Grade: 3

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: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text. (1) • Provides explicit references to the text as the basis for the answers. (2)	
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)	
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between **a series of historical events**, using language that pertains to time, sequence and/or cause/effect**. (1) • Provides a description of the relationship **between scientific ideas or concepts,** using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)	
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)	
RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	• Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of, e.g., where, when, why, and how key events occur. (1)	
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)	
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)	

NOTE- Items may combine standards and evidence statements.

Grade: 3
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: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) • Provides references to details and/or examples in a text when explaining the basis for the answers. (2)
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1) • Provides a statement of the central message, lesson or moral in a text. (2) • Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.(1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	• Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) • Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) • Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

Grade: 3

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, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) • Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (*e.g. knew, believed, suspected, heard, wondered*). (3)

| **L 6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | • Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*). (1) | |

Grade: 4
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: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• Provides references to details and/or examples in a text when explaining what **the text says explicitly.** (1) • Provides references to details and/or examples in a text when explaining **inferences drawn from the text.** (2)
RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Provides a statement of the main idea of a text. (1) • Provides an explanation of how the main idea is supported by key details. (2) • Provides a summary of the text. (3)
RI 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• Provides an explanation of **events** in a historical, scientific or technical text, including what happened and why, based on specific information in the text. (1) • Provides an explanation of **procedure**s in a historical, scientific or technical text, including what happened and why, based on specific information in the text. (2) • Provides an explanation of **ideas or concepts** in a historical, scientific or technical text, including what happened and why, based on specific information in the text. (3)
RI 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	• Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)
RI 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	• Provides a comparison and contrast of a first hand and secondhand account of the same event or topic. (1) • Provides a description of the differences in focus and the information presented. (2)
RI 7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	• Provides an interpretation of information presented **visually** (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages). (1) • Provides an interpretation of information presented **orally** (e.g., animations or interactive elements on web pages). (2) • Provides an interpretation of information presented **quantitatively** (e.g., in charts, graphs, diagrams, or interactive elements on web pages). (3) • Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)
RI 8: Explain how an author uses reasons and evidence to support particular points in a text.	• Provides an explanation of how an author uses **reasons** to support particular points in a text. (1) • Provides an explanation of how an author uses **evidence** to support particular points in a text. (2)
RI 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	• Provides a statement that integrates information from two texts on the same topic. (1)

Grade: 4	
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: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• Provides references to details and/or examples in a text when explaining what **the text says explicitly.** (1) • Provides references to details and/or examples in a text when explaining **inferences drawn from the text.** (2)
RL 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	• Provides a statement of a theme of a text. (1) • Provides a summary of the text. (2)
RL 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	• Provides an in-depth description of a **character** in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1) • Provides an in-depth description of a **setting** in a story or drama, drawing on specific details in the text. (2) • Provides an in-depth description of an **event** in a story or drama, drawing on specific details in the text. (3)
RL 5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	• Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)
RL 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	• Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (1)
RL 7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	• Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text. (1)
RL 9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	• Provides a comparison and contrast of the treatment of similar **themes and/or topics** (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1) • Provides a comparison and contrast of the treatment of **similar patterns of events** (e.g., the quest) in stories, myths, and traditional literature from different cultures. (2)

Grade: 4	
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 those that allude to significant characters found in mythology (e.g., Herculean).	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). (1)
RI 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	• Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (1) • Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2) • Demonstrates understanding of words by relating them to their opposites and to words with similar but not identical meanings (synonyms). (3)
L 6: Acquire and use accurately grade-appropriate general academic and	• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including

domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)

Grade: 5
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: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Demonstrates the ability to quote from a text when explaining what **the text says explicitly.** (1) • Demonstrates the ability to quote accurately from a text when explaining **inferences drawn from the text.** (2)
RI 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	• Provides a statement of two or more main ideas of a text. (1) • Provides an explanation of how two or more main ideas are supported by key details. (2) • Provides a summary of the text. (3)
RI 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	• Provides an explanation of the relationships or interactions between two or more **individuals**, in a historical, scientific or technical text. (1) • Provides an explanation of the relationships or interactions between two or more **events** in a historical, scientific or technical text. (2) • Provides an explanation of the relationships or interactions between two or more **ideas or concepts** in a historical, scientific or technical text. (3)
RI 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	• Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in two or more texts. (1)
RI 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Provides an analysis of multiple accounts of the same **event**, noting important similarities and/or differences in the point of view they represent. (1) • Provides an analysis of multiple accounts of the same **topic**, noting important similarities and/or differences in the point of view they represent. (2)
RI 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	• Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)
RI 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	• Provides an explanation of how an author uses **reasons** to support particular points in a text. (1) • Provides an explanation of how an author uses **evidence** to support particular points in a text. (2) • Identifies which reasons and/or evidence support which points. (3)
RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• Provides a statement that integrates information from several texts on the same topic. (1)

Grade: 5

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: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Demonstrates student's ability to quote or reference from a text when explaining what **the text says explicitly.** (1) • Demonstrates student's ability to quote or reference from a text when explaining **inferences drawn from the text.** (2)
RL 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	• Provides a statement of a theme of the text including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1) • Provides a summary of the text. (2)
RL 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	• Provides a comparison and contrast of two or more **characters** in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1) • Provides a comparison and contrast of two or more **settings** in a story or drama, drawing on specific details in the text. (2) • Provides a comparison and contrast of two or more **events** in a story or drama, drawing on specific details in the text. (3)
RL 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	• Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem. (1)
RL 6: Describe how a narrator's or speaker's point of view influences how events are described.	• Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)
RL 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	• Provides an analysis of how **visual elements** contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (1) • Provides an analysis of how a **multimedia presentation** contributes to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (2)
RL 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	• Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) in their approaches to similar themes and topics. (1)

Grade: 5

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 language such as metaphors and similes.	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Demonstrates the ability to determine the meaning of **general academic words or phrases** in a text relevant to grade 5 topics or subject area. (1) • Demonstrates the ability to determine the meaning of **domain-specific words or phrases** in a text relevant to grade 5 topics or subject area. (2)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (1)
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	• Demonstrates the ability to determine the meaning of **similes and metaphors in context**. (1) Demonstrates the ability to determine the meaning of **common idioms, adages, and proverbs**. (2)
L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).(1)

Grade: 6

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 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 textual evidence to support analysis of what **the text says explicitly.** (1) • For RI 1, provides textual evidence to support analysis of **inferences drawn from the text.** (2) • For RST and RH, provides textual evidence to support an analysis of **science and/or technical texts and/or historical primary and/or secondary sources**. (3)
RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **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 the central idea(s) of a text. (1) • Provides a statement of how the central idea is conveyed through particular details. (2) • Provides an objective summary of the text distinct from personal opinions or judgments. (3)
RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **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 detailed analysis of how a key individual, event or idea is **introduced** in a text (e.g., through examples and anecdotes). (1) • For RI 3, provides detailed analysis of how a key individual, event or idea is **illustrated** in a text (e.g., through examples and anecdotes). (2) • For RI 3, provides detailed analysis of how a key individual, event or idea is **elaborated** in a text (e.g., through examples and anecdotes). (3) • For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4) • For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)
RI 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RST 5**: Analyze the structure an author uses to organize a text, including how the	• For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section **fits into** the overall structure of a text. (1) • For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section **contributes to** the development

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).	of the ideas. (2) • For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic. (3) • For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, casually). (4)
RI 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **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 RI6, provides a **statement** of an **author's point of view** in a text. (1) • For RI6, provides a **statement** of an **author's purpose** in a text. (2) • For RI6, provides an **explanation** of how the author's point of view or purpose is conveyed in the text. (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) • 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: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **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 RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words. (1) • For RST 7, provides an integration of **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). (2) • For RH 7, provides an integration of **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (3)
RI 8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **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 RI8, provides a **tracing** of the argument and/or specific claims in a text. (1) • For RI8, provides an **evaluation** of the argument and/or specific claims in a text. (2) • For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. (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: Compare and contrast one author's presentation of events with that of	• For RI9, provides a comparison and contrast of one author's presentation of events with that of another (e.g., a memoir

another (e.g., a memoir written by and a biography on the same person). **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. **RH9**: Analyze the relationship between a primary and secondary source on the same topic.	written by and a biography on the same person). (1) • 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. (2) • For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)

Grade: 6

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 textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence to support analysis of what **the text says explicitly.** (1) • Provides cited textual evidence to support analysis of **inferences drawn from the text.** (2)
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Provides a statement of a theme or central idea of a text. (1) • Provides a description of how the theme or central idea is conveyed through particular details. (2) • Provides a summary of the text distinct from personal opinions or judgments. (3)
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution. (1) • Provides a description of how the characters respond or change as the plot moves towards a resolution. (2)
RL 5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	• Provides an analysis of how a particular sentence, chapter, scene or stanza **fits into the overall structure of a text.** (1) • Provides an analysis of how a particular sentence, chapter, scene or stanza **contributes to the development of the theme, setting or plot.** (2)
RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.	• Provides an explanation of how an author develops the point of view of the narrator or speaker in a text. (1)
RL 7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	• Provides a comparison and contrast of the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (1)
RL 9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	• Provides a comparison and contrast of texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (1)

Grade: 6
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 a specific word choice on meaning and tone.	• 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 specific word choice on meaning and/or tone. (1)
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RH 4**: 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). (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)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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., audience, auditory,	• 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)

audible). c. Consult 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).	
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g.,personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	• Demonstrates ability to determine the **connotations (associations) of words with similar denotations (definitions)** (e.g., stingy, scrimping, economical, unwasteful, thrifty). (1) • Demonstrates ability to **interpret figures of speech in context**. (2) • Demonstrates the ability to determine **the relationship between particular words**. (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)

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.** (1) • For RI 1, provides several pieces of textual evidence to support analysis of **inferences drawn from the text.** (2) • For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts and 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)
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 an 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.	• 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)

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 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) • 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 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: 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.** (1) • Provides citation of several pieces of textual evidence to support analysis of **inferences drawn from the text.** (2)
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 the 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)

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 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)
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)

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. (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)

Grade: 8
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 the textual evidence that most strongly supports an 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 textual evidence that most strongly supports analysis of what **the text says explicitly.** (1) • For RI 1, provides textual evidence that most strongly supports analysis of **inferences drawn from the text.** (2) • For RST and RH, provides textual evidence to support an analysis of science and/or technical texts or to support analysis of primary and/or secondary sources. (3)
RI 2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; 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 a central idea of a text. (1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas. (2) • Provides an objective summary of a text. (3)
RI 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **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 how a text makes connections among and distinctions between **individuals** (e.g., through comparisons, analogies, or categories). (1) • For RI 3, provides an analysis of how a text makes connections among and distinctions between **ideas** (e.g., through comparisons, analogies, or categories). (2) • For RI 3, provides an analysis of how a text makes connections among and distinctions between **events** (e.g., through comparisons, analogies, or categories). (3) • For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4) • For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)
RI 5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **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 a detailed analysis of the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (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 acknowledges and responds to conflicting evidence or viewpoints. **RST 6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in 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 or 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 acknowledges and responds to conflicting evidence and/or viewpoints. (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) • 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: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **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 an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. (1) • 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). (2) • For RST 7, provides 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). (3) • 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. (4)
RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **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, provides a delineation of the argument and specific claims in a text. (1) • For RI 8, provides an assessment of whether the reasoning of the argument is sound. (2) • For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) • For RI 8, demonstrates recognition of when irrelevant evidence is introduced. (4) • For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (5) • For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (6)
RI 9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **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	• For RI 9, provides an analysis of a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (1) • 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. (2) • For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)

topic.		

Grade: 8

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 the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence that most strongly supports analysis of what **the text says explicitly.** (1) • Provides textual evidence that most strongly supports analysis of **inferences drawn from the text.** (2)
RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	• Provides a statement of a theme or central idea of a text, based on textual evidence. (1) • Provides an analysis of the development of the theme or central idea over the course of the text. (2) • Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3) • Provides an objective summary of a text. (4)
RL 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• Provides an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action.** (1) • Provides an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision.** (2) • Provides an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character.** (3)
RL 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	• Provides a comparison and contrast of the structure of two or more texts. (1) • Provides an analysis of how the differing structure of each text contributes to its meaning and style. (2)
RL 6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	• Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor. (1)
RL 7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	• Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors. (1)
RL 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	• Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new. (1) •

Grade: 8

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 specific word choices on meaning and tone, including analogies or allusions to other texts.	• 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 specific word choice on meaning and/or tone. (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 specific word choices on meaning and tone, including analogies or allusions to other texts. **RH 4**: 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)	
L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede).	• 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)	

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).	
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	• Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (1) • Demonstrates the ability to interpret figures of speech in context. (2) • Demonstrates the ability to determine the relationship between particular words. (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)

Grades: 9-10	
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 strong and thorough 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, attending to the precise details of explanations or descriptions. **RH 1**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	• For RI 1, provides strong and thorough textual evidence to support analysis of what **the text says explicitly.** (1) • For RI 1, provides strong and thorough textual evidence to support analysis of **inferences drawn from the text.** (2) • For RST 1, provides specific textual evidence to support an analysis of science and/or technical texts, attending to the precise details of explanations or descriptions. (3) • For RH 1, provides textual evidence to support an analysis of primary and/or secondary sources, attending to such features as the date and origin of the information. (4)
RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RST 2**: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **RH 2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	• 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, including how the central idea emerges and is shaped and refined by specific details. (2) • For RI/RST 2, provides an objective summary of a text. (3) • For RST 2, provides a statement of the conclusions of a text. (4) • For RST 2, demonstrates ability to trace the text's explanation or depiction of a complex process, phenomenon, or concept. (5) • For RH 2, provides an accurate summary of how key events or ideas develop over the course of the text. (6)
RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **RST 3**: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **RH 3**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	• For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, **including the order in which points are made**. (1) • For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, **including how they are introduced and developed**. (2) • For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, **including the connections that are drawn between them**. (3) • For RST 3, demonstrates the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (4) • For RH3, provides a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them. (5)
RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger	• For RI 5, provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or

portions of a text (e.g., a section or chapter). **RST 5:** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **RH 5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	chapter). (1) • For RST5, provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). (2) • For RH5, provides an analysis of how a text uses structure to emphasize key points or advance an explanation or analysis. (3)
RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RST 6**: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **RH 6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	• 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 uses rhetoric to advance his or her point of view or purpose. (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, defining the question the author seeks to address. (4) • For RH 6, provides a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (5)
RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **RST 7**: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **RH 7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	• For RI 7, provides an analysis of various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), including which details are emphasized in each account. (1) • For RST7, provides a translation of quantitative or technical information **expressed in words in a text into visual form.** (2) • For RST7, provides a translation of quantitative or technical information **expressed visually (e.g., in a table or chart) or mathematically (e.g., in an equation) into words**. (3) • For RH7, provides an integration of quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (4)
RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RST 8:** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **RH 8**: Assess the extent to which the reasoning and evidence in a text support the author's claims.	• For RI 8, provides a delineation of the argument and specific claims in a text. (1) • For RI 8, provides an assessment of whether the reasoning in the argument is valid. (2) • For RI 8, provides an assessment of whether the evidence is relevant and sufficient to support the claims. (3) • For RI 8, provides identification of false statements and fallacious reasoning. (4) • For RH8, provides an assessment of the extent to which the reasoning and/or evidence in a text **support the author's claim.** (5) • For RST8, provides an assessment of the extent to which the reasoning and/or evidence in a text **supports the author's recommendation for solving a scientific or technical problem.** (6)

RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **RST 9:** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **RH 9**: Compare and contrast treatments of the same topic in several primary and secondary sources.	• For RI 9, provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (1) • For RH 9, provides a comparison and contrast of treatments of several primary and secondary sources on the same topic. (2) • For RST 9, provides a comparison and contrast of information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (3)

Grades: 9-10

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 strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides strong and thorough textual evidence to support analysis of what **the text says explicitly. (1)** • Provides strong and thorough textual evidence to support analysis of **inferences drawn from the text. (2)**
RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	• Provides a statement of a theme or central idea of a text. (1) • Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. (2) • Provides an objective summary of a text. (3)
RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	• Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop** over the course of a text. (1) • Provides an analysis of how complex characters (those with multiple or conflicting motivations) **interact with** other characters over the course of the text. (2) • Provides an analysis of how complex characters (those with multiple or conflicting motivations) **advance the plot** over the course of the text. (3) • Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop the theme** over the course of the text. (4)
RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	• Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (1)
RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	• Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. (1)
RL 7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	• Provides an analysis of the representation of a subject or a key scene in two different artistic mediums. (1)
RL 9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	• Provides an analysis of how an author draws on or transforms source material in a specific work. (1)

Grade: 9-10

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 the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• 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 specific word choice on meaning and/or tone. (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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **RH 4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of 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 9–10 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 RH4, demonstrates the ability to determine the meaning of words and phrases in a text, including words and phrases describing political, social, or economic aspects. (2) • For RST4, demonstrates the ability to determine the meaning of symbols and key terms in a specific scientific or technical context relevant to *grades 9-10 texts and topics*. (3)	
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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	• 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)	

its precise meaning, its part of speech, or its etymology. 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).	
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	• Demonstrates the ability to interpret figures of speech in context. (1)
L 6: 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.	• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)

Grade: 11

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 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. **RST 1**: 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. **RH 1**: 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.	• For RI 1, provides strong and thorough textual evidence to support analysis of what **the text says explicitly.** (1) • For RI 1, provides strong and thorough textual evidence to support analysis of **inferences drawn from the text.** (2) • For RI 1, provides strong and through textual evidence with **a determination of where the text leaves matters uncertain.** (3) • For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to **important distinctions the author makes**. (4) • For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to **any gaps or inconsistencies in the account**. (5) • 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)
RI 2: 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. **RST 2**: 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. **RH 2**: 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.	• Provides a statement of two or more central ideas of a text. (1) • Provides an analysis of the development over the course of the text of how two or more central ideas interact and build on one another to produce a complex account. (2) • Provides an objective summary of a text. (3) • Determines 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. (4) • 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)
RI 3: 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. **RST 3**: 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.	• For RI 3, provides an analysis of a **complex set of ideas**. (1) • For RI 3, provides an analysis of a **sequence of events**. (2) • For RI 3, provides an explanation of how specific **individuals** interact and develop over the course of the text. (3) • For RI 3, provides an explanation of how specific **ideas** interact and develop over the course of the text. (4) • For RI 3, provides an explanation of how specific **events** interact and develop over the course of the text. (5)

RH 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	• For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, based on explanations in the text. (6) • 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) • For RH3, provides an evaluation of various explanations for actions or events **designating which explanation best accords**. (8) • For RH3, provides an evaluation of various explanations for actions or events **where the text leaves the explanation for an action or event uncertain**. (9)
RI 5: 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. **RST 5**: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **RH 5**: 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.	• For RI 5, provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument that includes whether the structure makes points clear, convincing and engaging. (1) • 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) • 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)
RI 6: 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. **RST 6**: 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. **RH 6**: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	• 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) • For RI 6, provides an analysis of how style and content contribute to the power, persuasiveness or beauty of the text. (2) • 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 remained unresolved. (3) • 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)
RI 7: 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. **RST 7**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia)	• 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) • For RST7 and RH7, provides **an integration and evaluation of 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

in order to address a question or solve a problem. **RH 7:** 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.	problem. (2) • For RST7 and RH7, provides **an evaluation of 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. (3)
RI 8: 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). **RST 8**: 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. **RH 8**: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	• For RI 8, provides **a delineation of 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), including the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (1) • For RI 8, provides **an evaluation of 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), including the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (2) • For RST8, provides an evaluation of the hypotheses, data, analysis, and conclusions in a science or technical text, including verification of the data when possible and corroboration or challenging of conclusions with other sources of information. (3) • For RH8, provides an evaluation of an author's premises, claims, and evidence by corroborating or challenging them with other information. (4)
RI 9: 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. **RST 9**: 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. **RH 9**: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	• For RI 9, provides an analysis of **themes** 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) • For RI 9, provides an analysis of the **purposes** 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) • For RI 9, provides an analysis of **rhetorical features** 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) • 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)
 • 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) | |

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:
RL 1: 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.	• Provides strong and thorough textual evidence to support analysis of what **the text says explicitly.** (1) • Provides strong and thorough textual evidence to support analysis of **inferences drawn from the text.** (2) • Provides **a determination of where the text leaves matters uncertain.** (3)
RL 2: 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.	• Provides a statement of two or more themes or central ideas of a text. (1) • 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) • Provides an objective summary of a text. (3)
RL 3: 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).	• 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)
RL 5: 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.	• 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 **overall structure and meaning**. (1)
RL 6: 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).	• 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)
RL 9: 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.	• Demonstrates knowledge of how **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** treat similar themes or topics. (1)

Grade: 11

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 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.)	• 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 specific word choice on meaning and/or tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (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 specific word choices on meaning and tone, including analogies or allusions to other texts. **RH 4**: 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). **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 11–12 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) (1) • For RH 4 and RST 4, provides an analysis of how an author uses or refines a key term or terms over the course of a text. (2) • For RST4, demonstrates the ability to determine the meaning of symbols, key terms in a specific scientific or technical context relevant to *grade 11 texts and topics*. (3)	
L 4: 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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,	• 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)	

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. 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).	
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	• Demonstrates ability to interpret figures of speech in context. (1)
L 6: 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.	• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)