

**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:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RL 1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"><li>• Provides textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b> . (1)<sup>1</sup></li></ul>
<b>RL 2:</b> 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.	<ul style="list-style-type: none"><li>• Provides a statement of a theme or central idea of a text. (1)</li><li>• Provides a description of how the theme or central idea is conveyed through particular details. (2)</li><li>• Provides a summary of the text distinct from personal opinions or judgments. (3)</li></ul>
<b>RL 3:</b> 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.	<ul style="list-style-type: none"><li>• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1)</li><li>• Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)</li></ul>
<b>RL 5:</b> 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.	<ul style="list-style-type: none"><li>• Provides an analysis of how a particular sentence, chapter, scene, or stanza <b>fits into the overall structure of a text</b>. (1)</li><li>• Provides an analysis of how a particular sentence, chapter, scene, or stanza <b>contributes to the development of the theme, setting, or plot</b>. (2)</li></ul>
<b>RL 6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"><li>• Provides an explanation of how an author develops the point of view of the narrator or speaker in a text. (1)</li></ul>
<b>RL 7:</b> 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.	<ul style="list-style-type: none"><li>• 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 is "seen" and "heard" when reading the text to what is perceived when listening or watching. (1)</li></ul>
<b>RL 9:</b> 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.	<ul style="list-style-type: none"><li>• 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)</li></ul>

<sup>1</sup> This evidence combines grade 6 evidences RL1.1 and RL1.2 from Phases 1 and 2.

<b>Grade: 6</b>	
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment The student's response:</b>
<p><b>RI 1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>For RI 1, provides textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text.</b> (1)<sup>2</sup></li> <li>For RST1 and RH1, provides textual evidence to support an analysis of <b>science and/or technical texts or historical primary and/or secondary sources.</b> (3)</li> </ul>
<p><b>RI 2:</b> 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.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> 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.</p>	<ul style="list-style-type: none"> <li>Provides a statement of the central idea(s) of a text. (1)</li> <li>Provides a statement of how the central idea is conveyed through particular details. (2)</li> <li>Provides an objective summary of the text distinct from personal opinions or judgments. (3)</li> <li>For RST 2, determines the central ideas or conclusions of a text. (4)</li> <li>For RH 2, determines the central ideas of a primary or secondary source. (5)</li> </ul>
<p><b>RI 3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RST 3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>RH 3:</b> 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).</p>	<ul style="list-style-type: none"> <li>For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). (1)<sup>3</sup></li> <li>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4)</li> <li>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)</li> </ul>
<p><b>RI 5:</b> 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.</p> <p><b>RST 5:</b> Analyze the structure an author uses to organize a text, including how the</p>	<ul style="list-style-type: none"> <li>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section <b>fits into</b> the overall structure of a text. (1)</li> <li>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section <b>contributes to</b> the development of the ideas. (2)</li> </ul>

<p><b>RI 6:</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RST 6:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>RH 6:</b> 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).</p>	<ul style="list-style-type: none"> <li>• For RI6, provides a <b>statement</b> of an <b>author’s point of view</b> in a text. (1)</li> <li>• For RI6, provides a <b>statement</b> of an <b>author’s purpose</b> in a text. (2)</li> <li>• For RI6, provides an <b>explanation</b> of how the author’s point of view or purpose is conveyed in the text. (3)</li> <li>• For RST 6, provides an <b>analysis</b> of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)</li> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author’s point of view</b> (e.g. loaded language, inclusion or avoidance of particular facts). (5)</li> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author’s purpose</b> (e.g. loaded language, inclusion or avoidance of particular facts). (6)</li> </ul>
<p><b>RI 7:</b> 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.</p> <p><b>RST 7:</b> 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).</p> <p><b>RH 7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• For RST 7, provides an integration of <b>quantitative or technical information</b> 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)</li> <li>• For RH 7, provides an integration of <b>visual information</b> (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (3)</li> </ul>
<p><b>RI 8:</b> 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.</p> <p><b>RST 8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RH 8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> <li>• For RI8, provides a <b>tracing</b> of the argument and/or specific claims in a text. (1)</li> <li>• For RI8, provides an <b>evaluation</b> of the argument and/or specific claims in a text. (2)</li> <li>• For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. (3)</li> <li>• For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4)</li> <li>• For RH 8, provides distinctions made among fact, opinion,</li> </ul>

<p><b>RI 8:</b> 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.</p> <p><b>RST 8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RH 8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> <li>• For RI8, provides a <b>tracing</b> of the argument and/or specific claims in a text. (1)</li> <li>• For RI8, provides an <b>evaluation</b> of the argument and/or specific claims in a text. (2)</li> <li>• For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. (3)</li> <li>• For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4)</li> <li>• For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (5)</li> </ul>
<p><b>RI9:</b> Compare and contrast one author's</p>	<ul style="list-style-type: none"> <li>• For RI9, provides a comparison and contrast of one author's</li> </ul>

**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)
- **FOR DIAGNOSTIC ONLY:** Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (3)
- **FOR DIAGNOSTIC ONLY:** Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (4)

**L 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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, audible).

- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)
- **FOR DIAGNOSTIC ONLY:** Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (2)

<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<ul style="list-style-type: none"> <li>• Demonstrates ability to determine the <b>connotations (associations) of words with similar denotations (definitions)</b> (e.g., stingy, scrimping, economical, unwhasteful, thrifty). (1)</li> <li>• Demonstrates ability to <b>interpret figures of speech in context</b>. (2)</li> <li>• Demonstrates the ability to determine <b>the relationship between particular words</b>. (3)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (4)</li> </ul>
<p><b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when</p>	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)</li> </ul>

considering a word or phrase important to comprehension or expression.		
--	--	--