

5<sup>th</sup> Grade ELA Summative Assessment  
Claim, Target, Standard Matrix  
Compiled by Sandy Sanford 10-13-14

This Matrix Covers ALL ELA Claims, Targets, & Standards shown as “Tested” in 5<sup>th</sup> Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.  
The 5<sup>th</sup> Gd ELA Summative Assessment has 44 CAT items & a PT.

### About the CTS Matrix

**Background:** Smarter Balanced publishes mountains of specification information regarding Summative Assessment (SA) Claims, Targets, Standards, DOK, & Item Types/Numbers. The problem is that no published document welds together all this information in a format friendly to educators. The CTS Matrix solves that problem by populating the rows and columns in a table that emulates the design configuration of the SA.

**Matrix Guide:** Use the Matrix as a resource document to acquire greater understanding of the organization and composition of the Summative Assessment (SA), which is more complicated in design than previous high-stakes assessments. The four Claims are general descriptions regarding learning expectations for each grade level. In the Matrix, each Claim is displayed in a separate table with a description in the top row followed by multiple Targets underneath the parent Claim. The Targets are more specific with regard to expected learning and usually vary in description at each grade level. The SA will report results overall and for each of the four Claims.

For any Claim/Target combination, cells to the right show the tested standards, the assessed DOK level(s), the number of items tested (both Computer Adaptive Test (CAT) & Performance Task (PT), and the Item Types that may be used. Note that each Target will normally involve testing multiple standards, and any particular standard may be tested in multiple Claims and/or Targets. A section titled “Valuable Facts” follows the conclusion of the Matrix with additional pertinent information about the SA. The final pages of this document contain examples of the different Item Types.

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I have tried hard to make this Matrix as accurate as possible, but I'm not infallible and the information is complicated and constantly changing. I will continuously review the available sources and make corrections/updates as required and distribute the corrected Matrices with new dates. If you notice errors, please report them to me at [sandy@youasksandy.com](mailto:sandy@youasksandy.com).

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## ELA Standards Domain Abbreviations

Reading Standards for Literature = RL  
 Reading Standards for Informational Text = RI  
 Writing Standards = W  
 Speaking & Listening Standards = SL  
 Language Standards = L

## Item Response Type Abbreviations

(See the last pages of this CTS Matrix for examples of the different item types)

MC = Multiple Choice, one correct response	HR = Hot Text, reorder text
MS = Multiple Choice, multiple correct response	TM = Matching Tables
EBSR = Evidence-Based, two-part multiple choice	<b>ST = Short Text</b>
HT = Hot Text, select text	<b>WR = Written Response</b>

**WR items may be in response to Brief Text (WR-BT) or Full Text (WR-FT) Prompts**

**NOTE: CAT Matrix Tables are shown first below, followed by the Performance Task (PT) Tables**

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**CAT ONLY**

<b>Claim 1—Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (20 CAT Items)</b>				
<b>Claim 1 Reading-Literary Targets (10 CAT Items)</b>	<b>Standards Tested</b>	<b>DOK</b>	<b># Items CAT</b>	<b>Item Types</b>
<b>Target 2—CENTRAL IDEAS:</b> Identify or summarize central ideas/key events.	RL-2	2, 3 (ST)	2	MC, MS, EBSR, HT, ST
<b>Target 4—REASONING &amp; EVIDENCE:</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author’s message)	RL-3, 6, 9	3, 4 (ST)	2	EBSR, HT, ST
<b>Target 1—KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL-1	2	6	MC, MS, HT
<b>Target 3—WORD MEANINGS:</b> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>	RL-4 L-4, 5c	1, 2		MC, MS, HT
<b>Target 5—ANALYSIS WITHIN OR ACROSS TEXTS:</b> Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	RL-3, 6	3, 4		MC, MS, EBSR, HT
<b>Target 6—TEXT STRUCTURE &amp; FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	RL-5	2, 3, 4		MC, MS
<b>Target 7—LANGUAGE USE:</b> Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	RL-4 L-5	3		MC, MS

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

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**CAT ONLY**

Claim 1 Reading-Informational Targets (10 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
<b>Target 9—CENTRAL IDEAS:</b> Identify central ideas, key events, procedures, or topics and subtopics.	RI-2	2, 3 (ST)	2	MC, MS, EBSR, HT, <b>ST</b>
<b>Target 11—REASONING &amp; EVIDENCE:</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).	RI-3, 6, 7, 8, 9	3, 4 (ST)	2	EBSR, HT, <b>ST</b>
<b>Target 8—KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI-1, 7	2	6	MC, MS, HT
<b>Target 10—WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with <b>primary focus on the academic vocabulary common to complex texts in all disciplines.</b>	RI-4, L-4, 5c	1, 2		MC, MS, HT
<b>Target 12—ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts (events, people, ideas, topic).	RI-3, 6	3, 4		MC, MS, EBSR, HT
<b>Target 13—TEXT STRUCTURE &amp; FEATURES:</b> Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.	RI-5	2, 3		MC, MS
<b>Target 14—LANGUAGE USE:</b> Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	L-5, a, b	3		MC, MS

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**CAT ONLY**

<b>Claim 2—Students can produce effective writing for a range of purposes and audiences.</b>				
<b>Claim 2 Writing Targets (CAT ONLY—10 CAT Items)</b>	<b>Standards Addressed</b>	<b>DOK</b>	<b># Items CAT</b>	<b>Item Types</b>
<b>Target 1—WRITE (a)/REVISE (b) BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific <b>narrative</b> strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	W-3a, b, c, d, e, W-9 L-3a	3 Write  2 Revise	3	<b>WR-BT</b> (Write)  MC, MS, HT, HR (Revise)
<b>Target 3—WRITE (a)/REVISE (b) BRIEF TEXTS:</b> Write or revise one or more <b>informational/explanatory</b> paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience and related to the information or explanation presented.	W-2a, b, c, d, e, W-9 L-3a	3 Write  2 Revise		
<b>Target 6—WRITE (a)/REVISE (b) BRIEF TEXTS:</b> Target 6— WRITE/REVISE <b>BRIEF TEXTS:</b> Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	W-1a, b, c, d, W-9 L-3a	3 Write  2 Revise		
<b>Target 8—LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	W-2d, 3d L-6	1, 2	2	MC, MS, HT
<b>Target 9—EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	L-1, 2	1	5	MC, MS, HT

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

NOTE 2: Three CAT items will address one of the Claim 2 Brief Test Targets (1, 3, or 6). See Valuable Fact 8 on page 10.

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**CAT ONLY**

<b>Claim 3—Students can employ effective Speaking and Listening skills for a range of purposes and audiences. (Three Audio Passages testing LISTENING with 9 CAT Items)</b>				
<b>Claim 3 Speaking/Listening Target</b>	<b>Standards Tested</b>	<b>DOK</b>	<b># Items CAT</b>	<b>Item Types</b>
<b>Target 4—LISTEN/INTERPRET</b> Interpret, and use information delivered orally.	SL-2, 3	1, 2, 3	9	MS, MC, EBSR, TM

<b>Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. (5 CAT items)</b>				
<b>Claim 4 Research Targets</b>	<b>Standards Tested</b>	<b>DOK</b>	<b># Items CAT</b>	<b>Item Types</b>
<b>Target 2—ANALYZE/INTEGRATE INFORMATION:</b> Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose	RI-1, 6, 7, 9, W-8, 9	2	5	MC, MS, HT
<b>Target 3—EVALUATE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information	RI-7, W-8, 9	2		MC, MS
<b>Target 4—USE EVIDENCE:</b> Cite evidence to support opinions based on prior knowledge and evidence collected and analyzed.	RI-1, 6, 7, 9, W-1b, 8, 9	2		MC, MS, HT

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**PERFORMANCE TASK ONLY**

<b>Claim 2—Students can produce effective writing for a range of purposes and audiences. (For the Writing Claim, the PT Item is a single essay scored 3 times with different sets of criteria each time— Organization/Purpose, Evidence/Elaboration, &amp; Conventions)</b>				
Claim 2 Writing Targets	Standards Addressed	DOK	# Items	Item Type
<b>Target 2—COMPOSE FULL TEXTS:</b> Write full compositions demonstrating <b>narrative</b> strategies (dialogue, sensory or concrete details, description, pacing) structures, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (closure, detailing characters, plot, setting, events)	W-3, a, b, c, d, e, W-4, 5, 8, 9	4	<b>1 Essay Item—Given 3 scores on following criteria</b> <ul style="list-style-type: none"> <li>• Organization/Purpose (0-4 Points)</li> <li>• Evidence/Elaboration includes Tgt 8 (0-4 Points)</li> <li>• Conventions is Tgt 9 (0-2 Points)</li> </ul>	<b>PT (WR-FT)</b>
<b>Target 4—COMPOSE FULL TEXTS:</b> Write full <b>informational</b> text on a topic, attending to purpose and audience: organize ideas by stating a focus (main idea), include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion related to the information or explanation given	W-2, a, b, c, d, e, W-3b, 4, 5, 8, 9			
<b>Target 7—COMPOSE FULL TEXTS:</b> Write full <b>opinion</b> pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, develop supporting evidence/reasons (from sources when appropriate to assignment) and elaboration, and develop an appropriate conclusion related to opinion presented	W-1, a, b, c, d, W-3b, 4, 5, 8, 9			
<b>Target 8—LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	W-2d, 3d L-6	1, 2		
<b>Target 9—EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argument texts.	L-1, 2	1, 2		

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NOTE 2: Students will be assigned one PT for either Target 2, 4, or 7



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**PERFORMANCE TASK ONLY**

<b>Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. (3 items—one machine scored and 2 ST)</b>				
<b>Claim 4 Research Targets</b>	<b>Standards Tested</b>	<b>DOK</b>	<b># Items</b>	<b>Item Types</b>
<b>Target 2—ANALYZE/INTEGRATE INFORMATION:</b> Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose	RI-1, 6, 7, 9, W-8, 9	3 (Not ST)	3 Items that are using & evaluating evidence provided by the PT sources (2 of the items will be ST)	MC, MS, HT, TM, ST
<b>Target 3—EVALUATE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information	RI-7, W-8, 9			
<b>Target 4—USE EVIDENCE:</b> Cite evidence to support opinions based on prior knowledge and evidence collected and analyzed.	RI-1, 6, 7, 9, W-1b, 8, 9			

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

NOTE 2: The 3 research items must represent at least two of the three Claim 4 targets

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### Valuable Facts

(From SBAC Blueprint dtd 4-30-14)

1. Number of items per Claim is not necessarily proportional to Claim weight for scoring
2. The CAT includes 2 ST items in reading and 1 WR-BT item in writing (all scored against 0-2 point Rubrics)—total of written items on CAT. The WR-BT (Written Response-Brief Text) item is essentially a long ST item and nowhere near the expected length of a Full-Text item, like the PT essay)
3. The PT includes 2 ST research items (scored against 0-2 point Rubrics), 1 non-ST item (MC, MS, HT, or TM) and 1 Essay (WR-FT) item
4. The Essay (WR-FT) is scored across three traits: Organization/Purpose (0-4 Rubric Points), Evidence/Elaboration (0-4 Rubric Points), and Conventions (0-2 Rubric Points)
5. All Short Text and Essay (WR-FT) items will be hand scored or scored by AI (Artificial Intelligence) if the AI application “yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.”
6. For Claim 1 (Reading), Literary, each student will receive at least 1 literary long passage set and up to two additional short passage sets. There will be a single ST item for either Target 2 or Target 4
7. For Claim 1 (Reading), Informational, each student will receive at least 1 informational long passage set and up to two additional short informational passage sets. There will be a single ST item for either Target 9 or Target 11
8. There will be 3 CAT items associated with one of the Write/Revise Brief Text Targets (1, 3, or 6). At least 1 of the items will address Organization/Purpose, and at least 1 of the items will address Evidence/Elaboration. Only 1 of the three items will be a WR-BT item. The 2 items for Language and Vocabulary Use will also address Evidence/Elaboration.
9. On the **CAT** portion of the test...
  - For Claim 1, a student will receive at least 9 items at DOK 2 and 2 items at DOK 3 or higher.
  - For Claim 2, a student will receive at least 4 items at DOK 2 or higher and 1 item at DOK 3 or higher
  - For Claim 3, a student will receive at least 3 items at DOK 2 or higher
  - For Claim 4, all items are DOK 2

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All Example Items are from 5<sup>th</sup> grade Smarter Balanced Practice Test (unless otherwise noted)

**MC (Multiple Choice Item)**

Which statement **best** summarizes the central idea of the text?

- Ⓐ Traveling by ship is difficult and causes sickness.
- Ⓑ Carlotta feels very ill on the ship and Enzo knows how to help her.
- Ⓒ There are more people on the ship than live in the entire Italian village where Enzo is from.
- Ⓓ Traveling to an unfamiliar country is more interesting when the experiences are shared with a new friend.

**MS (Multiple Select Item)**

Which sentences **best** support the idea that the sea is important to Enzo and his family?  
Select **two** options.

- "They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea."
- "The boy's earliest memories were of being at sea with his father."
- "Now Enzo and his family were on a giant ship crossing the Atlantic."
- "Gone was the fishing boat."
- "Enzo explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness."
- "He explained that they were sailing to meet his mother's brothers."

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**EBSR (Evidence-Based, Selected Response—2 Part)**

This question has two parts. First, answer part A. Then, answer part B.

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**Part A**

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Which of these inferences about Enzo is supported in the text?

- Ⓐ Enzo resented having to move to America.
- Ⓑ Enzo felt confident about moving to America.
- Ⓒ Enzo cared more about fishing than moving to America.
- Ⓓ Enzo felt a sense of loss thinking about his move to America.

**Part B**

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Which sentence from the text **best** supports your answer in part A? Select **one** option.

- "The smell of the sea was familiar and comforting."
- "There were more people on board than lived in his entire village back home in Trevilla."
- "Enzo clattered down the iron steps to the steerage deck and dove into his bunk."
- "Gone was the Mediterranean blue that he'd always taken for granted."

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### HT (Hot Text—Select Text Item)

Read the sentence and the directions that follow.

Chemical changes in the ocean waters have affected the production of seashells used by hermit crabs.

Click on the sentence from the paragraph that **best** shows this idea.

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

### HR (Hot Text—Reorder Text Item) 3<sup>rd</sup> Grade Level

A student is writing a story for class about a red-tailed hawk. Read the draft of the story and complete the task that follows.

"It's so cool! Take a picture of it!" Dad responded.

I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.

Suddenly the hawk made a screeching sound and flew over to a tree in the neighbor's yard.

"Look Dad, there it is!" I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.

I exclaimed, "C'mon Dad, let's go look at the pictures!"

The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the **best** beginning comes first.

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**TM (Matching Table Item)**

Complete the chart to show which building materials caused the Tower of Pisa to lean and which fixed the leaning. Click in the boxes next to each material that matches the categories in the top row.

	Caused leaning	Fixed leaning
<b>cathedral bells</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>steel</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>marble</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>lead weights</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>bell room</b>	<input type="checkbox"/>	<input type="checkbox"/>

**ST (Short Text Item)**

What conclusion can be drawn about the author's point of view about litter? Support your answer with details from the text.

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**WR-BT (Written Response to Brief Text Prompts) Only on CAT, Claim 2, Targets 1, 3, or 6**

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student took these notes from reliable sources.

1. stay physically active with exercise
2. stay away from sugary or fried foods
3. eat healthy foods (fruits, vegetables, chicken, or fish)
4. do physical activities during recess
5. get plenty of rest

Use the student's notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.



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**WR-FT (Written Response to Full Text Prompts) Only on PT, Claim 2, Targets 2, 4, or 7**

**Service Animals Opinion Performance Task**

**Part 2**

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

**Your Assignment:**

When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper explaining your opinion about the new rule.

In your paper, you will take a side as to whether you agree with the rule allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.