Grade: 7	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RL 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides citation of several pieces of textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text.** (1)[1]
RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	• Provides a statement of a theme or central idea of a text. (1) • Provides an analysis of the development of the theme or central idea over the course of the text. (2) • Provides an objective summary of the text. (3)
RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	• Provides an analysis of how particular elements of a story or drama interact. (1)
RL 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	• Provides an analysis of how a drama's or poem's form or structure contributes to meaning. (1)
RL 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. (1)
RL 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	• Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium. (1)
RL 9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	• Provides a comparison and contrast of a fictional portrayal of a **time** and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (1) • Provides a comparison and contrast of a fictional portrayal of a **place** and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (2) • Provides a comparison and contrast of a fictional portrayal of a **character** and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (3)

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[1] This evidence combines grade 7 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 7	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RST 1**: Cite specific textual evidence to support analysis of science and technical texts. **RH 1**: Cite specific textual evidence to support analysis of primary and secondary sources.	• For RI 1, provides several pieces of textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text.** (1)[2] • For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources. (3)
RI 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **RST 2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **RH 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	• Provides a statement of central idea(s) of a text. (1) • Provides an analysis of the development of central idea(s) over the course of the text (2) • Provides an objective summary of a text. (3) • For RST 2, determines the central ideas or conclusions of a text. (4) • For RH2, determines the central ideas or information of a primary or secondary source.
RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **RST 3:** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. **RH 3**: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	• For RI 3, provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (1) • For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (2) • For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (3)
RI 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **RST 5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **RH 5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).	• For RI 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and **to the development of the ideas**. (1) • For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and **to an understanding of the topic.** (2) • For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally). (3)
RI 6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **RST 6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **RH 6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	• For RI 6, provides a statement of an **author's point of view** in a text. (1) • For RI 6, provides a statement of an **author's purpose** in a text. (2) • For RI 6, provides an analysis of how the author distinguishes his or her position from that of others. (3) • For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)

[2] This evidence combines grade 7 evidences RI1.1 and RI1.2 from Phases 1 and 2.

	• For RH 6, provides an **identification** of aspects of a text that reveal an **author's point of view** (e.g. loaded language, inclusion or avoidance of particular facts). (5)
	• For RH 6, provides an **identification** of aspects of a text that reveal an **author's purpose** (e.g. loaded language, inclusion or avoidance of particular facts). (6)
RI 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **RST 7**: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **RH 7**: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• For RI 7, provides a comparison and contrast of a text to an audio, video, or multimedia version of the text. (1) • For RI 7, provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (2) • For RST 7, provides an integration of **quantitative** information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (3) • For RST 7, demonstrates an integration of **technical** information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (4) • For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (5)
RI 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RST 8:** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **RH 8:** Distinguish among fact, opinion, and reasoned judgment in a text.	• For RI 8, demonstrates the ability to trace an argument and specific claims in a text. (1) • For RI 8, provides an evaluation of whether the reasoning is sound in an argument. (2) • For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) • For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4) • For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (5)
RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **RST 9**: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. **RH 9:** Analyze the relationship between a primary and secondary source on the same topic.	• For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by **emphasizing different evidence**. (1) • For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by **advancing different interpretations of facts**. (2) • For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (3) • For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (4)

Grade: 7	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment (The student's response):**
RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	• Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (1)
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **RST 4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 - 8 texts and topics.	• Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1) • For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. (2) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of vocabulary specific to domains related to history/social studies. (3) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (4)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (2)
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	• Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1) • Demonstrates ability to interpret figures of speech in context. (2) • Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy). (3)

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)	