

Riverside Interim Assessments  
**Blue Prints**

English Language Arts & Literacy

**Grade 2-11**

RIVERSIDE

### Developed to the Common Core State Standards Blue Prints

Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based
- More coherent and less broad

The Standards are structured very differently from most state standards. The Standards approach concepts and domains at a very much deeper level, ensuring that curriculum and standards far apart. These new standards differ from many current standards by including fewer, but broader, domains at each grade or course. However, each domain is addressed more deeply at each grade, ensuring that the content at each level is reasonable in scope, instructionally manageable, and promotes depth of understanding. Because of this, the Common Core State Standards are changing the way educators plan and deliver instruction, as well as the way they assess students' knowledge of these standards and RPC is working to capture all of these changes and implement this theory into our assessments.

Riverside knows that districts still need to be able to take a snapshot of student performance at fixed times across the school year in order to have data that show how well the district is performing in terms of the Common Core Standards. Therefore, we have developed a series of summative assessments for Grades 2–8 and high school that are aligned to the Common Core State Standards in Mathematics and English Language Arts/Literacy. Each grade and content area set of assessments will consist of a pre-, mid-, and post-test that will cover the broad scope of the entire set of the Standards for each content area and grade. The blueprints for these assessments have been developed using our proven, rigorous process that incorporates high quality assessment design, including using items that have a range of Cognitive Difficulty and Bloom's Taxonomy on each form. In this way, each assessment will yield valid and reliable data that teachers can use to drive instructional decisions to ensure that every student is achieving in terms of the new Common Core Standards.

To ensure the creation of high quality passages, items, and assessments time after time, Riverside has established processes and procedures with accompanying checklists that guide content and assessment development. Periodically the processes and procedures are modified to keep pace with changes in assessment or educational philosophies or to adjust to improved technology. Each time changes are implemented, checklists and other forms of documentation are revised to maintain quality and stay current with today's standards in test publishing. Creating a reliable and valid assessment requires developers and editors to carefully evaluate test materials so that students find them relevant, interesting, and engaging but not offensive, troubling, or distracting. In an effort to achieve this delicate balance, Riverside analyzes the following key elements when developing every assessment:

- Bias and sensitivity
- Representational fairness
- Language usage
- Stereotyping
- Controversial or emotionally charged subject matter
- Historical context

| Strand   | Anchor Standard                              | Standard   | Total for Anchor Standard  | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|--|--|--|--|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|  |  |  |  |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literature K-5   | Key Ideas and Details                        | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   | 4  | 2       | 1                    | 1                 |                   | 1                |               |             | 1        |           |
|  |  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  |  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Describe how characters in a story respond to major events and challenges.   |  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  | Craft and Structure                          | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  | 3  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |  | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  |  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  |  | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
|  | Integration of Knowledge and Ideas           | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   | 3  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  |  | 2       | 2                    |                   |                   |                  | 2             |             |          |           |
|  | Reading Standards for Informational Text K-5 | Key Ideas and Details  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | 4       | 2                    | 2                 |                   |                  |               |             | 2        |           |
| Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                            |  |  | 1  |         | 1                    |                   |                   | 1                |               |             |          |           |
| Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |  | 1  |         |                      | 1                 |                   |                  |               |             | 1        |           |
| Craft and Structure  |  | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  | 3  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | 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.   |  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |  | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
| Integration of Knowledge and Ideas   |  | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  | 4  | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|  |  | Describe how reasons support specific points the author makes in a text.   |  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Compare and contrast the most important points presented by two texts on the same topic.   |  | 2       |                      | 2                 |                   |                  |               | 1           | 1        |           |
| Foundational Skills  | Phonics and Word Recognition                 | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. Decode regularly spelled two-syllable words with long vowels.<br>d. Decode words with common prefixes and suffixes.<br>e. Identify words with inconsistent but common spelling-sound correspondences.<br>f. Recognize and read grade-appropriate irregularly spelled words. | 3  | 3       | 3                    |                   |                   | 2                | 1             |             |          |           |

| Strand                           | Anchor Standard   | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|----------------------------------|---|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|                                  |   |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards K-5           | Conventions of Standard English                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use collective nouns (e.g., group).<br>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).<br>c. Use reflexive pronouns (e.g., myself, ourselves).<br>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).<br>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.<br>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).   | 5                         | 4       | 2                    |                   |                   | 2                |               |             |          |           |            |  |
|                                  |   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize holidays, product names, and geographic names.<br>b. Use commas in greetings and closings of letters.<br>c. Use an apostrophe to form contractions and frequently occurring possessives.<br>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).<br>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  |                           |         |                      | 2                 |                   | 2                |               |             |          |           |            |  |
|                                  | Knowledge of Language   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English.  |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |            |  |
| Continued Language Standards K-5 | Vocabulary Acquisition and Use Vocabulary Acquisition and Use | 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.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>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).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | 4                         | 4       |                      | 2                 |                   |                  | 1             |             | 1        |           |            |  |
|                                  |   | Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).<br>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |                           |         |                      |                   | 1                 |                  |               | 1           |          |           |            |  |
|                                  |   | 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).  |                           |         |                      | 1                 |                   | 1                |               |             |          |           |            |  |
|                                  |   | Total Number of Test Items   | 33                        | 33      | 7                    | 19                | 7                 | 4                | 9             | 5           | 9        | 3         | 3          |  |
|                                  |   | Reading Standards for Literature   | 30.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                                  |   | Reading Standards for Informational Text   | 33.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                                  |   | Language Standards   | 27.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|---|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|   |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Reading Standards for Literature K-5  | Key Ideas and Details              | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | 5                         | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |            |  |
|   |                                    | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message lesson, or moral and explain how it is conveyed through key details in the text.                |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|   |                                    | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  |                           | 2       | 2                    |                   | 1                 | 1                |               |             |          |           |            |  |
|   | Craft and Structure                | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  | 3                         | 2       | 2                    |                   |                   | 2                |               |             |          |           |            |  |
|   |                                    | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|   | Integration of Knowledge and Ideas | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                              | 3                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |            |  |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |                                    | 2  |                           | 1       | 1                    |                   |                   | 1                | 1             |             |          |           |            |  |
| Reading Standards for Informational Text K-5  | Key Ideas and Details              | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | 5                         | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |            |  |
|   |                                    | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |                           | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |            |  |
|   |                                    | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|   | Craft and Structure                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   | 3                         | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |            |  |
|   |                                    | Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|   | Integration of Knowledge and Ideas | Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).                       | 5                         | 2       | 2                    |                   |                   |                  |               | 2           |          |           |            |  |
| Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).        |                                    | 1  |                           | 1       |                      |                   | 1                 |                  |               |             |          |           |            |  |
| Compare and contrast the most important points and key details presented in two texts on the same topic.  |                                    | 2  |                           | 1       | 1                    |                   |                   | 1                | 1             |             |          |           |            |  |
| Reading Standards: Foundational Skills (K-5)  | Phonics and Word Recognition       | Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.                                    | 3                         | 3       | 2                    |                   |                   | 2                |               |             |          |           |            |  |
|   |                                    | b. Decode words with common Latin suffixes.  |                           |         | 1                    |                   | 1                 |                  |               |             |          |           |            |  |

| Strand                           | Anchor Standard                 | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|----------------------------------|---------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|                                  |                                 |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards K-5           | Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>b. Form and use regular and irregular plural nouns.   | 4                         | 2       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                                  |                                 | f. Ensure subject-verb and pronoun-antecedent agreement.*   |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                                  | Knowledge of Language           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.  | 4                         | 2       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                                  |                                 | c. Use commas and quotation marks in dialogue.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                                  |                                 | 3. Use knowledge of language and its conventions when writing, speaking, reading or listening.<br>a. Choose words and phrases for effect.*  | 1                         | 1       |                      |                   | 1                 |                  |               |             |          |           | 1          |  |
| Continued Language Standards K-5 | Vocabulary Acquisition and Use  | 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase. | 3                         | 3       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                                  |                                 | b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                                  |                                 | a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps.)  |                           |         |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|                                  |                                 | Total Number of Test Items  | 35                        | 35      | 8                    | 21                | 6                 | 4                | 7             | 4           | 9        | 3         | 0          |  |
|                                  |                                 | Reading Standards for Literature  |                           | 31.4%   |                      |                   |                   |                  |               |             |          |           |            |  |
|                                  |                                 | Reading Standards for Informational Text  |                           | 37.1%   |                      |                   |                   |                  |               |             |          |           |            |  |
|                                  |                                 | Language Standards and Foundational Skills  |                           | 31.4%   |                      |                   |                   |                  |               |             |          |           |            |  |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|---|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|   |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literature K-5  | Key Ideas and Details              | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | 5                         | 2       | 2                    |                   |                   |                  |               | 2           |          |           |
|   |                                    | Determine a theme of a story, drama, or poem from details in the text; summarize the text.   |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |
|   |                                    | 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).   |                           | 2       | 2                    |                   | 1                 | 1                |               |             |          |           |
|   | Craft and Structure                | 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).   | 4                         | 2       | 1                    | 1                 |                   | 2                |               |             |          |           |
|   |                                    | 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. |                           | 1       |                      | 1                 |                   | 1                |               |             |          |           |
|   |                                    | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |
|   | Integration of Knowledge and Ideas | 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.  | 2                         | 2       |                      | 1                 | 1                 |                  |               | 1           | 1        |           |
| Reading Standards for Informational Text K-5  | Key Ideas and Details              | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from texts.  | 4                         | 2       | 2                    |                   |                   | 2                |               |             |          |           |
|   |                                    | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |
|   |                                    | 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.   |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |
|   | Craft and Structure                | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  | 5                         | 2       | 1                    | 1                 |                   | 2                |               |             |          |           |
|   |                                    | 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.  |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |
|   |                                    | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  |                           | 2       |                      | 1                 | 1                 |                  |               | 2           |          |           |
|   | Integration of Knowledge and Ideas | 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. | 3                         | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
| Explain how an author uses reasons and evidence to support particular points in a text. |                                    | 2  |                           |         | 2                    |                   |                   |                  | 2             |             |          |           |

| Strand   | Anchor Standard                 | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|--|---------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|  |                                 |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards K-5   | Conventions of Standard English | a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).   | 7                         | 7       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|  |                                 | d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|  |                                 | f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*   |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                 | g. Correctly use frequently confused words (e.g., to, too, two; there, their).*   |                           |         |                      | 1                 |                   | 1                |               |             |          |           |            |  |
|  |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|  |                                 | a. Use correct capitalization.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|  |                                 | d. Spell grade-appropriate words correctly, consulting references as needed.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|  | Knowledge of Language           | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases to convey ideas precisely.<br>b. Choose punctuation for effect.<br>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.) | 1                         | 1       |                      |                   | 1                 |                  |               |             |          |           | 1          |  |
|  | Vocabulary Acquisition and Use  | 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.<br>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   | 4                         | 4       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                 | b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |                                 |   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs.   |                                 |   |                           |         |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
| Total Number of Test Items   |                                 |   | 35                        | 35      | 7                    | 21                | 7                 | 2                | 8             | 1           | 13       | 2         | 0          |  |
| Reading Standards for Literature   |                                 |   | 31.4%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |
| Reading Standards for Informational Text   |                                 |   | 34.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |
| Language Standards   |                                 |   | 34.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |  |



| Strand                                       | Anchor Standard  | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|--|--|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|  |  |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literature K-5         | Key Ideas and Details  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 4                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |                           | 2       | 1                    | 1                 |                   |                  |               | 1           | 1        |           |
|  | Craft and Structure  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | 4                         | 2       | 1                    | 1                 |                   |                  | 2             |             |          |           |
|  |  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |                           | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|  |  | Describe how a narrator's or speaker's point of view influences how events are described.   |                           | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
| Integration of Knowledge and Ideas           | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.               | 3   | 3                         | 1       | 1                    | 1                 |                   | 1                |               |             | 1        | 1         |
| Reading Standards for Informational Text K-5 | Key Ideas and Details  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 4                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |                           | 2       | 2                    |                   |                   | 2                |               |             |          |           |
|  |  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                   |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  | Craft and Structure  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  | 6                         | 2       | 1                    | 1                 |                   |                  | 2             |             |          |           |
|  |  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |                           | 2       |                      | 1                 | 1                 |                  | 1             |             |          | 1         |
|  |  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |                           | 2       |                      | 1                 | 1                 |                  |               |             | 2        |           |
| Integration of Knowledge and Ideas           | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | 2   | 2                         |         | 1                    | 1                 |                   |                  |               | 1           | 1        |           |

| Strand                 | Anchor Standard                          | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |
|------------------------|--|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|
|                        |  |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |
| Language Standards K-5 | Conventions of Standard English          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.   | 5                         | 2       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|                        |  | b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  |                           |         | 1                    |                   | 1                 |                  |               |             |          |           |            |
|                        |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*  |                           | 3       | 1                    |                   | 1                 |                  |               |             |          |           |            |
|                        |  | b. Use a comma to separate an introductory element from the rest of the sentence.   |                           |         | 1                    |                   | 1                 |                  |               |             |          |           |            |
|                        |  | e. Spell grade-appropriate words correctly, consulting references as needed.  |                           |         | 1                    |                   | 1                 |                  |               |             |          |           |            |
|                        | Knowledge of Language                    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  | 1                         | 1       |                      | 1                 |                   | 1                |               |             |          |           |            |
|                        | Vocabulary Acquisition and Use           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | 6                         | 3       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|                        |  | b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  |                           |         |                      | 1                 |                   | 1                |               |             |          |           |            |
|                        |  | 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.  |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |
|                        |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.   |                           | 3       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|                        |  | c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   |                           |         |                      |                   | 1                 |                  |               | 1           |          |           |            |
|                        |  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).                                   |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |
|                        | Total Number of Test Items               |   | 35                        | 35      | 7                    | 21                | 7                 | 1                | 10            | 1           | 8        | 3         | 2          |
|                        | Reading Standards for Literature         |   | 31.4%                     |         |                      |                   |                   |                  |               |             |          |           |            |
|                        | Reading Standards for Informational Text |   | 34.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |
|                        | Language Standards                       |   | 34.3%                     |         |                      |                   |                   |                  |               |             |          |           |            |

| Strand  | Anchor Standard                    | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |
|---|------------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|
|   |                                    |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |
|   |                                    |   |                           |         |                      |                   |                   |                  |               |             |          |           |            |
| Reading Standards for Literature 6-12         | Key Ideas and Details              | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 4                         | 2       | 1                    | 1                 |                   | 1                |               |             | 1        |           |            |
|   |                                    | 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.              |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |            |
|   |                                    | 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.                |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Craft and Structure                | 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. | 3                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | 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.               |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
|   |                                    | Explain how an author develops the point of view of the narrator or speaker in a text.  |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Integration of Knowledge and Ideas | 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.     | 2                         | 2       |                      |                   | 1                 | 1                |               |             | 1        | 1         |            |
| Reading Standards for Informational Text 6-12 | Key Ideas and Details              | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 3                         | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   |                                    | 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.                       |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   |                                    | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                      |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
|   | Craft and Structure                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | 3                         | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   |                                    | 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.                            |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
|   |                                    | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |                           | 1       |                      |                   | 1                 |                  |               |             | 1        |           |            |
|   | Integration of Knowledge and Ideas | 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.             | 3                         | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   |                                    | 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.                               |                           | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
|   |                                    | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   |                           | 1       |                      |                   | 1                 |                  |               |             | 1        |           |            |

| Strand   | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|--|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|  |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literacy in History/Social Studies 6–12                                    | Key Ideas and Details              | Cite specific textual evidence to support analysis of primary and secondary sources.   | 3                         | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|  |                                    | 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.                                |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |                                    | 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).                              |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  | Craft and Structure                | 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                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |                                    | Describe how a text presents information (e.g., sequentially, comparatively, causally).  |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | 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).   |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
|  | Integration of Knowledge and Ideas | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  | 3                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Distinguish among fact, opinion, and reasoned judgment in a text.  |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Analyze the relationship between a primary and secondary source on the same topic.   |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
| Reading Standards for Literacy in Science and Technical Subjects 6–12                            | Key Ideas and Details              | Cite specific textual evidence to support analysis of science and technical texts.   | 4                         | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |
|  |                                    | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Follow precisely a multistep procedure when carrying out experiments, or performing technical tasks.   |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  | Craft and Structure                | 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. | 3                         | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|  |                                    | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  |                                    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  | Integration of Knowledge and Ideas | 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).      | 2                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
| Distinguish among facts, reasoned judgment based on research findings, and speculation in a text |                                    | 1  |                           | 1       |                      |                   |                   |                  | 1             |             |          |           |

| Strand                  | Anchor Standard  | Standard   | Total for Anchor Standard  | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |   |
|-------------------------|--|--|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|---|
|                         |  |  |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |   |
| Language Standards 6-12 | Conventions of Standard English                          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>b. Use intensive pronouns (e.g., myself, ourselves).   | 4                          | 4       | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         |  | c. Recognize and correct inappropriate shifts in pronoun number and person.*   |                            |         | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  |                            |         | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         |  | b. Spell correctly.  |                            |         | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         | Knowledge of Language (combined with Conventions domain) | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>b. Maintain consistency in style and tone.*  | 1                          | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |   |
|                         | Vocabulary Acquisition and Use                           | 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.<br>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. | 4                          | 4       |                      | 1                 |                   |                  |               | 1           |          |           |            |   |
|                         |  | b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |                            |         | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.  |                            |         |                      | 1                 |                   |                  | 1             |             |          |           |            |   |
|                         |  | c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).  |                            |         | 1                    |                   |                   | 1                |               |             |          |           |            |   |
|                         |  |  | Total Number of Test Items | 45      | 45                   | 9                 | 27                | 9                | 1             | 13          | 8        | 17        | 5          | 1 |
|                         |  | Reading For Literature   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |   |
|                         |  | Reading Informational Text   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |   |
|                         |  | Reading Social Studies Text  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |   |
|                         |  | Reading Science Text   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |   |
|                         |  | Language   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |   |

| Strand   | Anchor Standard  | Standard   | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|--|--|--|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|  |  |  |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literature 6–12  | Key Ideas and Details  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 4                          | 2       | 2                    |                   |                   |                  |               | 1           | 1        |           |
|  |  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |  | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  |                            | 1       | 1                    |                   | 1                 |                  |               |             |          |           |
|  | Craft and Structure  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 3                          | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|  |  | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |  | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  |                            | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
| Integration of Knowledge and Ideas   | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | 2  | 2                          |         | 1                    | 1                 |                   | 1                |               | 1           |          |           |
| Reading Standards for Informational Text 6–12  | Key Ideas and Details  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.   |                            | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  | Craft and Structure  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |  | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  |  | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.   |                            | 1       |                      |                   | 1                 |                  |               |             |          | 1         |
|  | Integration of Knowledge and Ideas   | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.   | 3                          | 2       |                      | 1                 | 1                 |                  |               |             | 1        | 1         |
| Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |  | 1  |                            |         | 1                    |                   |                   |                  |               | 1           |          |           |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |
|---|------------------------------------|--|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|
|   |                                    |  |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |
| Reading Standards for Literacy in History/Social Studies 6–12         | Key Ideas and Details              | Cite textual evidence to support analysis of primary and secondary sources.  | 3                          | 1       |                      | 1                 |                   |                  |               |             | 1        |           |            |
|   |                                    | 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.                                |                            | 1       |                      | 1                 |                   | 1                |               |             |          |           |            |
|   |                                    | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).                            |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   | Craft and Structure                | 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                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | Describe how a text presents information (e.g., sequentially, comparatively, casually).  |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   |                                    | 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).   |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Integration of Knowledge and Ideas | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  | 3                          | 1       |                      | 1                 |                   |                  |               |             |          | 1         |            |
|   |                                    | Distinguish among fact, opinion, and reasoned judgment in a text.  |                            | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |
|   |                                    | Analyze the relationship between a primary and secondary source on the same topic.   |                            | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
| Reading Standards for Literacy in Science and Technical Subjects 6–12 | Key Ideas and Details              | Cite specific textual evidence to support analysis of science and technical texts.   | 4                          | 2       | 1                    | 1                 |                   |                  | 1             | 1           |          |           |            |
|   |                                    | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   |                                    | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Craft and Structure                | 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. | 3                          | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   |                                    | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  |                            | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |
|   |                                    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   | Integration of Knowledge and Ideas | 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).      | 2                          | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |
|   |                                    | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |

| Strand                  | Anchor Standard                 | Standard   | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |  |
|-------------------------|---------------------------------|--|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|--|
|                         |                                 |  |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |  |
| Language Standards 6–12 | Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*   | 5                          | 4       | 1                    | 1                 |                   | 1                | 1             |             |          |           |            |  |  |
|                         |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).<br>b. Spell correctly.   |                            |         | 2                    |                   |                   | 2                |               |             |          |           |            |  |  |
|                         | Knowledge of Language           | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*  | 1                          |         | 1                    |                   |                   |                  | 1             |             |          |           |            |  |  |
|                         | Vocabulary Acquisition and Use  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).<br>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 or its part of speech.<br>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). | 4                          | 4       | 1                    |                   |                   |                  |               | 1           |          |           |            |  |  |
|                         |                                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  |                            |         | 1                    | 1                 |                   | 1                | 1             |             |          |           |            |  |  |
|                         |                                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |                            |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |  |
|                         |                                 | Total Number of Test Items   | 45                         | 45      | 9                    | 28                | 8                 | 6                | 12            | 5           | 14       | 4         | 4          |  |  |
|                         |                                 | Reading For Literature   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |  |
|                         |                                 | Reading Informational Text   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |  |
|                         |                                 | Reading Social Studies Text  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |  |
|                         |                                 | Reading Science Text   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |  |
|                         |                                 | Language   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |  |



| Strand   | Anchor Standard                    | Standard  | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|--|------------------------------------|---|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|  |                                    |   |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Reading Standards for Literature 6–12  | Key Ideas and Details              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | 6                          | 3       | 1                    | 2                 |                   | 1                |               |             | 2        |           |            |  |
|  |                                    | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                     |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  |                            | 1       |                      | 1                 |                   | 1                |               |             |          |           |            |  |
|  | Integration of Knowledge and Ideas | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.                          |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|  | Craft and Structure                | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.             |                            | 3       | 1                    | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |                            |         | 1                    |                   | 1                 |                  |               |             | 1        |           |            |  |
| Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |                                    | 1   |                            |         |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
| <b>Integration of Knowledge and Ideas Strand has been joined with Key Ideas and Details Strand (above) per DESIGN TEAM decision 10/6/2010</b>  |                                    |   |                            |         |                      |                   |                   |                  |               |             |          |           |            |  |
| Reading Standards for Informational Text 6–12  | Key Ideas and Details              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | 3                          | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |                            | 1       |                      |                   | 1                 |                  |               | 1           |          |           |            |  |
|  |                                    | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |                            | 1       |                      |                   | 1                 |                  |               |             | 1        |           |            |  |
|  | Craft and Structure                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 3                          | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|  |                                    | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|  | Integration of Knowledge and Ideas | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  | 3                          | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |  |
|  |                                    | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  |                            | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.   |                            | 1       |                      |                   | 1                 |                  |               |             | 1        |           |            |  |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|---|------------------------------------|--|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|   |                                    |  |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literacy in History/Social Studies 6–12 | Key Ideas and Details              | Cite specific textual evidence to support analysis of primary and secondary sources.   | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | 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.                                |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   |                                    | 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).                              |                            | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   | Craft and Structure                | 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                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Describe how a text presents information (e.g., sequentially, comparatively, causally).  |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   |                                    | 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).   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   | Integration of Knowledge and Ideas | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Distinguish among fact, opinion, and reasoned judgment in a text.  |                            | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Analyze the relationship between a primary and secondary source on the same topic.   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   | Key Ideas and Details              | Cite specific textual evidence to support analysis of science and technical texts.   | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   |                                    | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   | Craft and Structure                | 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. | 3                          | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  |                            | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|   |                                    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   |                            | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   | Integration of Knowledge and Ideas | 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).      | 3                          | 3       |                      | 1                 |                   |                  |               | 1           |          |           |
|   |                                    | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  |                            |         |                      | 1                 | 1                 |                  | 1             |             |          | 1         |

| Strand   | Anchor Standard                 | Standard  | Total for Anchor Standards | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|--|---------------------------------|---|----------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|  |                                 |   |                            |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards 6–12  | Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Form and use verbs in the active and passive voice.<br>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>d. Recognize and correct inappropriate shifts in verb voice and mood.*   | 4                          | 4       |                      | 2                 |                   |                  |               | 2           |          |           |            |  |
|  |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly.  |                            |         | 2                    |                   | 2                 |                  |               |             |          |           |            |  |
|  | Knowledge of Language           | 1   | 1                          | 1       |                      | 1                 |                   |                  |               |             |          |           |            |  |
|  | Vocabulary Acquisition and Use  | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).<br>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 or its part of speech.<br>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). | 4                          | 4       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g. verbal irony, puns) in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  |                            |         | 1                    | 1                 |                   | 1                | 1             |             |          |           |            |  |
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |                                 | 1   |                            |         |                      |                   | 1                 |                  |               |             |          |           |            |  |
|  |                                 | Total Number of Test Items  | 45                         | 45      | 8                    | 29                | 8                 | 7                | 13            | 3           | 16       | 3         | 3          |  |
|  |                                 | Reading For Literature  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |
|  |                                 | Reading Informational Text  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |
|  |                                 | Reading Social Studies Text   | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |
|  |                                 | Reading Science Text  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |
|  |                                 | Language  | 20.0%                      |         |                      |                   |                   |                  |               |             |          |           |            |  |

| Strand   | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|--|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|  |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Reading Standards for Literature 6–12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 6                         | 2       |                      | 1                 | 1                 |                  | 1             |             | 1        |           |            |  |
|  |                                    | 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.   |                           | 2       |                      | 2                 |                   |                  |               | 1           | 1        |           |            |  |
|  |                                    | 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.  |                           | 1       |                      |                   | 1                 |                  |               |             |          |           | 1          |  |
|  | Integration of Knowledge and Ideas | 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).  |                           | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |  |
|  | Craft and Structure                | 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). |                           | 3       | 1                    |                   | 1                 |                  |               |             | 1        |           |            |  |
|  |                                    | 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.  |                           |         | 1                    |                   | 1                 |                  |               |             | 1        |           |            |  |
| 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. |                                    | 1  |                           |         | 1                    |                   |                   |                  | 1             |             |          |           |            |  |
| <b>Integration of Knowledge and Ideas Strand has been joined with Key Ideas and Details Strand (above) per DESIGN TEAM decision 10/6/2010</b>                              |                                    |  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
| Reading Standards for Informational Text 6–12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 5                         | 2       |                      | 1                 | 1                 |                  | 1             |             | 1        |           |            |  |
|  |                                    | 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.  |                           | 2       |                      | 2                 |                   |                  |               | 2           |          |           |            |  |
|  |                                    | 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.   |                           | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |  |
|  | Craft and Structure                | 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).           |                           | 4       | 1                    |                   | 1                 |                  |               | 1           |          |           |            |  |
|  |                                    | 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).  |                           |         | 1                    |                   | 1                 |                  |               |             | 1        |           |            |  |
|  |                                    | 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.   |                           |         | 1                    |                   | 1                 |                  |               | 1           |          |           |            |  |
|  | Integration of Knowledge and Ideas | 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.   |                           | 1       |                      |                   | 1                 |                  |               |             |          |           | 1          |  |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |
|---|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|
|   |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |
| Reading Standards for Literacy in History/Social Studies 6–12         | Key Ideas and Details              | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   | 3                         | 1       | 1                    |                   |                   |                  |               |             | 1        |           |            |
|   |                                    | 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.   |                           | 1       | 1                    |                   |                   |                  |               | 1           |          |           |            |
|   |                                    | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |                           | 1       | 1                    |                   |                   |                  |               | 1           |          |           |            |
|   | Craft and Structure                | 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 science.   | 3                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | 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.   |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Integration of Knowledge and Ideas | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   | 3                         | 3       |                      | 1                 |                   |                  |               |             | 1        |           |            |
|   |                                    | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |                           |         |                      | 1                 | 1                 |                  |               |             |          |           |            |
|   |                                    | Compare and contrast treatments of the same topic in several primary and secondary sources.  |                           |         |                      |                   | 1                 |                  |               | 1           |          |           |            |
| Reading Standards for Literacy in Science and Technical Subjects 6–12 | Key Ideas and Details              | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   | 3                         | 3       |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   |                                    | 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.                                   |                           |         |                      | 1                 |                   |                  |               | 1           |          |           |            |
|   |                                    | 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.                           |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |
|   | Craft and Structure                | 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.                        | 3                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |            |
|   |                                    | 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.  |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |            |
|   | Integration of Knowledge and Ideas | 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. | 3                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |            |
|   |                                    | 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.  |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |            |
|   |                                    | 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.                       |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |            |

| Strand                  | Anchor Standard                 | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|-------------------------|---------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|                         |                                 |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards 6–12 | Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use parallel structure.*   | 3                         | 3       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | c. Spell correctly.   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         | Vocabulary Acquisition and Use  | 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.<br>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. | 6                         | 3       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | 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.  |                           |         | 1                    |                   |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | b. Analyze nuances in the meaning of words with similar denotations.  |                           |         |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|                         |                                 | 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.                         |                           |         | 1                    |                   |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | Total Number of Test Items  | 45                        | 45      | 8                    | 27                | 10                | 5                | 10            | 5           | 17       | 4         | 4          |  |
|                         | Reading For Literature          | 20%   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Informational Text      | 20%   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Social Studies Text     | 20%   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Science Text            | 20%   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Language                        | 20%   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |

| Strand   | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|--|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|  |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Reading Standards for Literature 6–12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 6                         | 2       |                      | 1                 | 1                 |                  |               |             | 1        | 1         |            |  |
|  |                                    | 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.   |                           | 2       |                      | 2                 |                   |                  |               | 1           | 1        |           |            |  |
|  |                                    | 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.  |                           | 1       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|  | Integration of Knowledge and Ideas | 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).  |                           | 1       |                      |                   | 1                 |                  |               |             |          | 1         |            |  |
|  | Craft and Structure                | 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). |                           | 3       | 1                    | 1                 |                   |                  | 1             |             |          |           |            |  |
|  |                                    | 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.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           | 1          |  |
| 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. |                                    | 1  |                           |         | 1                    |                   |                   |                  |               |             | 1        |           |            |  |
| <b>Integration of Knowledge and Ideas Strand has been joined with Key Ideas and Details Strand (above) per DESIGN TEAM decision 10/6/2010</b>                              |                                    |  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
| Reading Standards for Informational Text 6–12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 5                         | 2       |                      | 2                 |                   |                  | 1             |             | 1        |           |            |  |
|  |                                    | 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.  |                           | 2       |                      | 2                 |                   |                  | 1             |             | 1        |           |            |  |
|  |                                    | 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.   |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |            |  |
|  | Craft and Structure                | 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).           |                           | 4       | 1                    |                   | 1                 |                  |               |             |          |           | 1          |  |
|  |                                    | 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).  |                           |         | 1                    |                   |                   | 1                |               |             |          | 1         |            |  |
|  |                                    | 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.   |                           |         | 1                    |                   | 1                 |                  |               |             |          | 1         |            |  |
|  | Integration of Knowledge and Ideas | 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.   |                           | 1       |                      |                   | 1                 |                  |               |             |          |           | 1          |  |

| Strand  | Anchor Standard                    | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|---|------------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|   |                                    |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literacy in History/Social Studies 6–12         | Key Ideas and Details              | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   | 9                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | 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.   |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|   | Craft and Structure                | 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 science.   |                           | 1       | 1                    |                   | 1                 |                  |               |             |          |           |
|   |                                    | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | 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.   |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|   | Integration of Knowledge and Ideas | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   |                           | 3       |                      |                   | 1                 |                  |               |             | 1        |           |
|   |                                    | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |                           |         | 1                    |                   | 1                 |                  |               |             |          |           |
|   |                                    | Compare and contrast treatments of the same topic in several primary and secondary sources.  |                           |         | 1                    |                   |                   |                  | 1             |             |          |           |
| Reading Standards for Literacy in Science and Technical Subjects 6–12 | Key Ideas and Details              | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   | 3                         | 3       |                      | 1                 |                   | 1                |               |             |          |           |
|   |                                    | 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.                                   |                           |         |                      |                   | 1                 |                  | 1             |             |          |           |
|   |                                    | 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.                           |                           |         | 1                    |                   |                   | 1                |               |             |          |           |
|   | Craft and Structure                | 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.                        | 3                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   |                                    | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   |                                    | 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.  |                           | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   | Integration of Knowledge and Ideas | 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. | 3                         | 3       |                      | 1                 |                   | 1                |               |             |          |           |
|   |                                    | 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.  |                           |         |                      | 1                 |                   | 1                |               |             |          |           |
|   |                                    | 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.                       |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |



| Strand                  | Anchor Standard                 | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|-------------------------|---------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|                         |                                 |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards 6–12 | Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use parallel structure.*   | 4                         | 4       | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | b. Use a colon to introduce a list or quotation.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | c. Spell correctly.   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         | Vocabulary Acquisition and Use  | 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.<br>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. | 5                         | 3       |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | 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.  |                           |         |                      | 1                 |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |                           |         | 2                    | 1                 |                   |                  | 1             |             |          |           |            |  |
|                         |                                 | b. Analyze nuances in the meaning of words with similar denotations.  |                           |         |                      |                   | 1                 |                  |               | 1           |          |           |            |  |
|                         |                                 |   |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         |                                 | Total Number of Test Items  | 45                        | 45      | 8                    | 28                | 9                 | 8                | 9             | 6           | 13       | 7         | 2          |  |
|                         |                                 | Reading For Literature  | 20%                       |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         |                                 | Reading Informational Text  | 20%                       |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         |                                 | Reading Social Studies Text   | 20%                       |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         |                                 | Reading Science Text  | 20%                       |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         |                                 | Language  | 20%                       |         |                      |                   |                   |                  |               |             |          |           |            |  |

| Strand   | Anchor Standard                    | Standard  | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|--|------------------------------------|---|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|  |                                    |   |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literature 6-12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | 4                         | 2       | 2                    |                   |                   | 1                | 1             |             |          |           |
|  |                                    | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |                           | 1       | 1                    |                   | 1                 |                  |               |             |          |           |
|  | Craft and Structure                | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | 3                         | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|  |                                    | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  | Integration of Knowledge and Ideas | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.   | 2                         | 2       | 2                    |                   |                   |                  |               | 1           | 1        |           |
| Reading Standards for Informational Text 6-12  | Key Ideas and Details              | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | 3                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  |                           | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|  |                                    | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   |                           | 1       | 2                    |                   |                   |                  | 2             |             |          |           |
|  | Craft and Structure                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).   | 3                         | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |                           | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|  |                                    | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   |                           | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
|  | Integration of Knowledge and Ideas | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).                | 3                         | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
| Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |                                    | 2   |                           | 1       | 1                    |                   | 1                 |                  | 1             |             |          |           |

| Strand  | Anchor Standard   | Standard  | Total for Anchor Standard  | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |
|---|---|---|--|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|
|   |   |   |  |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis |
| Reading Standards for Literacy in History/Social Studies 6–12   | Key Ideas and Details   | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.   | 4  | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|   |   | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  |  | 2       | 1                    |                   | 1                 |                  |               |             |          |           |
|   |   | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |  | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
|   | Craft and Structure   | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | 3  | 1       | 1                    |                   | 1                 |                  |               |             |          |           |
|   |   | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |  | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   |   | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |  | 1       | 1                    |                   |                   | 1                |               |             |          |           |
|   | Integration of Knowledge and Ideas                                    | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  | 2  | 1       |                      | 1                 |                   |                  |               |             | 1        |           |
|   |   | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |  | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
|   | Reading Standards for Literacy in Science and Technical Subjects 6–12 | Key Ideas and Details   | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. | 9       | 3                    |                   | 1                 |                  | 1             |             |          |           |
| Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.         |   |   |  |         |                      | 1                 |                   |                  |               | 1           |          |           |
| Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |   |   | 1  |         |                      |                   | 1                 |                  |               |             |          |           |
| Craft and Structure   |   | 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 11–12 texts and topics.                                      | 9  | 1       | 1                    |                   |                   |                  |               | 1           |          |           |
|   |   | Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.   |  | 1       |                      | 1                 |                   |                  |               | 1           |          |           |
|   |   | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.   |  | 1       | 1                    |                   |                   |                  | 1             |             |          |           |
| Integration of Knowledge and Ideas  |   | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.                               | 9  | 2       | 1                    | 1                 |                   |                  |               | 1           | 1        |           |
|   |   | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.                             |  | 1       |                      | 1                 |                   |                  |               |             | 1        |           |

| Strand                  | Anchor Standard                 | Standard   | Total for Anchor Standard | # items | Cognitive Difficulty |                   |                   | Bloom's Taxonomy |               |             |          |           |            |  |
|-------------------------|---------------------------------|--|---------------------------|---------|----------------------|-------------------|-------------------|------------------|---------------|-------------|----------|-----------|------------|--|
|                         |                                 |  |                           |         | Cognitive Level 1    | Cognitive Level 2 | Cognitive Level 3 | Knowledge        | Comprehension | Application | Analysis | Synthesis | Evaluation |  |
| Language Standards 6–12 | Conventions of Standard English | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  | 4                         | 4       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|                         |                                 | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.             |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | a. Observe hyphenation conventions.<br>b. Spell correctly  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         | Vocabulary Acquisition and Use  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.      | 5                         | 5       |                      | 1                 |                   |                  |               | 1           |          |           |            |  |
|                         |                                 | 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.          |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).                            |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | 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.)                                |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         |                                 | a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |                           |         | 1                    |                   |                   | 1                |               |             |          |           |            |  |
|                         | Total Number of Test Items      | 45   | 45                        | 8       | 28                   | 9                 | 6                 | 10               | 2             | 18          | 5        | 4         |            |  |
|                         | Reading For Literature          | 20%  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Informational Text      | 20%  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Social Studies Text     | 20%  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Reading Science Text            | 20%  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |
|                         | Language                        | 20%  |                           |         |                      |                   |                   |                  |               |             |          |           |            |  |

# Riverside Interim Assessments

## Local Scanning Requirements

Administering the Riverside Interim Assessments is easy and convenient. Just follow these steps:

- Download and print answer documents using plain paper
- Scan the completed answer documents locally, using one of these approved scanners
- You will then receive powerful web-based reporting

| <b>Approved scanner</b> | <b>With this operating system</b> |
|-------------------------|-----------------------------------|
| Brother DCP-8080DN      | Windows XP or Windows 7           |
| Brother DCP-8060        | Windows XP                        |
| Brother DCP-8080N       |                                   |
| Fujitsu fi-6160         | Windows XP                        |

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