



4.RC.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	
Reporting Category: Reading Comprehension	Subdomain: Reading and Understanding Fiction
Assessed On: <input checked="" type="checkbox"/> Checkpoint 1 <input type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
4.RC.3 Instructional Framework	ILEARN Stimulus Specifications
Content Limits: <ul style="list-style-type: none">• Include items that are: Only Passage Based ▾• Avoid using stories with multiple or complex plots and settings.• Avoid a focus on simple comprehension.• Focus on how the details in a story describe a character, setting, or event in depth.	
Clarifications: <ul style="list-style-type: none">• Items may ask students to use explicit and implicit details from the text.• Items may require students to draw inferences from the text.• Students describe characters in a story using textual evidence related to the characters' thoughts, words, and actions.• Students use textual evidence to describe a setting, character, or event in the story or drama. For example, students may consider how characters interact with one another, or how settings influence the events. Students also consider character traits or responses to events.• Settings can include real or fictional places, as well as time periods (e.g., historical fiction).	
Items Tagged as Reading Comprehension Items for Text-to-Speech: Yes	
Expected Academic Vocabulary: story elements, plot, character, setting, event, play/drama, specific details, textual evidence, conflict/problem, resolution	
Proficiency Level Descriptors and Example Items	
Below Proficiency: Describe a character, setting, or event in a story or play, using explicit details from one section of the text.	
Select one sentence that describes the setting in the passage. [Hot Text Selectable] OR Which sentence describes the setting in paragraphs 3-4?	DOK 1 - These items require students to choose an explicit detail from a passage excerpt or section that describes a setting. The projected difficulty for these items is easy.



<p>[Multiple Choice]</p>	
<p>How does Baby Bear respond to finding Goldilocks in his bed?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which statement from the passage shows how Baby Bear responds to finding Goldilocks in his bed?</p> <p>[Multiple Choice]</p>	<p>DOK 1 - These items require students to read and comprehend events that take place in one section of a story. Students recall the events that take place and select from multiple answer options that may include paraphrased statements of explicit details or explicit language from the passage. The projected difficulty for these items is medium.</p>
<p>Choose two lines from paragraph 4 that show Goldilocks is selfish.</p> <p>She helped herself to the porridge. She broke baby bear's chair. She chose a bed to sleep in. She didn't seem to care.</p> <p>[Hot Text Selectable]</p> <p>OR</p> <p>Which sentence from the passage shows that [character] changes the way they think about [event]?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - These items require students to read and interpret a section of text in order to select more than one detail that best supports a given description of a character, setting, or event. Although the description (Goldilocks is selfish) is given, students are expected to engage in more complex mental processing to identify supporting textual evidence. The projected difficulty for this item is easy.</p>
<p>Read the sentences and answer the question.</p> <p>She helped herself to the porridge. She broke baby bear's chair. She chose a bed to sleep in. She didn't seem to care. (paragraph 4)</p> <p>Which sentence explains the way these words describe Goldilocks?</p> <p>A. Goldilocks is caring. B. Goldilocks is playful. C. Goldilocks is generous. D. Goldilocks is selfish.</p> <p>OR</p>	<p>DOK 2 - These items require students to read and interpret a section of text in order to describe a character, setting, or event. The descriptions are paraphrased interpretations of the given explicit details. Students will be required to make an inference. The projected difficulty for these items is easy.</p>



<p>What does the paragraph show the reader about [character name/setting/event] in the passage?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Based on paragraphs 1-3, how do the three little pigs feel about the Big Bad Wolf?</p> <p>[Multiple Choice]</p>	
Approaching Proficiency: Describe a character, setting, or event in a story or play, using explicit details from more than one section of the text.	
<p>Which two sentences from the story show that the Big Bad Wolf is determined?</p> <ul style="list-style-type: none"><input type="checkbox"/> “The Big Bad Wolf was enjoying a walk.” (paragraph 1)<input type="checkbox"/> “Then the wolf showed his teeth and said, ‘I’ll huff and I’ll puff and I’ll blow your house down.’” (paragraph 2)<input type="checkbox"/> “The wolf hadn’t eaten all day.” (paragraph 4)<input type="checkbox"/> “The wolf stopped to rest and think for a bit.” (paragraph 5)<input type="checkbox"/> “The wolf climbed onto the roof to come down the chimney and catch the pig.” (paragraph 6) <p>[Multiple Select]</p>	<p>DOK 2 - This item requires students to read and interpret more than one section of text in order to select more than one detail that best supports a given description of a character, setting, or event. Although the description (Big Bad Wolf is determined) is given, students are expected to engage in more complex mental processing to identify supporting textual evidence. The projected difficulty for this item is medium.</p>
<p>Read the paragraphs and answer the question.</p> <p>There once were three little pigs, who lived in separate houses, and a Big Bad Wolf with a large, hungry mouth. He blew and he blew on houses one and two. Those pigs ran away, before he made them into stew. (paragraph 1)</p> <p>Now, Pig Number Three refused to give up. He built a brick house. The materials were tough. So, when Big Bad Wolf paid the last pig a visit, he blew and he blew, but the bricks wouldn’t give.</p>	<p>DOK 2 - These items require students to read and interpret multiple sections of text in order to describe a character, setting, or event. The descriptions are paraphrased interpretations of the given explicit details. Students will be required to make an inference. Items such as these may be multiple choice, where students select one answer, or multiple select, where students select more than one answer. The analysis of more than one section of text and the possibility for multiple select item types increases the projected difficulty for this item to medium.</p>



<p>(paragraph 3)</p> <p>Which statement describes the setting from these two paragraphs?</p> <p>A. The pigs' houses were built differently. B. The pigs' houses were built far away from each other. C. The pigs' houses were built in the woods. D. The pigs' houses were built out of the same materials.</p> <p>[Multiple Choice]</p> <p>OR</p> <p>What do his actions toward the three little pigs reveal about the Big Bad Wolf?</p> <p>[Multiple Choice]</p>	
<p>At Proficiency: Describe a character, setting, or event in a story or play, and identify textual evidence for support; OR Explain how a character, setting, or event in a story or play impacts the plot.</p>	
<p>How do Big Bad Wolf's feelings about the pigs change from paragraph 1 to paragraph 8?</p> <p>[Multiple Choice or Multiple Select]</p>	<p>DOK 2 - This item requires students to read and interpret multiple sections of text in order to describe the changes in a character or setting over time. Multiple choices of descriptions are paraphrased interpretations and require students to refer back to more than one section of the text to make more than one inference, showing an understanding of how characters or settings change over time in a plot. The projected difficulty for this item is hard.</p>
<p>How does the [character, setting, event] impact the plot?</p> <p>OR</p> <p>How does the story change after [important event]?</p> <p>OR</p> <p>How is [character, setting, event] important to the</p>	<p>DOK 2 - These items require students to explain how a given key detail impacts or is important to the plot. Students apply text analysis skills to demonstrate a conceptual understanding of plot structure. The projected difficulty for these items is hard.</p>



<p>plot?</p> <p>OR</p> <p>How does the author use [character, setting] to develop the story?</p> <p>[Multiple Choice]</p>	
<p>Part A</p> <p>Which word describes [character, setting, event]?</p> <p>OR</p> <p>What conclusion about [character, setting, event] is supported by the passage?</p> <p>[Multiple Choice]</p> <p>Part B</p> <p>Which sentence from the passage supports the answer in Part A?</p> <p>[Multiple Choice]</p>	<p>DOK 3 - These two-part items require students to interpret what a passage reveals about a particular character, setting, or event. Then, students select evidence from the text that supports their interpretation. Students analyze a text in order to choose an appropriate answer for Part A of this item and then justify that answer by choosing the appropriate textual evidence in Part B. The projected difficulty for these items is easy.</p>
<p>How is the setting in the first paragraph important to the plot?</p> <ul style="list-style-type: none"><input type="checkbox"/> It explains...<input type="checkbox"/> It reveals...<input type="checkbox"/> It establishes...<input type="checkbox"/> It describes...<input type="checkbox"/> It shows... <p>[Multiple Select]</p>	<p>DOK 3 - This item requires students to synthesize details in a story in order to draw a conclusion about how the setting impacts the plot. Students are required to apply complex and abstract thinking in order to arrive at an appropriate conclusion. The projected difficulty for this item is medium.</p>
<p>Above Proficiency: Explain how a character, setting, or event in a story or play impacts the plot, and identify textual evidence for support.</p>	
<p>Part A</p> <p>Place the following events in the correct order from the beginning to the end of the story.</p>	<p>DOK 3 - This two-part item requires students to demonstrate an understanding of the order in which a set of given events happen in a story. Then, students explain how that order of events</p>



<p>[Hot Text Reorderable]</p> <p>Part B</p> <p>What does the order of events in Part A show about how [character name or setting] changed over the course of the story.</p> <p>[Multiple Choice]</p>	<p>evidences a change in character or setting. This second step increases the complexity of this item and requires students to demonstrate a conceptual understanding of how certain details in a text affect the plot. The projected difficulty for this item is medium.</p>
<p>Part A</p> <p>Which word describes a character trait of [character name]?</p> <p>[Multiple Choice]</p> <p>Part B</p> <p>How does the author use [character name]'s character to develop the story?</p> <p>[Multiple Choice]</p>	<p>DOK 3 - This item requires students to identify a character trait and then work to explain how the author uses that character to develop the story. Students synthesize details from throughout the story in order to appropriately answer this item, requiring the application of complex and abstract thinking. The projected difficulty for this item is hard.</p>
<p>Part A</p> <p>Choose the statement that explains how the setting shows a connection between the Muffin Man and his job.</p> <p>A. Because the setting is near Drury Lane, the Muffin Man can be creative with new recipes.</p> <p>B. Because the setting is far from Drury Lane, the Muffin Man dislikes his job.</p> <p>C. Because the setting is not on Drury Lane, the Muffin Man has a problem finding a bakery.</p> <p>D. Because the setting is on Drury Lane, the Muffin Man worries about making too many cakes.</p> <p>[Multiple Choice]</p> <p>Part B</p>	<p>DOK 3 - This two-part item requires students to explain how the setting impacts the plot and identify textual evidence to support their answer. Students synthesize details from throughout the story in order to appropriately answer this item, requiring the application of complex and abstract thinking. In addition, the extra step in this problem increases the item's overall complexity. The projected difficulty for this item is hard.</p>



Which sentence supports the answer in Part A?

[Hot Text Selectable]