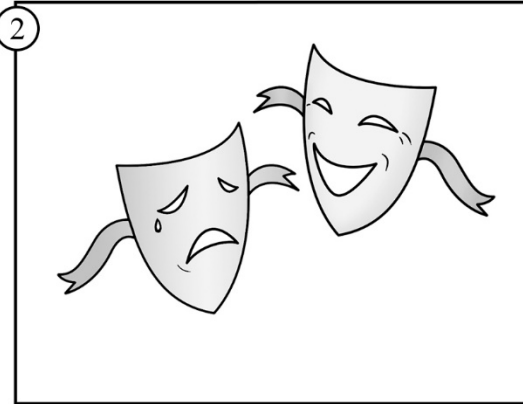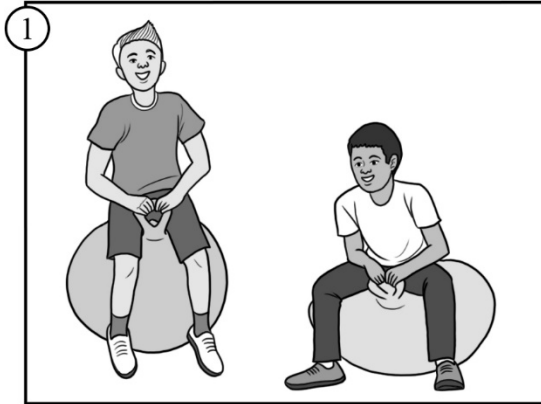[2]Upset or happy, friends to the end

[3]They stand by each other

Through thick and thin

Reading 5 A Thick and Thin Picture Board

Reading 5 A Attainment Task Questions for Student Use

1. What events tell us the characters were angry at the beginning of the story *How Do I Talk to Her?* and friendly at the end?

2. What is the common theme across both texts?

Kentucky Academic Standard: R.L.5.3 Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

Alternate Assessment Target: *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

Student Group – Item 1	Number of Students*	Percent Correct
All students	389	56.56%
Gender		
Female	117	57.26%
Male	272	56.25%
Ethnicity		
African American	36	55.56%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	20	60.00%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	302	56.62%
Two or More Races	23	56.52%
English Learner	20	40.00%
Economically Disadvantaged	315	55.56%

*Number of students who attempted the item.

Kentucky Academic Standard: R.L.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics.

Alternate Assessment Target: *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

Student Group – Item 2	Number of Students*	Percent Correct
All students	391	49.36%
Gender		
Female	119	50.42%
Male	272	48.90%
Ethnicity		
African American	36	41.67%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	20	60.00%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	304	50.00%
Two or More Races	23	43.48%
English Learner	19	36.84%
Economically Disadvantaged	316	51.58%

*Number of students who attempted the item.