

**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:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RL 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"><li>• Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text.</b> (1)<sup>1</sup></li><li>•</li></ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"><li>• Provides a statement of a theme of a text. (1)</li><li>• Provides a summary of the text. (2)</li></ul>
<b>RL 3:</b> 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).	<ul style="list-style-type: none"><li>• Provides an in-depth description of a <b>character</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)</li><li>• Provides an in-depth description of a <b>setting</b> in a story or drama, drawing on specific details in the text. (2)</li><li>• Provides an in-depth description of an <b>event</b> in a story or drama, drawing on specific details in the text. (3)</li></ul>
<b>RL 5:</b> 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.	<ul style="list-style-type: none"><li>• 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)</li></ul>
<b>RL 6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"><li>• 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)</li></ul>
<b>RL 7:</b> 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.	<ul style="list-style-type: none"><li>• 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)</li></ul>
<b>RL 9:</b> 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.	<ul style="list-style-type: none"><li>• Provides a comparison and contrast of the treatment of similar <b>themes and/or topics</b> (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)</li><li>• Provides a comparison and contrast of the treatment of <b>similar patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures. (2)</li></ul>

<sup>1</sup> This evidence combines grade 4 evidences RL1.1 and RL1.2 from Phase 1 and 2.

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:
<b>RI 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or text when explaining <b>inferences drawn from the text.</b> (1)<sup>2</sup></li> </ul>
<b>RI 2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides an explanation of how the main idea is supported by key details. (2)</li> <li>Provides a summary of the text. (3)</li> </ul>
<b>RI 3:</b> 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.	<ul style="list-style-type: none"> <li>Provides an explanation of <b>events</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)</li> <li>Provides an explanation of <b>procedures</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2)</li> <li>Provides an explanation of <b>ideas or concepts</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)</li> </ul>
<b>RI 5:</b> 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.	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>RI 6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1)<sup>3</sup></li> </ul>
<b>RI 7:</b> 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.	<ul style="list-style-type: none"> <li>Provides an interpretation of information presented <b>visually</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</li> <li>Provides an interpretation of information presented <b>orally</b> (e.g., animations or interactive elements on Web pages). (2)</li> <li>Provides an interpretation of information presented <b>quantitatively</b> (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</li> <li>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)</li> </ul>
<b>RI 8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text. (1)</li> <li>Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text. (2)</li> </ul>
<b>RI 9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>Provides a statement that integrates information from two texts on the same topic. (1)</li> </ul>

<sup>2</sup> This evidence combines grade 4 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<sup>3</sup> This evidence combines grade 4 evidences RI6.1 and RI6.2 from Phases 1 and 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:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>	
<b>RI 4:</b> 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).	<ul style="list-style-type: none"><li>• 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., <i>Herculean</i>). (1)</li></ul>	
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"><li>• 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)</li></ul>	
<b>L 4:</b> 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.	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)</li><li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</li></ul>	
<b>L 5:</b> 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).	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (1)</li><li>• Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)</li><li>• Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</li></ul>	
<b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li></ul>	

<p><b>L 6:</b> Acquire and use accurately grade-appropriate general academic and 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).</p>	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li></ul>
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