Grade: 1

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 formative assessments. The student's response:
RL 1: Ask and answer questions about key details in a text.	• Provides questions and/or answers that show understanding of key details in a text. (1) •
RL 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Provides a retelling of a story, including key details. (1) • Provides an identification of the central message or lesson in a text. (2)
RL 3: Describe characters, settings, and major events in a story, using key details.	• Provides a description of **characters** in a story using key details. (1) • Provides a description of the **setting** of a story using key details. (2) • Provides a description of the **major events** in a story using key details. (3)
RL 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• Provides an explanation of the major differences between books that tell stories and books that give information. (1)
RL 6: Identify who is telling the story at various points in a text.	• Provides an identification of who is telling the story at various points in a text. (1)
RL 7 Use illustrations and details in a story to describe its characters, setting, or events.	• Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1)
RL 9: Compare and contrast the adventures and experiences of characters in stories.	• Provides a comparison and contrast of the adventures and experiences of characters in two or more stories. (1)

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

Grade: 1
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 formative assessments. The student's response:
RI 1: Ask and answer questions about key details in a text.	• Provides questions and answers that show understanding of the key details in a text. (1)
RI 2: Identify a topic and retell key details of a text.	• Provides an identification of the topic of a text. (1) • Provides a retelling of key details in a text. (2)
RI 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Provides a description of the connection between two **individuals** in a text. (1) • Provides a description of the connections between two **events** in a text. (2) • Provides a description of the connections between two **ideas or pieces of information** in a text. (3)
RI 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• Demonstrates knowledge and use of **text features** to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)
RI 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. (1)
RI 7: Use the illustrations and details in a text to describe its key ideas.	• Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. (1)
RI 8: Identify the reasons an author gives to support points in a text.	• Provides an identification of the reasons an author gives to support points in a text. (1)
RI 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)

NOTE- Items may combine standards and evidence statements.

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

Grade: 1

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 formative assessments. The student's response:
RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses. (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 ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Use frequently occurring affixes as a clue to the meaning of a word.
  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
	• Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
	• Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.(2)
	• Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms. (3)

L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	• Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (1)
	• Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (2)
	• Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (3)
	• Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.(4)
	• Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.(5)

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

L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	• Provides a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships. (1)

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