



Title: ELA/Literacy Standards Implementation: Evidence Statements

Intended Audience: School/District Leaders, Curriculum Directors, Teacher Leaders, Teachers

Description: The PARCC ELA Evidence Tables were developed in collaboration with many educators to guide the development of the summative assessment. The Evidence Tables are a breakdown of skills for each standard and describe the knowledge and skills that an assessment item or a task elicits from students. They can also be used to guide the development of local curriculum, instruction, and assessment.

Suggested Uses for this Document:

1. District/school leadership may use this document to independently analyze current tasks and the level of rigor that have been developed for use by teachers.
2. District/school leadership may use the evidence statements to consider the types of tasks required for summative assessments and when the tasks are placed into the scope and sequence of curriculum.
3. District/school leadership and/or teachers may use these statements in creating formative assessments tasks that support the year round implementation of standards.

Instructions and Explanation for this Document:

Print the evidence statements/tables out for a specific grade level. Since the evidence tables provide a breakdown of skills within the standards, this tool can help teacher identify what questions, tasks or skills within the evidence statements are a part of their curriculum and which ones may need to be added.

For further information/feedback: Contact—www.plscomments.org

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Grade: 1

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on PARCC formative assessments. The student's response:
RL 1: Ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Provides questions and/or answers that show understanding of key details in a text. (1)•
RL 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none">• Provides a retelling of a story, including key details. (1)• Provides an identification of the central message or lesson in a text. (2)
RL 3: Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none">• Provides a description of characters in a story using key details. (1)• Provides a description of the setting of a story using key details. (2)• Provides a description of the major events in a story using key details. (3)
RL 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none">• Provides an explanation of the major differences between books that tell stories and books that give information. (1)
RL 6: Identify who is telling the story at various points in a text.	<ul style="list-style-type: none">• Provides an identification of who is telling the story at various points in a text. (1)
RL 7: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none">• Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1)
RL 9: Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none">• Provides a comparison and contrast of the adventures and experiences of characters in two or more stories. (1)

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

Grade: 1	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:
RI 1: Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Provides questions and answers that show understanding of the key details in a text. (1)
RI 2: Identify a topic and retell key details of a text.	<ul style="list-style-type: none"> Provides an identification of the topic of a text. (1) Provides a retelling of key details in a text. (2)
RI 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Provides a description of the connection between two individuals in a text. (1) Provides a description of the connections between two events in a text. (2) Provides a description of the connections between two ideas or pieces of information in a text. (3)
RI 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> Demonstrates knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)
RI 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. (1)
RI 7: Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. (1)
RI 8: Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Provides an identification of the reasons an author gives to support points in a text. (1)
RI 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)

NOTE- Items may combine standards and evidence statements.

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

Grade: 1	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:
RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses. (1)
RI 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	<ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1) Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.(2) Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms. (3)
L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 	<ul style="list-style-type: none"> Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (1) Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (2) Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (3) Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.(4) Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.(5)

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

<p>L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<ul style="list-style-type: none">• Provides a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships. (1)	

Grade: 1		
Writing Claim: Students write to express understandings and using and/or analyzing sources.		
Items designed to measure this claim may address the standards and evidences listed below. Where the standard indicates that guidance and support from adults may be needed, the evidences may not reflect independent student abilities.		
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:	Clarifications:
CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> • States an opinion in writing. (1) • Includes the topic or name of the book they are writing about when sharing an opinion in writing. (2) • Includes a reason when sharing an opinion in writing. (3) • Provides some sense of closure when sharing an opinion in writing. (4) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> • Names the topic they are writing about in an informational or explanatory writing. (1) • Includes some facts about a topic in an informational or explanatory writing. (2) • Provides some sense of closure in an informational or explanatory writing. (3) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell what they know or understand. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with either writing standard 1, 3, 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • Recounts two or more appropriately sequenced events in a narrative writing. (1) • Includes details regarding what happened in a narrative writing. (2) • Uses temporal words to signal event order in a narrative writing. (3) • Provides some sense of closure in a narrative writing. (4) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell about what happened, and with prompting, to include details and temporal words such as: first, second, then, and/or next. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.

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<p>CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> • Provides writing that is focused on a topic. (1) • Provides a response to questions and suggestions from peers. (2) • Adds details that strengthen writing as needed after review of drafts. (3) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 6, 7, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p>	<ul style="list-style-type: none"> • Uses a variety of digital tools to produce and publish writing. (1) • Collaborates with peers to produce and publish writing, using a variety of digital tools. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Digital tools may include word processing software, presentation software, grammar and spell checking software, etc. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 7, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> • Participates in shared research and writing projects. (1) 	<ul style="list-style-type: none"> ❖ Shared research and writing projects may require adult support. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ❖ Recalls information from experiences to answer questions in writing. (1) ❖ Gathers information from provided sources to answer a question in writing. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 7 and/or reading standards.

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