Grade: 2

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 such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	• Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as *who, what, where, when, why,* and *how.* (1)
RL 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. (1) • Provides an identification of the central message, lesson or moral in a text. (2)
RL 3: Describe how characters in a story respond to major events and challenges.	• Provides a description of how characters in a story respond to major events. (1) • Provides a description of how characters in a story respond to challenges. (2)
RL 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action. (1)
RI 6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Provides a statement about the differences in the points of view of characters. (1) • Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters. (2)
RL 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text. (1)
RL 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• Provides a comparison and contrast of two or more versions of the same story written by different authors. (1) • Provides a comparison and contrast of two or more versions of the same story written from different cultures. (2)

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

Grade: 2
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 such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	• Provides questions and answers to questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (1)
RI 2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• Provides an identification of the main topic of a multi-paragraph text. (1) • Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)
RI 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Provides a description of the connection between a series of **historical events** in a text. (1) • Provides a description of the connection between a series of **scientific concepts or steps in technical procedures** in a text. (2)
RI 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)
RI 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)
RI 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• Provides an explanation of how specific images contribute to and/or clarify a text. (1)
RI 8: Describe how reasons support specific points the author makes in a text.	• Provides a description of how the reasons in a text support specific points made by the author. (1)
RI 9: Compare and contrast the most important points presented by two texts on the same topic.	• Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)

NOTE- Items may combine standards and evidence statements.

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

Grade: 2

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: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song. (1)
RI 4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*	• Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	• Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (1) • Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)

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 adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	• Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)

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