



**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](http://www.plscomments.org)

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**[www.isbe.net](http://www.isbe.net)**

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<b>Grade: 2</b>	
<b>Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>
<b>RL 1:</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as <i>who, what, where, when, why, and how</i>. (1)</li> </ul>
<b>RL 2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. (1)</li> <li>Provides an identification of the central message, lesson or moral in a text. (2)</li> </ul>
<b>RL 3:</b> Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>Provides a description of how characters in a story respond to major events. (1)</li> <li>Provides a description of how characters in a story respond to challenges. (2)</li> </ul>
<b>RL 5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action. (1)</li> </ul>
<b>RI 6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> <li>Provides a statement about the differences in the points of view of characters. (1)</li> <li>Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters. (2)</li> </ul>
<b>RL 7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of two or more versions of the same story written by different authors. (1)</li> <li>Provides a comparison and contrast of two or more versions of the same story written from different cultures. (2)</li> </ul>

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

Grade: 2	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:
<b>RI 1:</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>Provides questions and answers to questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (1)</li> </ul>
<b>RI 2:</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>Provides an identification of the main topic of a multi-paragraph text. (1)</li> <li>Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)</li> </ul>
<b>RI 3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>Provides a description of the connection between a series of <b>historical events</b> in a text. (1)</li> <li>Provides a description of the connection between a series of <b>scientific concepts or steps in technical procedures</b> in a text. (2)</li> </ul>
<b>RI 5:</b> 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.	<ul style="list-style-type: none"> <li>Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)</li> </ul>
<b>RI 6:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> <li>Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)</li> </ul>
<b>RI 7:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how specific images contribute to and/or clarify a text. (1)</li> </ul>
<b>RI 8:</b> Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>Provides a description of how the reasons in a text support specific points made by the author. (1)</li> </ul>
<b>RI 9:</b> Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)</li> </ul>

NOTE- Items may combine standards and evidence statements.

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

<b>Grade: 2</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>
<b>RL 4:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song. (1)</li> </ul>
<b>RI 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"> <li>Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)</li> <li>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)</li> <li>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)</li> <li>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)</li> <li>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)</li> </ul>
<b>L 5:</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<ul style="list-style-type: none"> <li>Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (1)</li> <li>Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)</li> </ul>

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<p><b>L 6:</b> 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., <i>When other kids are happy that makes me happy</i>).</p>	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)</li> </ul>
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<b>Grade: 2</b>		
<b>Writing Claim: Students write to express understandings using text sources.</b>		
<b>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.</b>		
<b>Standards:</b>	<b>Evidences to be measured on PARCC formative assessments. The student's response:</b>	<b>Clarifications:</b>
CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• States an opinion in writing. (1)</li> <li>• Includes the topic of the book they are writing about when sharing an opinion in writing. (2)</li> <li>• Supplies supportive reasons when sharing an opinion in writing. (3)</li> <li>• Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4)</li> <li>• Provides a concluding statement or section when sharing an opinion in writing. (5)</li> </ul>	<ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.</li> </ul>
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Introduces a topic in an informational or explanatory text. (1)</li> <li>• Uses facts and definitions to develop points in an informational or explanatory text. (2)</li> <li>• Provides a concluding statement or section in an informational or explanatory text. (3)</li> </ul>	<ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell what they know or understand.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 5, 6, 7, and 8 and/or reading standards.</li> </ul>
CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> <li>• Recounts a well-elaborated event in a narrative writing. (1)</li> <li>• Recounts a short sequence of events in a narrative writing. (2)</li> <li>• Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)</li> <li>• Uses temporal words to signal event order in a narrative writing. (4)</li> </ul>	<ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell about what happened and how they or others felt about what happened using details and temporal words such as: first, second, then, and/or next.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 5, 6, 7, and 8 and/or reading standards.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provides a sense of closure when writing a narrative. (5)</li> </ul>	
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>• Provides writing that is focused on a topic. (1)</li> <li>• Strengthens writing as needed when revising and editing. (2)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students may need guidance and support from adults and peers to meet the evidences for this standard.</li> <li>❖ Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 6, 7, and 8 and/or reading standards.</li> </ul>
CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Uses a variety of digital tools to produce and publish writing. (1)</li> <li>• Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students may need guidance and support from adults and peers to meet the evidences for this standard.</li> <li>❖ Digital tools may include word processing software, presentation software, grammar and spell checking software, etc.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 7, and 8 and/or reading standards.</li> </ul>
CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> <li>• Participates in shared research and writing projects. (1)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 8 and/or reading standards.</li> </ul>
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Recalls information from experiences to answer a question in writing. (1)</li> <li>• Gathers information from provided sources to answer a question in writing. (2)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 7 and/or reading standards.</li> </ul>

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