

Grade: 11	
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:
<b>RL 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text.</b> (1)<sup>1</sup></li> <li>Provides a <b>determination of where the text leaves matters uncertain.</b> (3)</li> </ul>
<b>RL 2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Provides a statement of two or more themes or central ideas of a text. (1)</li> <li>Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. (2)</li> <li>Provides an objective summary of a text. (3)</li> </ul>
<b>RL 3:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<ul style="list-style-type: none"> <li>Provides an analysis of the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). (1)</li> </ul>
<b>RL 5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> <li>Provides an analysis of how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its <b>overall structure and meaning.</b> (1)</li> </ul>
<b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>Provides an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement). (1)</li> </ul>
<b>RL 9:</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> <li>Demonstrates knowledge of how <b>two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-twentieth-century foundational works of American literature</b> treat similar themes or topics. (1)</li> </ul>

<sup>1</sup> This evidence combines grades 11 evidences RL1.1 and RL1.2 from Phases 1 and 2.

<b>Grade: 11</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 the PARCC Summative Assessment The student's response:</b>
<p><b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<ul style="list-style-type: none"> <li>• For RI 1, provides strong and thorough textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text.</b> (1)<sup>2</sup></li> <li>• For RI 1, provides strong and through textual evidence with a <b>determination of where the text leaves matters uncertain.</b> (3)</li> <li>• For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to <b>important distinctions the author makes.</b> (4)</li> <li>• For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to <b>any gaps or inconsistencies in the account.</b> (5)</li> <li>• For RH 1, provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (6)</li> </ul>
<p><b>RI 2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> <li>• Provides a statement of two or more central ideas of a text. (1)</li> <li>• Provides an analysis of the development of two or more central ideas over the course of the text, including how they interact and build on one another to produce a complex account. (2)</li> <li>• Provides an objective summary of a text. (3)</li> <li>• For RH 2, provides a statement of the central ideas or information of a primary or secondary source; provides an accurate summary that makes clear the relationships among the key details and ideas. (4)</li> <li>• For RST 2, provides a statement of the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (5)</li> </ul>
<p><b>RI 3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>RST 3:</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>RH 3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>• For RI 3, provides an analysis of a <b>complex set of ideas.</b> (1)</li> <li>• For RI 3, provides an analysis of a <b>sequence of events.</b> (2)</li> <li>• For RI 3, provides an explanation of how specific <b>individuals</b> interact and develop over the course of the text. (3)</li> <li>• For RI 3, provides an explanation of how specific <b>ideas</b> interact and develop over the course of the text. (4)</li> <li>• For RI 3, provides an explanation of how specific <b>events</b> interact and develop over the course of the text. (5)</li> <li>• For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, based on explanations in the text. (6)</li> <li>• For RST 3, provides an analysis of the specific results of carrying out experiments, taking measurements, or performing technical tasks, based on explanations in the text. (7)</li> <li>• For RH3, provides an evaluation of various explanations for actions or events, <b>designating which explanation best accords with textual evidence.</b> (8)</li> </ul>

<sup>2</sup> This evidence combines grades 11 evidences RI1.1 and RI1.2 from Phases 1 and 2.

	<ul style="list-style-type: none"> <li>For RH3, provides an evaluation of various explanations for actions or events <b>where the text leaves the explanation for an action or event uncertain.</b> (9)</li> </ul>
<p><b>RI 5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RST 5:</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RH 5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<ul style="list-style-type: none"> <li>For RI 5, provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (1)</li> <li>For RST5, provides an analysis of how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (2)</li> <li>For RH5, provides a detailed analysis of how a complex primary source is structured, including how key sentences, paragraphs, or larger portions of the text contribute to the whole. (3)</li> </ul>
<p><b>RI 6:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>RST 6:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><b>RH 6:</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<ul style="list-style-type: none"> <li>For RI 6, provides a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective. (1)</li> <li>For RI 6, provides an analysis of how style and content contribute to the power, persuasiveness, or beauty of the text. (2)</li> <li>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, identifying important issues that remain unresolved. (3)</li> <li>For RH 6, provides an evaluation of the authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, or evidence. (4)</li> </ul>
<p><b>RI 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>RST 7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <b>RH 7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> <li>For RI 7, provides an evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (1)</li> <li>For RST7 and RH7, provides <b>an integration of multiple sources of information</b> presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (2)</li> <li>For RST7 and RH7, provides <b>an evaluation of multiple sources of information</b> presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (3)</li> </ul>
<p><b>RI 8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p><b>RST 8:</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>RH 8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<ul style="list-style-type: none"> <li>For RI 8, provides <b>a delineation of the reasoning</b> in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (1)</li> <li>For RI 8, provides <b>an evaluation of the reasoning</b> in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (2)</li> <li>For RST8, provides an evaluation of the hypotheses, data, analysis, and conclusions in a science or technical text, including</li> </ul>

	<p>verification of the data when possible and corroboration or challenging of conclusions with other sources of information. (3)</p> <ul style="list-style-type: none"> <li>• For RH8, provides an evaluation of an author’s premises, claims, and evidence by corroborating or challenging them with other information. (4)</li> </ul>
<p><b>RI 9:</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>RST 9:</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>RH 9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> <li>• For RI 9, provides an analysis of <b>themes</b> in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (1)</li> <li>• For RI 9, provides an analysis of the <b>purposes</b> of seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (2)</li> <li>• For RI 9, provides an analysis of the <b>rhetorical features</b> in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (3)</li> <li>• For RST9, provides a synthesis of information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, including the resolution of conflicting information when possible. (4)</li> <li>• For RH9, provides an integration of information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (5)</li> </ul>

<b>Grade: 11</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 the PARCC Summative Assessment The student's response:</b>
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (1)</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>RH 4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>RST 4:</b> 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 11–12 texts and topics.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative, technical). (1)</li> <li>• Provides an analysis of how an author uses or refines a key term or terms over the course of a text. (2)</li> <li>• For RST4, demonstrates the ability to determine the meaning of symbols and/or key terms in a specific scientific or technical context relevant to <i>grade 11 texts and topics</i>. (3)</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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, its part of speech, its etymology, or its standard usage.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to interpret figures of speech in context. (1)</li> </ul>

<p><b>L 6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)</li></ul>
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