

<b>Grade: 1</b>	
<b>Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>
<b>RL 1:</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Provides questions and/or answers that show understanding of key details in a text. (1)</li> <li></li> </ul>
<b>RL 2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>Provides a retelling of a story, including key details. (1)</li> <li>Provides an identification of the central message or lesson in a text. (2)</li> </ul>
<b>RL 3:</b> Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>Provides a description of <b>characters</b> in a story using key details. (1)</li> <li>Provides a description of the <b>setting</b> of a story using key details. (2)</li> <li>Provides a description of the <b>major events</b> in a story using key details. (3)</li> </ul>
<b>RL 5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>Provides an explanation of the major differences between books that tell stories and books that give information. (1)</li> </ul>
<b>RL 6:</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>Provides an identification of who is telling the story at various points in a text. (1)</li> </ul>
<b>RL 7:</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the adventures and experiences of characters in two or more stories. (1)</li> </ul>

K-2 reading and writing evidence tables are currently in draft form.

<b>Grade: 1</b>	
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>
<b>RI 1:</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of the key details in a text. (1)</li> </ul>
<b>RI 2:</b> Identify a topic and retell key details of a text.	<ul style="list-style-type: none"> <li>Provides an identification of the topic of a text. (1)</li> <li>Provides a retelling of key details in a text. (2)</li> </ul>
<b>RI 3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>Provides a description of the connection between two <b>individuals</b> in a text. (1)</li> <li>Provides a description of the connections between two <b>events</b> in a text. (2)</li> <li>Provides a description of the connections between two <b>ideas or pieces of information</b> in a text. (3)</li> </ul>
<b>RI 5:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> <li>Demonstrates knowledge and use of <b>text features</b> to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)</li> </ul>
<b>RI 6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. (1)</li> </ul>
<b>RI 7:</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. (1)</li> </ul>
<b>RI 8:</b> Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Provides an identification of the reasons an author gives to support points in a text. (1)</li> </ul>
<b>RI 9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)</li> </ul>

NOTE- Items may combine standards and evidence statements.

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<b>Grade: 1</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>
<b>RL 4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses. (1)</li> </ul>
<b>RI 4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</li> <li>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.(2)</li> <li>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms. (3)</li> </ul>
<b>L 5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (1)</li> <li>Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (2)</li> <li>Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (3)</li> <li>Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.(4)</li> <li>Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.(5)</li> </ul>

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<p><b>L 6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<ul style="list-style-type: none"><li>• Provides a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships. (1)</li></ul>