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** and/or **inferences drawn from the text.** (1)[1]	
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, including what is emphasized or absent in each treatment. (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)	

[1] This evidence combines grades 9/10 evidences RL1.1 and RL1.2 from Phases 1 and 2.

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** and/or **inferences drawn from the text.** (1)[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 the 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 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.	• 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 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.	• 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, 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 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 an author's claim** or **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)

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[2] This evidence combines grades 9/10 evidences RI1.1 and RI1.2 from Phases 1 and 2.

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 as they are used 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 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).	• 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., 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) | |