Grade: K
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 formative assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected). **The student's response:**
RL 1: With prompting and support, ask and answer questions about key details in a text.	• Provides questions and/or answers that show understanding of key details in a text. (1)
RL 2: With prompting and support, retell familiar stories, including key details.	• Provides a retelling of a familiar story, including key details. (1)
RL 3: With prompting and support, identify characters, settings, and major events in a story.	• Provides an identification of c**haracters** in a story.(1) • Provides an identification of **setting(s)** in a story.(2) • Provides an identification of **major events** in a story.(3)
RL 5: Recognize common types of texts (e.g., storybooks, poems).	• Demonstrates the ability to recognize common types of texts. (1)
RI 6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	• Provides an identification of the **author** of a story and what the author's role is in telling the story. (1) • Provides an identification of the **illustrator** of a story and what the illustrator's role is in telling the story. (2)
RL 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• Provides a description of the relationship between the illustrations and the story in which they appear. (1)
RL 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Provides a comparison and contrast of the adventures and experiences of characters in familiar stories. (1)

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

Grade: K	
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 formative assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected). The student's response:**
RI 1: With prompting and support, ask and answer questions about key details in a text.	• Provides questions and answers that show understanding of the key details in a text.(1)
RI 2: With prompting and support, identify the main topic and retell key details of a text.	• Provides a statement of the main topic of a text. (1) • Provides a retelling of key details in a text. (2)
RI 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• 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: Identify the front cover, back cover, and title page of a book.	• Provides an identification of the **front cover** of a book. (1) • Provides an identification of the **back cover** of a book. (2) • Provides an identification of the **title page** of a book. (3)
RI 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• Provides an identification of the **author** of a text and what the author's role is in presenting the ideas or information in that text. (1) • Provides an identification of the **illustrator** of a text and what the illustrator's role is in presenting the ideas or information in that text. (2)
RI 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration). (1)
RI 8: With prompting and support, identify the reasons an author gives to support points in a text.	• Provides the reasons an author gives to support points in a text. (1)
RI 9:. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Provides an identification of the basic 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: K	
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 formative assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected).** **The student's response:**
RL 4: Ask and answer questions about unknown words in a text.	• Provides a statement or other expression that shows understanding of unknown words in a literary text.(1) • Asks questions about unknown words in a literary text. (2)
RI 4: With prompting and support, ask and answer questions about unknown words in a text.	• Provides a statement or other expression that shows understanding of unknown words in an informational text.(1) • Asks questions about unknown words in an informational text. (2)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). **b.** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	• Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately (1) • Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words. (2)
L 5 With guidance and support from adults, explore word relationships and nuances in word meanings. **a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **c.** Identify real-life connections between words and their use (e.g., note places at school that are colorful). **d.** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	• Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent. (1) • Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (2) • Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. (3) • Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning. (4)

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

L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Shows understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading, being read to, and responding to texts. (1)	

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