

Idaho Alternate Assessment English Language Arts Blueprint



Grade 5

IDAA ENGLISH LANGUAGE ARTS ITEM DISTRIBUTION ACROSS STRANDS: 40 ITEMS

Strand	Minimum Items	Maximum Items	% of Items Per Strand
Reading Informational Text	11	13	27-33%
Reading Literary Text	11	13	27-33%
Writing	8	10	20-25%
Language	8	10	20-25%

READING INFORMATIONAL TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Informational Text	Minimum Items	Maximum Items
M.RI.b: Using text structures, search tools, and genre features to locate and integrate information	0	3
M.RI.c: Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details	0	3
M.RI.d: Using supporting evidence to draw inferences or compare content presented within or across texts	0	3
M.RI.e: Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader	0	3
M.RI.f: Determining relevance or comparability of concepts and supporting details... and integrating	0	3
M.RI.g: Analyzing how an author develops ideas and supports a thesis or reasoning	0	3

READING LITERACY TEXT ITEMS ACROSS STANDARDS: 11 TO 13 ITEMS

Reading Literacy Text	Minimum Items	Maximum Items
M.RL.b: Using evidence from the text to support interpretations, inferences, or conclusions	0	3
M.RL.c: Summarizing and interpreting purpose or central ideas to derive a theme	0	3
M.RL.d: Comparing literary elements within or across text	0	3
M.RL.e: Analyzing text according to text structure, genre features, or author's style	0	3
M.RL.f: Identifying and describing how the narrative point of view influences the reader's interpretation	0	3
M.RL.g: Applying aspects of author's craft when analyzing literary elements, style, or mood within or across text	0	3

WRITING ITEM DISTRIBUTION: 8 TO 10 ITEMS

Writing items are distributed across Informational Writing, Literary Writing, and Persuasive Writing, as outlined in the tables below.

Informational Writing Items Across Standards: 2 to 4 Items

Informational Writing	Minimum Items	Maximum Items
M.WI.a: Independently locating information from two or more reference sources to obtain factual information on a topic; listing/citing sources using an established format	0	1
M.WI.b: Using organizational strategies to analyze information and show relationships related to topics/subtopics	0	1
M.WI.c: Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea	0	1
M.WI.d: Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea	0	1
M.WI.e: Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas	0	1
M.WI.g: Writing a conclusion that links back to the focus/central idea and provides a sense of closure	0	1

Literary Writing Items Across Standards: 2 to 4 Items

Literary Writing	Minimum Items	Maximum Items
M.WL.b: Setting the context and tone and establishing a point of view	0	1
M.WL.c: Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing	0	1
M.WL.d: Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone	0	1
M.WL.f: Refining overall coherence through literary techniques	0	1
M.WL.g: Write a conclusion that ties elements together, supports the theme, and provides a sense of closure	0	1

Persuasive Writing Items Across Standards: 2 to 4 Items

Persuasive Writing	Minimum Items	Maximum Items
M.WP.b: Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view	0	1
M.WP.c: Establishing a perspective on a topic or text in order to introduce a focus and provide context and plan a chain of logic to be presented	0	1
M.WP.d: Selecting and organizing relevant facts, text evidence/quotes or examples to support focus and possible opposing claims of the potential audience	0	1

Persuasive Writing	Minimum Items	Maximum Items
M.WP.e: Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques which contribute to the impact on readers	0	1
M.WP.g: Writing a conclusion that links back to the focus, summarizes logic of reasoning, and provides a sense of closure for conclusions drawn	0	1

LANGUAGE ITEMS ACROSS STANDARDS: 8 TO 10 ITEMS

Language items are distributed across language and writing across all types.

Language Items Across Standards

Language	Minimum Items	Maximum Items
M.RWL.a: Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words	0	1
M.RWL.b: Analyzing morphemes to determine word meanings in and out of context	0	1
M.RWL.c: Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking	0	1
M.RWL.e: Identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles	0	1

Writing Across All Types Items Across Standards

Writing: Across All Types	Minimum Items	Maximum Items
5.WA.6: Recognize and correct inappropriate shifts in verb tense.	0	1
5.WA.7: Use appropriate verb tense to convey times, sequence, state, and condition.	0	1
5.WA.8: Identify and use conjunctions, prepositions, and interjections in writing.	0	1
5.WA.9: Use punctuation to separate items in a series.	0	1
5.WA.10: Use commas accurately within writing.	0	1
5.WA.11: Spell words correctly in writing, consulting references as needed.	0	1
5.WA.13: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	0	1
5.WA.14: Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	0	1