



PASA-ELA Test Specifications

2019

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Introduction

The *Pennsylvania Alternate System of Assessment (PASA)* is a statewide alternate assessment designed for students with the most significant cognitive disabilities. It is administered on a one-to-one basis to students who are unable to participate in the *Pennsylvania System of School Assessment (PSSA)* as determined by their Individualized Education Plan (IEP). Administration of the *PASA* achieves compliance with several federal laws and Pennsylvania School Code. The *PASA-ELA* is part of the *PASA* and is designed to assess reading and writing content knowledge.

This *Test Specifications* document provides a reference for test developers to help build tests which remain consistent across years. This reference provides a blueprint for the number of skills per assessment anchor and clarifications or restrictions for how skills should be written for the tests. **It is not intended to inform instruction other than to outline the academic content prioritized for this student population.** Teachers are still responsible for providing instruction across the entire range of grade level eligible content to the fullest appropriate extent.

Purpose

Administration of the *PASA* serves 3 main purposes, it:

1. Keeps the state in compliance with federal laws and state codes requiring all students to be part of the statewide accountability system,
2. Promotes access to the general education curriculum for students with the most significant cognitive disabilities,
3. Provides evidence of progress by students with the most significant cognitive disabilities toward proficiency in state academic content standards to relevant stakeholders.

Content

The *PASA-ELA* is administered to students in grades 3-8, and 11 and is aligned to the appropriate grade level Pennsylvania content standards in ELA through the Alternate Eligible Content in science. The Alternate Eligible Content in ELA represent a reduction in breadth, depth, and/or level of complexity in the associated grade level standards. This supports increased access to the general education curriculum at an entry point appropriate for this student population.

The Alternate Eligible Content was developed by a team of university faculty, special education teachers, reading teachers, reading and writing content experts, and experts in the field of special education. Alternate Eligible Content were designed to specify essential learning outcomes in ELA.

Test Levels

Students with significant cognitive disabilities are a diverse population with a range in level of communication, level of independence, and ability to function at an abstract level. Many researchers believe that this diversity requires more than one level of test to fairly accommodate the wide range of abilities. For this reason, two tests are constructed per grade level; a Tier 1 test and a Tier 2 test.

Tier 1

Tier 1 tasks are predominately recall tasks that require student to remember ideas and details that are explicitly stated in the text or application of context to determine the meaning of words and phrases. Answer choices require a limited degree of discrimination and items are rarely linked to the same passage. Passages are limited at 1-3 sentences whenever possible and feature familiar home, school, and community contexts. Stimuli for item contexts and answer choices tend to be simple and present only one or two pictures at a time. Items also are almost exclusively 1-step problems except where otherwise determined by the Alternate Eligible Content.

Tier 2

The cognitive complexity of Tier 2 tasks is specified by the Alternate Eligible Content and do require students, at times, to make inferences in order to answer the items. Passages are longer having 3-6 sentences at times and can be linked to more than 1 passage. Tasks tend to require a higher level of discrimination in that stimuli for item contexts and answer choices can be scenes or groups of objects that may or may not feature familiar contexts. Tasks are not necessarily limited to 1-step problems.

Table 1. PASA-ELA tier descriptions

All passages and items on the test should be read aloud to the student for all grades and Tiers. Text and vocabulary words used on the assessment are not at grade level, but approximately grades K-3 for tested grades 3-8 and 11. As with other PASA assessments, changing everyday language and using consistent and necessary supports is encouraged as long as care is taken to ensure that the correct answer is not 'given away' during the administration of any item.	
Tier 1	Tier 2
<p>Passages for tasks are generally 1-3 sentences of text featuring common contexts (e.g., school, park, community, home) when possible. Passages are rarely linked to more than one question.</p> <p>Most tasks use pictures in place of text and for answer choices. For other tasks, picture support is provided.</p> <p>Questions tend to be literal and topics concrete, unless otherwise specified by the AEC.</p> <p>Most tasks require 1-step processes to answer questions except when indicated differently by the AEC.</p>	<p>Generally, passages for tasks have no more than 6 sentences of text. Passages can be linked to more than one question.</p> <p>Picture support for text and answer choices.</p> <p>Questions can be inferential and topics can be abstract.</p> <p>Tasks may involve 2-step processes to answer.</p>

General Performance Descriptions

The *PASA* assessment reports results in terms of 4 performance categories for both tiers; Emerging, Novice, Proficient, and Advanced. General outlines for each of the performance categories that guide test development are listed in the following paragraphs.

Advanced

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent academic awareness and excellent understanding of the knowledge, skills and process as outlined by the Pennsylvania Alternate Eligible Content and tier designation.

Proficient

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates an essential academic awareness and satisfactory understanding of the knowledge, skills and process as outlined by the Pennsylvania Alternate Eligible Content and tier designation.

Novice

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates an improving academic awareness and partial understanding of the knowledge, skills and process as outlined by the Pennsylvania Alternate Eligible Content and tier designation.

Emerging

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a preliminary academic awareness and limited understanding of the knowledge, skills and process as outlined by the Pennsylvania Alternate Eligible Content and tier designation.

Test Item Format

The *PASA* is an individually administered multiple choice test. Each item consists of a context, an item prompt, an extra prompt, and 3 answer choices. The items are standardized through the scripting of each part of the item. Test assessors are given a script which specifies what to say to; 1) present the item context, 2) ask the target question, and 3) present the answer choices.

Item stimuli and answer choices are presented in picture format. In some cases, picture answer choices are accompanied by cue words. Even though the test is available in both digital and paper format, both formats present the same 2-dimensional images. In other words, the same graphics are displayed on a computer screen or in print in a test booklet and the student chooses their answer from the available pictures. Students do NOT interact with the computer to respond to items.

Student Responses

Students with the most severe cognitive disabilities do not communicate necessarily in traditional ways. On the *PASA* assessments, students are allowed to indicate their answer choice in different ways, including but not limited to:

- saying/signing the letter associated with their choice,
- saying/signing a word or words associated with their choice,
- pointing to their answer choice,
- touching the picture of their answer choice,
- gazing at their answer choice,
- nodding their head or gesturing in some other way at their answer choice

Scoring

The assessor enters student responses for each *PASA-ELA* item directly into the *PASA-Digital* system. Assessors record a student's response to an item by entering the letter that matches the answer choice indicated by the student into the computer before moving on to the next item. Student responses consist of a letter that corresponds to the answer choice indicated by the student during the assessment or a 'no response' option for students who did not respond to a particular prompt. After the test administration closes, student responses are assigned a score of correct or incorrect for scoring or scaling.

Test Design

Each year two tests, a Tier 1 and a Tier 2, are administered per grade level for a total of 14 operational tests. Each operational administration of the *PASA-ELA* consists of 34 multiple-choice items; 30 operational items and 4 field test items. Only the 30 operational items count toward a student's total score on the test and the items are the same for all students taking the test.

Of the items counting toward a student's score, approximately 12 items will be 'easy' items from the designated tier, the other approximately 12 items will be 'difficult' items from the designated tier and 6 items are 'off-tier'. This will help to ensure differentiation among students across their respective 'ability' continuum. The 12 linking items are being used in the service of developing a placement test which will replace assessors choosing the tier test the student will take. The linking items used for equating purposes range in difficulty for the Tier 1 items, but will include more 'easy' items than hard items for the items from the Tier 2 designation.

The tables below present outlines by grade level of the number of skills that can be expected by Reporting Category and Assessment Anchor.

Table 2. Grade 3 Test Specifications

Grade 3 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	12	6-16
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	6	4-8
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice	2	0-2
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	13	5-17
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	5	3-7
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts	4	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-6
E03.C. Writing	9	3-6
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	3	0-3
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	3	0-3
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3
E03.D. Language	2	2-3
D. Identifying complete sentences and words that need to be capitalized	2	2-3

Table 3. Grade 4 Test Specifications

Grade 4 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	12	6-16
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	6	4-8
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice	2	0-2
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	14	6-17
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	6	4-7
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	4	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-6
E03.C. Writing	9	3-6
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	3	0-3
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	3	0-3
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3
E03.D. Language	2	2-4
D. Identifying complete sentences and words that need to be capitalized	2	2-4

Table 4. Grade 5 Test Specifications

Grade 5 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	13	6-15
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	7	4-6
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice	3	0-3
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	14	6-15
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	6	4-7
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	4	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-6
E03.C. Writing	10	3-6
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	4	0-4
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	3	0-3
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3
E03.D. Language	1	1-2
D. Identifying complete sentences	1	1-2

Table 5. Grade 6 Test Specifications

Grade 6 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	13	6-15
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	7	4-6
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice	3	0-3
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	16	6-17
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	6	4-7
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	6	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-6
E03.C. Writing	10	3-6
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	4	0-4
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	3	0-3
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3
E03.D. Language	1	1-2
D. Identifying complete sentences	1	1-2

Table 6. Grade 7 Test Specifications

Grade 7 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	13	7-16
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	7	5-7
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice	3	0-3
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	16	6-17
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	6	4-7
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	6	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-6
E03.C. Writing	11	6-9
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	4	0-4
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	4	0-4
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3

Table 7. Grade 8 Test Specifications

Grade 8 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
E03.A. Literature Text	14	6-16
AK. Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	6	4-6
AC. Identifying the narrator, identifying similarities and differences in two texts, determining impact of word choice,	4	0-4
AV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	2-6
E03.B. Informational Text	16	6-16
BK. Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, sequencing events or steps	6	4-8
BC. Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	6	0-4
BV. Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in informational texts	4	2-4
E03.C. Writing	11	6-9
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	4	0-4
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	4	0-4
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3

Table 8. Grade 11 Test Specifications

Grade 11 Reporting Category and Assessment Anchor	Number of Alternate Eligible Content	Number of Skills
Fiction Text	10	8-16
Identifying main ideas, central themes, identifying key details and evidence, answering literal and inferential questions, identifying characters and their actions.	5	5-8
Identifying similarities and differences in two texts, determining impact of word choice	2	0-2
Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	3	3-6
Nonfiction Text	16	11-19
Identifying main ideas, central themes, arguments, and opinions, identifying key details and evidence, answering literal and inferential questions, identifying cause and effect of text elements	8	7-10
Identifying author's opinion, identifying information from text features, identifying connections in texts, identifying similarities and differences in two texts, determining impact of word choice	4	1-4
Identifying the meaning of words, multiple meaning words, affixes, and figurative language in context in literature texts	4	3-5
Writing	11	6-9
C. Recognizing opinions and claims, details which support them, and words which connect reasons and beliefs.	3	0-3
Selecting an informational topic, the details which support that topic, and linking words which connect the details and topic	5	0-3
Selecting a narrative topic, identifying events in the narrative in order, and identifying concluding sentences	3	0-3

Task Specifications

Task specifications clarify, define, and limit how standards are tested for this unique student population. These specifications do NOT dictate what content is to be taught or how the content is to be taught. They indicate only what is assessed. Teachers are still responsible for providing instruction across the entire range of eligible content to the greatest appropriate extent.

Guide to Reading the Specifications Table

Reporting Category:

The first level of organization for ELA content in this document.

Assessment Anchor:

The second level of organization for ELA content in this document

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Task Specifications:

Limitations, restrictions, or additional definitions and clarifications related to the assessment tasks.

Eligible Content:

More detailed description of what students should know and be able to do related to the Assessment Anchor.

Alternate Eligible Content

E03AK1.1.1a Answer a literal question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Alternate Eligible Content:

The Eligible Content written with a reduction in breadth, depth, or level of complexity

Tier Guidelines:

Statements outlining the most complex level at which an item should be written given its Tier designation.

Explanation of Terms used in Specifications Table

The **Reporting Category** is the first level of organization for the collection of assessment anchors and associated eligible content related to the content standards in ELA. There are three reporting categories in ELA:

1. Literature Text
2. Informational Text
3. Writing

The total number of skills that will test this reporting category is included in parentheses at the right hand side of the bar.

The **Assessment Anchor** is the second level of organization for this same collection of assessment anchors and eligible content.

The **Anchor Descriptor** is a general statement about what students should know and be able to do after instruction related to the reporting category and assessment anchor.

The **Eligible Content** is a more detailed description of individual skills that students should know and be able to do as a result of instruction to demonstrate proficiency on the state's content standards in ELA.

The **Alternate Eligible Content** is a reduction in breadth, depth, and level of complexity of the Eligible Content.

The **Code** is a numeric tag for each alternate eligible content statement that associates the alternate eligible content with the other organizational levels of the state content standards.

Task Specifications are definitions, clarifications, and limitations to the skills designed to assess the alternate eligible content.

Tier Guidelines are additional statements outlining the highest level of complexity to which an item should be written given its Tier designation.

Grade 3

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content	
E03AK1.1.1a Answer a literal question about a text	
Task Specifications	
Students will answer a question about a literature text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content	
E03AK1.1.1b Ask a question about the text	
Task Specifications	
Students will identify a question directly related to something in the literature text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content	
E03AK1.1.1c Identify details from the text to support answers to literal questions	
Task Specifications	
Students will identify one detail about a literature text that answers a literal question.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text**Assessment Anchor: E03.A-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.2

Recount poems, dramas, or 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.

Alternate Eligible Content	
E03AK1.1.2a Identify the central message of a text	
Task Specifications	
Students will identify the central message in a literature text.	
Tier Guidelines	
Tier 1	Tier 2
Context is limited to topics of common experience.	Context is less limited.

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.2

Recount poems, dramas, or 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.

Alternate Eligible Content

E03AK1.1.2b Retell stories from literature, including literature from different cultures

Task Specifications

Students will identify events in a literature text.

Tier Guidelines	
Tier 1	Tier 2
Limited to identification of one event that takes place in the text.	May be asked to identify the main events that make up the story.

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E03.A-K.1.1.3

Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

Note: “Story” means narration of events told through the text types of story, drama, or poem.

Alternate Eligible Content

E03AK1.1.3a Identify characters and what they do during events in a story

Task Specifications

Students will identify a character or the action performed by a character in a literature text.

Tier Guidelines	
Tier 1	Tier 2
Limited to identification of character based on action performed.	May be asked to identify the character or the actions of a character.

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E03.A-C.2.1.1

Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

Note: “Story” means narration of events told through the text types of story, drama, or poem.

Alternate Eligible Content

E03AC2.1.1a Identify who is telling the story

Task Specifications

Students will identify the narrator of a story, drama, or poem.

Tier Guidelines

Tier 1	Tier 2
Narrator of story explicitly stated in sentence.	Narrator of story may be implied.

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E03.A-C.3.1.1

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).

Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Alternate Eligible Content

E03AC3.1.1a Identify similarities or differences between 2 pieces of text by the same author

Task Specifications

Students will find one similarity or one difference between two literature texts with explicit similarities or differences.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text
Assessment Anchor: E03.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E03.A-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase.

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).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Alternate Eligible Content

E03AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context in a literature text.

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E03.A-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase.

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).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Alternate Eligible Content

E03AV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in a literature text. (Limited to -s, -es, -ed, -ing, un-, re-.)

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E03.A-V.4.1.2

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Alternate Eligible Content

E03AV4.1.2a Identify the literal and nonliteral meanings of a word or phrase

Task Specifications

Students will identify the literal meaning of a word or phrase in a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03.A Literature Text

Assessment Anchor: E03.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E03.A-V.4.1.2

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Alternate Eligible Content

E03AV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Student will identify a similar word that could be substituted for a given word in a literature sentence.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E03.B-K.1.1.1

Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content

E03BK1.1.1a Answer a literal question about a text
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Task Specifications

Students will answer a question about an informational text for which the answer is explicitly stated in the text.
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Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text
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Assessment Anchor: E03.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E03.B-K.1.1.1

Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content

E03BK1.1.1b Identify details from the text to support answers to literal questions
--

Task Specifications

Students will identify one detail about an informational text that answers a literal question.
--

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text
--

Assessment Anchor: E03.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E03.B-K.1.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Alternate Eligible Content

E03BK.1.1.2a Identify the main idea/central idea of a text
--

Task Specifications	
Students will identify the main idea of an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E03. B-K.1.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Alternate Eligible Content
E03BK.1.1.2b Retell key ideas from the text

Task Specifications	
Students will identify specific events, steps, or ideas from the informational text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of one step, event, or idea from the text.	May be asked to identify at least one step, event, or idea that supports the main idea main idea.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E03. B-K.1.1.3

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.

Alternate Eligible Content
E03BK1.1.3a Identify a connection between two events or steps in the text

Task Specifications

Students will sequence events or steps in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of first or last event in a text.	May be asked to identify steps or events in a chronological or instructional sequence.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E03.B-C.2.1.1

Explain the point of view from which a text is written.

Alternate Eligible Content	
E03BC2.1.1a Identify one point-of-view in the text	
Task Specifications	
Student will identify one particular belief or opinion of someone in the informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E03.B-C.2.1.2

Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

Alternate Eligible Content	
E03BC2.1.2a Identify information located in text features	
Task Specifications	
Students will identify information from text features.	
Tier Guidelines	
Tier 1	Tier 2
Limited to title, labels, or pictures.	Limited to title, labels, pictures, maps, charts.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E03.B-C.3.1.1

Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Alternate Eligible Content

E03BC3.1.1a Identify evidence that supports a connection between two points in the text.

Task Specifications

Students will identify a word, or phrase that shows the connection between two topics in the informational text. Topics will be limited to those explicitly stated in the text.

Tier Guidelines	
Tier 1	Tier 2
Limited to one word showing connection in sequence or comparison.	May be asked to identify a word or phrase that shows connection. Connection may involve sequencing, comparison, or cause/effect.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E03.B-C.3.1.2

Compare and contrast the most important points and key details presented in two texts on the same topic.

Alternate Eligible Content

E03BC3.1.2a Identify similarities or differences between 2 pieces of text on the same topic

Task Specifications

Students will find one similarity or difference between 2 pieces of informational text with explicit similarities and differences.

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text
Assessment Anchor: E03.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E03.B-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase.

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).

Determine the meaning of general academic and domain-specific words and phrases used in a text.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Alternate Eligible Content

E03BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text
Assessment Anchor: E03.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E03.B-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase.

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).

Determine the meaning of general academic and domain-specific words and phrases used in a text.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Alternate Eligible Content

E03BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in an informational text. (Limited to -s, -es, -ed, -ing, un-, re-)

Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E03.B-V.4.1.2

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Alternate Eligible Content	
E03BV4.1.2a Identify the literal and nonliteral meanings of a word or phrase	
Task Specifications	
Students will identify the literal meaning of a word or phrase in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Students asked only for literal meaning of a word or phrase.	Students may be asked for nonliteral meaning of word or phrase.

Reporting Category: E03. B Informational Text

Assessment Anchor: E03.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E03.B-V.4.1.2

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

Alternate Eligible Content	
E03BV4.1.2b Use relationships between words to aid comprehension	
Task Specifications	
Student will identify a similar word that could be substituted for a given word in an informational sentence.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Eligible Content: E03.C.1.1.1

Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

Alternate Eligible Content

E03C1.1.1a Identify one opinion

Task Specifications

Students will identify one belief or opinion of a character in an argumentative text.

Tier Guidelines

Tier 1	Tier 2
Opinion explicitly stated within text. Context limited to home or school environment.	Opinion can be explicitly stated or details can be provided to imply opinion. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Eligible Content: E03.C.1.1.2

Provide reasons that support the opinion.

Alternate Eligible Content

E03C1.1.2a Support opinion with at least one detail

Task Specifications

Students will determine the author's or character's opinion.

Tier Guidelines

Tier 1	Tier 2
Limited to one reason for opinion. Reasons for opinion explicitly stated. Context limited to home or school environment.	Limited to one reason for opinion. Reasons may be explicitly stated or implied. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Eligible Content: E03.C.1.1.3

Use linking words and phrases (*e.g., because, therefore, since, for example*) to connect an opinion and reasons.

Alternate Eligible Content

E03C1.1.3a Apply one linking word to connect opinion with reason

Task Specifications

Students will be asked to identify the linking word to connect the reason to the opinion. Linking words limited to 'if,' 'because,' and 'since.'

Tier Guidelines

Tier 1	Tier 2
Limited to determining sentence using correct linking word. Context limited to home or school environment.	Limited to choosing correct linking word to use in sentence. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.2 Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E03.C.1.2.1

Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

Alternate Eligible Content

E03C1.2.1a Identify one topic

Task Specifications

Student will identify the subject of the informational/ explanatory passage.

Tier Guidelines

Tier 1	Tier 2
Limited to explicit topic. Context limited to home or school environment.	May include literal or inferential topic. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.2 Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E03.C.1.2.2

Develop the topic with facts, definitions, and/or details.

Alternate Eligible Content	
E03C1.2.2a Support topic with at least one detail	
Task Specifications	
Students will identify one detail, fact, or definition that supports the topic of the informative text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to with explicit topic. Context limited to home or school environment.	May be explicit or inferential topic. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing

Assessment Anchor: E03.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E03.C.1.2.3

Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.

Alternate Eligible Content	
E03C1.2.3a Apply one linking word to connect topic with at least one detail	
Task Specifications	
Student will be asked to identify the linking word to connect topic with detail in an informative text. Linking words limited to 'and,' 'or,' 'but,' and 'also.'	
Tier Guidelines	
Tier 1	Tier 2
Limited to determining sentence using the correct linking word. Context limited to home or school environment.	Limited to choosing the correct linking word to use in a sentence. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing

Assessment Anchor: E03.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E03.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Alternate Eligible Content

E03C1.3.1a Identify one situation to describe

Task Specifications

Students will identify the setting/ situation of a story.

Tier Guidelines	
Tier 1	Tier 2
Setting/situation to identify explicitly stated in text. Context limited to home or school environment.	Setting/situation may be implied in text. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E03.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Alternate Eligible Content

E03C1.3.1b Identify an event in the sequence

Task Specifications

Students will identify one thing that could happen based on setting/situation provided in a narrative text.

Tier Guidelines	
Tier 1	Tier 2
Limited to concrete situation and identification of first or last thing based on setting/situation. Context limited to home or school environment.	Situation may be concrete or abstract. Not limited on which event is in question. Context limited to home, school, or community environment.

Reporting Category: E03. C Writing**Assessment Anchor: E03.C.1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E03.C.1.3.4

Provide a sense of closure.

Alternate Eligible Content

E03C1.3.4a Identify an ending

Task Specifications

Students will be asked to identify one possible conclusion to a narrative text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of the idea that provides closure to the story. Idea will be literal. Context limited to home or school environment.	Limited to identification of the idea that provides closure to the story. Idea may be inferential. Context limited to home, school, or community environment.

Reporting Category: E03.D Language

Assessment Anchor: E03.D.1.1 Text Types and Purposes

Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content: E03.D.1.1.9

Produce simple, compound, and complex sentences.

Alternate Eligible Content

E03D1.1.9a Produce a simple sentence

Task Specifications

Students will identify the complete sentence.

Tier Guidelines

Tier 1	Tier 2
Choose the complete sentence. Sentence limited to one simple subject and simple predicate. Context limited to home or school environment.	Choose the complete sentence. Sentence not limited to simple subject and simple predicate; may involve adjective or adverb. Context limited to home, school, or community environment.

Reporting Category: E03.D Language

Assessment Anchor: E03.D.1.2 Text Types and Purposes

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content: E03.D.1.2.1

Capitalize appropriate words in titles.

Alternate Eligible Content

E03D1.2.1a Capitalize appropriate words

Task Specifications

Students will identify words that should be capitalized.

Tier Guidelines

Tier 1	Tier 2
Limited to word at the beginning of a sentence. Context limited to home or school environment.	Limited to word at the beginning of a sentence and proper nouns. Context limited to home, school, or community environment.

Grade 4

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.1

Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Alternate Eligible Content	
E04AK1.1.1a Answer a literal question about a text.	
Task Specifications	
Students will answer a question about a literature text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.1

Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Alternate Eligible Content	
E04AK1.1.1b Answer an inferential question about a text	
Task Specifications	
Students will answer a question about a literature text for which the answer is not explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.A Literature Text
Assessment Anchor: E04.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.1

Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Alternate Eligible Content

E04AK1.1.1c Identify details from the text to support answers to literal or inferential questions

Task Specifications

Students will identify one detail about a literature text that answers a literal or inferential question.

Tier Guidelines

Tier 1	Tier 2
Question should be literal.	Question may be literal or inferential.

Reporting Category: E04.A Literature Text
Assessment Anchor: E04.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Alternate Eligible Content

E04AK1.1.2a Identify the theme/central message of a text

Task Specifications

Students will identify the theme or central message of a literature text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of the central message of text.	May be asked to identify theme or central message.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Alternate Eligible Content

E04AK1.1.2b Summarize the text

Task Specifications

Students will identify the main events from a literature text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of one event that takes place in the text.	May be asked to identify more than one main event in the text.

Reporting Category: E04.A Literature Text**Assessment Anchor: E04.A-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-K.1.1.3

Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Alternate Eligible Content

E04AK1.1.3a Identify details from the text to answer questions related to the characters, setting or events

Task Specifications

Students will identify details that answer questions about characters, setting, or events in a literature text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of one detail that is explicitly stated in text that is related to a character, setting, or event.	Limited to using one detail to answer a question that may or may not be explicit in the text.

Reporting Category: E04.A Literature Text**Assessment Anchor: E04.A-C.2.1 Craft and Structure**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E04.A-C.2.1.1

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.).

Alternate Eligible Content	
E04AC2.1.1a Identify who told the story in two different texts	
Task Specifications	
Students will identify the narrator in two different stories, poems, or dramas.	
Tier Guidelines	
Tier 1	Tier 2
Texts limited to same narrator. Narrator of stories explicitly stated.	May have same or different narrators in two texts. Narrator of stories may be implied.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E04.A-C.3.1.1

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. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Alternate Eligible Content	
E04AC3.1.1a Identify similarities or differences between 2 pieces of text about one topic	
Task Specifications	
Students will find one similarity or difference between 2 literature texts with explicit similarities or differences.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E04.A-V.4.1.1

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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Alternate Eligible Content

E04AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context of a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E04.A-V.4.1.1

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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Alternate Eligible Content
E04AV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications
Students will use a root word or affix to determine the meaning of a word in a literature text. (Limited to -s, -es, -ed, -ing, un-, re-.)
Tier Guidelines
Tier 1
No additional limitations beyond tier descriptions.
Tier 2
No additional limitations beyond tier descriptions.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E04.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Alternate Eligible Content	
E04AV4.1.2a Identify the nonliteral meaning of words or phrases	
Task Specifications	
Students will identify the literal meaning of a word or phrase used figuratively in literature text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of literal meaning of a phrase. Context of meaning is clearly stated in the text.	May be asked for literal meaning of word or phrase. Context of meaning may or may not be explicitly stated in text.

Reporting Category: E04.A Literature Text

Assessment Anchor: E04.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E04.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of similes and metaphors in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms.

Alternate Eligible Content	
E04AV4.1.2b Use relationships between words to aid comprehension	
Task Specifications	
Student will identify a similar word that could be substituted for a given word in a sentence.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content
E04BK1.1.1a Answer a literal question about a text

Task Specifications	
Students will answer a question about an informational text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content
E04BK1.1.1b Answer an inferential question about a text

Task Specifications	
Students will answer a question about an informational text for which the answer is not explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content
E04BK1.1.1c Identify details from the text to support answers to literal or inferential questions

Task Specifications

Students will identify one detail from an informational text that answers a literal or inferential question.	
Tier Guidelines	
Tier 1	Tier 2
Limited to literal question.	Question may be literal or inferential.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content	
E04BK1.1.2a Identify the main idea/central idea of a text	
Task Specifications	
Students will identify the main idea of an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content	
E04BK1.1.2b Summarize the text	
Task Specifications	
Students will identify the main events from an informational text.	
Tier Guidelines	
Tier 1	Tier 2

Student will identify one event that takes place in the text.	Student will identify more than one main event in the text.
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Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E04.B-K.1.1.3

Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Alternate Eligible Content

E04BK1.1.3a Identify details from the text to answer questions about events, procedures, ideas, steps, or concepts

Task Specifications

Students will identify one detail to answer a question about an event, procedure, idea, step, or concept in an informational text.

Tier Guidelines

Tier 1	Tier 2
Detail explicitly stated in the text.	Detail may not be explicitly stated in the text.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E04.B-C.2.1.1

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Alternate Eligible Content

E04BC2.1.1a Identify two points-of-view about one event or topic in a text

Task Specifications

Students will identify one particular belief or opinion of two characters in the informational text. Characters can hold similar or different beliefs or opinions.

Tier Guidelines

Tier 1	Tier 2
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Limited to one character’s belief or opinion.	Limited to two characters’ beliefs or opinions.
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Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E04.B-C.2.1.2

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Alternate Eligible Content	
E04BC2.1.2a Identify the text structure or text features in a text	
Task Specifications	
Students will identify information from text features in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to title, labels, pictures, maps, charts.	Limited to title, labels, pictures, maps, charts, headings, bold print, and italics.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E04.B-C.3.1.1

Explain how an author uses reasons and evidence to support particular points in a text.

Alternate Eligible Content	
E04BC3.1.1a Identify a piece of evidence that an author uses to support a specific point in the text	
Task Specifications	
Students will identify the word or phrase that supports the author’s claim, point, or argument in an informational text.	
Tier Guidelines	
Tier 1	Tier 2

Students will identify one word that supports the author's point. Author's point explicitly stated in text.	Students will identify a word or phrase that supports the author's point. Author's point may or may not be explicitly stated in text.
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Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E04.B-C.3.1.2

Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

Alternate Eligible Content	
E04BC3.1.2a Combine information from 2 pieces of text on the same topic	
Task Specifications	
Students will answer a question or draw a conclusion using information from 2 different informational texts on the same subject.	
Tier Guidelines	
Tier 1	Tier 2
Information will be explicitly stated in texts.	Information may not be explicitly stated in text.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E04.B-V.4.1.1

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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Determine the meaning of general academic and domain-specific words or phrases used in a text.

Alternate Eligible Content
E04BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E04.B-V.4.1.1

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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Determine the meaning of general academic and domain-specific words or phrases used in a text.

Alternate Eligible Content

E04BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in an informational text. (Limited to -s, -es, -ed, -ing, un-, re-).

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E04.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of similes and metaphors in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms.

Alternate Eligible Content
E04BV4.1.2a Identify the nonliteral meaning of a word or phrase

Task Specifications	
Students will identify the literal meaning of a nonliteral phrase in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.B Informational Text

Assessment Anchor: E04.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E04.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of similes and metaphors in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms.

Alternate Eligible Content
E04BV4.1.2b Use relationships between words to aid comprehension

Task Specifications	
Student will identify a similar word that could be substituted for a given word in a sentence.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E04.C Writing**Assessment Anchor: E04.C1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E04.C.1.1.1

Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Alternate Eligible Content

E04C.1.1.1a Identify an opinion about a topic

Task Specifications

Students will identify one belief or opinion of the author.

Tier Guidelines

Tier 1	Tier 2
Opinion explicitly stated within text. Context limited to home or school environment.	Opinion can be explicitly stated or details can be provided to imply opinion. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing**Assessment Anchor: E04.C1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E04.C.1.1.2

Provide reasons that are supported by facts and details.

Alternate Eligible Content

E04C.1.1.2a Provide two or more details that support the opinion

Task Specifications

Students will identify details that support the author's opinion.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of 1 reason for the author's opinion. Reasons for opinion explicitly stated in the text. Context limited to home or school environment.	May be asked to identify 2 reasons for the author's opinion. Reasons for opinion may be explicitly stated or implied. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing**Assessment Anchor: E04.C1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E04.C.1.1.3

Link an opinion and reasons using words and phrases (*e.g., for instance, in order to, in addition*).

Alternate Eligible Content

E04C.1.1.3a Complete a sentence when given a linking word

Task Specifications

Students will identify the linking word or phrase that connects opinion to reasons. Linking words limited to ‘if,’ ‘because,’ ‘since,’ ‘for example,’ and ‘another.’

Tier Guidelines

Tier 1	Tier 2
Limited to determining sentence using correct linking word. Context limited to home or school environment.	Limited to choosing correct linking word to use in sentence. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing

Assessment Anchor: E04.C1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E04.C.1.2.1

Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.

Alternate Eligible Content

E04C.1.2.1a Introduce a topic

Task Specifications

Student will identify the subject of the informational/ explanatory passage.

Tier Guidelines

Tier 1	Tier 2
Topic will be explicitly stated within text. Context limited to home or school environment.	Topic may be literal or inferential. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing

Assessment Anchor: E04.C1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E04.C.1.2.2

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Alternate Eligible Content	
E04C.1.2.2a Develop the topic with one or more details	
Task Specifications	
Students will identify details, facts, or definitions, that develops topic of passage.	
Tier Guidelines	
Tier 1	Tier 2
Topic will be explicitly stated in text. Context limited to home or school environment.	Text limited to 3 sentences. Topic will be explicit or implied in the text. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing

Assessment Anchor: E04.C1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E04.C.1.2.3

Link ideas within categories of information using words and phrases (*e.g., another, for example, also, because*).

Alternate Eligible Content	
E04C.1.2.3a Complete a sentence when given a linking word	
Task Specifications	
Students will be asked to identify the linking word to connect topic with detail. Limited to 'and,' 'or,' 'but,' 'also,' 'another,' and 'such as.'	
Tier Guidelines	
Tier 1	Tier 2
Limited to determining sentence using the correct linking word. Context limited to home or school environment.	Limited to choosing the correct linking word to use in a sentence. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing

Assessment Anchor: E04.C1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Eligible Content: E04.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Alternate Eligible Content

E04C.1.3.1a Identify a topic for a narrative

Task Specifications

Students will identify the setting/situation or a story.

Tier Guidelines

Tier 1	Tier 2
Setting/situation to identify explicitly stated in text. Context limited to home or school environment.	Setting/situation may be implied in text. Context limited to home, school, or community environment.

Reporting Category: E04.C Writing**Assessment Anchor: E04.C1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Eligible Content: E04.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Alternate Eligible Content

E04C.1.3.1b Identify the sequence of events in the narrative

Task Specifications

Students will sequence two events based on setting/situation provided in a narrative text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of first or last event. Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E04.C Writing**Assessment Anchor: E04.C1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Eligible Content: E04.C.1.3.5

Provide a conclusion that follows from the narrated experiences or events.

Alternate Eligible Content	
E04C.1.3.5a Provide a concluding statement	
Task Specifications	
Students will match a concluding idea to a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Idea that provides closure to the story will be literal. Context limited to home or school environment.	Idea that provides closure to the story may be inferential. Context limited to home, school, or community environment.

Reporting Category: E04.D Language

Assessment Anchor: E04.D1.1 Text Types and Purposes

Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content: E04.D.1.1.6

Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Alternate Eligible Content	
E04D.1.1.6a Produce simple sentences	
Task Specifications	
Students will identify the complete sentence.	
Tier Guidelines	
Tier 1	Tier 2
Sentence limited to one simple subject and simple predicate. Context limited to home or school environment.	Sentence not limited to simple subject and simple predicate; may involve adjective or adverb. Context limited to home, school, or community environment.

Reporting Category: E04.D Language

Assessment Anchor: E04.D1.2 Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content: E04.D.1.2.1

Use correct capitalization.

Alternate Eligible Content
E04D.1.2.1a Capitalize appropriate words
Task Specifications

Students will identify words that should be capitalized.	
Tier Guidelines	
Tier 1	Tier 2
Limited to word at the beginning of a sentence. Context limited to home or school environment.	Limited to word at the beginning of a sentence and proper nouns. Context limited to home, school, or community environment.

Grade 5

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content

E05AK.1.1.1a Answer a literal question about a text.

Task Specifications

Students will answer a question about a literature text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content

E05AK.1.1.1b Answer an inferential question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is not explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content

E05AK1.1.1c Identify details from the text to support answers to literal and inferential questions

Task Specifications

Students will identify up to 2 details about a literature text that answers a literal or inferential question.

Tier Guidelines

Tier 1	Tier 2
May be asked to identify up to 2 details. Question should be literal.	May be asked to identify 2 details. Question may be literal or inferential.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.2

Determine a theme of a story, drama, or poem from details in the text, Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact) 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.

Alternate Eligible Content

E05AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text

Task Specifications

Students will identify the theme/central message of a literature text using evidence from the text.

Tier Guidelines

Tier 1	Tier 2
Evidence explicitly stated in the text.	Evidence may be implied in the text.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.2

Determine a theme of a story, drama, or poem from details in the text, Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact) 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.

Alternate Eligible Content	
E05AK1.1.2b Summarize the text	
Task Specifications	
Students will identify the main events from a literature text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of no more than 2 events.	May be asked to identify more than 2 events.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.2

Determine a theme of a story, drama, or poem from details in the text, Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact) 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.

Alternate Eligible Content	
E05AK1.1.2c Identify specific details in the text to compare two characters, settings, or events	
Task Specifications	
Students will identify one detail that compares characters, settings, or events in a literature text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of one detail to compare characters or events.	Limited to identification of one detail to compare characters, setting or events.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E05.A-K.1.1.3

Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.

Alternate Eligible Content

E05AK1.1.3a Identify how characters’ actions contribute to the story

Task Specifications

Students identify the (most likely) next event based on the character’s previous action in a literature text.

Tier Guidelines

Tier 1	Tier 2
Sequence and situation in text will be concrete.	Sequence and situation may be inferential.

Reporting Category: E05.A Literature Text
Assessment Anchor: E05.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E05.A-C.2.1.1

Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is conveyed in the text.

Alternate Eligible Content

E05AC2.1.1a Identify the narrator’s point-of-view

Task Specifications

Student will identify how the narrator thinks or feels about a situation or person in the story.

Tier Guidelines

Tier 1	Tier 2
Thought or belief explicitly stated in text.	Thought or belief may be implied through text.

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E05.A-C.2.1.1

Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

Alternate Eligible Content

E05AC2.1.1b Describe the author's purpose (entertain, inform, or persuade) in a text

Task Specifications

Students will identify author's reason for writing the literature text.

Tier Guidelines

Tier 1	Tier 2
Purpose is explicit.	Purpose may be implied.

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E05.A-C.3.1.1

Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Alternate Eligible Content

E05AC3.1.1a Identify similarities or differences in two texts in the same genre

Task Specifications

Students will identify one similarity or difference between 2 literature texts with explicit similarities or differences.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E05.A-V.4.1.1

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Alternate Eligible Content

E05AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context in a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations	No additional limitations

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E05.A-V.4.1.1

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Alternate Eligible Content

E05AV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in a literature text. Limited to dis-, in-, -er, -est, -ful, -less.

Tier Guidelines

Tier 1	Tier 2
No additional limitations	No additional limitations

Reporting Category: E05.A Literature Text

Assessment Anchor: E05.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E05.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (e.g., simile, metaphor, personification) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Alternate Eligible Content

E05AV4.1.2a Identify the meaning of figurative language in context

Task Specifications

Students will interpret the meaning of simple metaphors and similes in a literature text.

Tier Guidelines**Tier 1**

No additional limitations

Tier 2

No additional limitations

Reporting Category: E05.A Literature Text**Assessment Anchor: E05.A-V.4.1 Vocabulary Acquisition and Use**

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E05.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (e.g., simile, metaphor, personification) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Alternate Eligible Content

E05AV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in a story.

Tier Guidelines**Tier 1**

No additional limitations beyond tier descriptions.

Tier 2

No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text**Assessment Anchor: E05. B-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content	
E05BK1.1.1a Answer a literal question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text
Assessment Anchor: E05. B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content	
E05BK1.1.1b Answer an inferential question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is not explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text
Assessment Anchor: E05. B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content
E05BK1.1.1c Identify details from the text to support answers to literal and inferential questions

Task Specifications
Students will identify details about an informational text that answers a literal or inferential question.
Tier Guidelines
Tier 1
Limited to identification of one detail. Context of text may be literal or inferential.
Tier 2
Limited to identification of up to 2 details. Context of text may be literal or inferential.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05. B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Alternate Eligible Content
E05BK1.1.2a Summarize the text

Task Specifications
Students will identify the main events from an informational text.
Tier Guidelines
Tier 1
Limited to identification of 2 events that take place in the text.
Tier 2
May be asked to identify more than 2 events in the text.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05. B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Alternate Eligible Content
E05BK1.1.2b Identify the main idea/central idea using key details/evidence from the text

Task Specifications	
Students will identify the main idea of an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05. B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E05.B-K.1.1.3

Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Alternate Eligible Content
E05BK1.1.3a Identify the relationship between two individuals, events, procedures, ideas, steps, or concepts in the text

Task Specifications	
Students will identify the link between 2 individuals or 2 events/steps in a historical or technical text.	
Tier Guidelines	
Tier 1	Tier 2
Connection explicitly stated in text.	Connection may be implied in text.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05. B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E05.B-C.2.1.1

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Alternate Eligible Content

E05BC2.1.1a Identify similarities or differences in 2 points-of-view about one event or topic in a text

Task Specifications

Student will identify one similarity or difference between beliefs or opinions about the same event in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05. B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E05.B-K.2.1.2

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

Alternate Eligible Content

E05BC2.1.2a Use text structure or text features to identify events, ideas, or concepts in a text

Task Specifications

Students answer a question using text features of a given informational text.

Tier Guidelines

Tier 1	Tier 2
Limited to literal questions based on information presented in maps, diagrams, and headings.	May be asked to make an inference based on information from text features. Text features limited to maps, diagrams, headings, bold print.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E05.B-C.3.1.1

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Alternate Eligible Content	
E05BC3.1.1a Identify evidence that supports an author's point in the text	
Task Specifications	
Students will identify the word or phrase that provides a reason for the author's opinion or feelings in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E05.B-C.3.1.2

Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

Alternate Eligible Content	
E05BC3.1.2a Combine information from 2 or more pieces of text on the same topic	
Task Specifications	
Students will identify information in 2 or more pieces of informational text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of one piece of common information explicitly stated in 2 pieces of text.	May be asked to identify one common piece of information that may be implied in 2 pieces of text.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E05.B-V.4.1.1

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

Alternate Eligible Content

E05BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E05.B-V.4.1.1

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

Alternate Eligible Content

E05BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in an informational text. Limited to dis-, in-, -er, -est, -ful, -less.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E05.B-V.4.1.1

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Determine the meaning of general academic and domain-specific words and phrases used in a text.

Alternate Eligible Content

E05BV4.1.1c Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in an informational text.

Tier Guidelines

Tier 1	Tier 2
Context of word will be literal.	Context of word may be literal or inferential.

Reporting Category: E05.B Informational Text

Assessment Anchor: E05.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E05.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (simile, metaphor, and personification) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Alternate Eligible Content

E05BV4.1.2a Identify meaning of figurative language in the context of a nonfiction text

Task Specifications

Students will interpret the meaning of figurative language in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E05.C Writing

Assessment Anchor: E05.C1.1 Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E05.C.1.1.1

Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Alternate Eligible Content

E05C1.1.1a Provide an opinion on a topic

Task Specifications

Students will identify one belief or opinion of the writer/author. Opinion does not have to be explicitly stated in text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E05.C Writing

Assessment Anchor: E05.C1.1 Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E05.C.1.1.2

Provide logically ordered reasons that are supported by facts and details.

Alternate Eligible Content	
E05C1.1.2a Provide two or more details that support the reason for opinion	
Task Specifications	
Students will identify 2 details or facts that provide a reason for the author's opinion.	
Tier Guidelines	
Tier 1	Tier 2
Reasons explicitly stated in text. Context limited to home or school environment.	Opinion may be implied in the text. Context limited to home, school, or community environment.

Reporting Category: E05.C Writing**Assessment Anchor: E05.C1.1 Text Types and Purposes**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content: E05.C.1.1.3

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Alternate Eligible Content	
E05C1.1.3a Identify words to link the opinion and reasons	
Task Specifications	
Students will identify the linking word or words that connect the opinion to reason. Linking words limited to 'if,' 'because,' 'since,' 'for example,' 'another,' 'in addition,' 'in order to,' and 'for instance.'	
Tier Guidelines	
Tier 1	Tier 2
Limited to determining sentence using the correct linking word. Context limited to home or school environment.	Limited to choosing the correct linking word to use in a sentence. Context limited to home, school, or community environment.

Reporting Category: E05.C Writing**Assessment Anchor: E05.C1.2 Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E05.C.1.2.1

Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.

Alternate Eligible Content

E05C1.2.1a Introduce a topic

Task Specifications

Students will identify the subject/situation of an informative text.

Tier Guidelines

Tier 1	Tier 2
Subject/situation to identify explicitly stated in text. Context limited to home or school environment.	Subjects/situations may be implied in text. Context limited to home, school, or community environment.

Reporting Category: E05.C Writing**Assessment Anchor: E05.C1.2 Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E05.C.1.2.2

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Alternate Eligible Content

E05C1.2.2a Provide two or more facts or details about the topic

Task Specifications

Students will identify details or facts to support a given topic of an informative text.

Tier Guidelines

Tier 1	Tier 2
Limited to concrete topics. Context limited to home or school environment.	Topics may be abstract. Context limited to home, school, or community environment.

Reporting Category: E05.C Writing

Assessment Anchor: E05.C1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content: E05.C.1.2.3

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Alternate Eligible Content

E05C1.2.3a Identify words to link the topic and details

Task Specifications

Students will identify the linking word or words that connect the topic with the detail in an informative text. Limited to 'and,' 'or,' 'but,' 'also,' 'another,' 'such as,' 'in fact,' 'most importantly,' and 'besides.'

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E05.C Writing**Assessment Anchor: E05.C.1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E05.C.1.3.1

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

Alternate Eligible Content

E05C1.3.1a Introduce a topic for a narrative

Task Specifications

Students will identify an introductory sentence based on a given context of a narrative text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E05.C Writing**Assessment Anchor: E05.C1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E05.C.1.3.2

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

Alternate Eligible Content	
E05C1.3.2a Convey two events in sequence	
Task Specifications	
Students will sequence 2 events based on a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to real world in home or school environment.	Context may be real world or imaginary in home, school, or community environment.

Reporting Category: E05.C Writing
Assessment Anchor: E05.C1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E05.C.1.3.3

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Alternate Eligible Content	
E05C1.3.3a Identify transition words that convey sequence	
Task Specifications	
Students will identify a word or phrase that conveys sequence in a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Sequencing words limited to order words (first, second, last). Context limited to home or school environment.	Sequencing words/ phrases not limited to order words (then, next, finally, to start). Context limited to home, school, or community environment.

Reporting Category: E05.C Writing
Assessment Anchor: E05.C1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content: E05.C.1.3.5

Provide a conclusion that follows from the narrated experiences or events.

Alternate Eligible Content

E05C1.3.5a Provide a concluding statement

Task Specifications

Students will identify a concluding statement to a given context in a narrative text.

Tier Guidelines

Tier 1	Tier 2
Limited to literal idea for concluding statement. Context limited to home or school environment.	Idea for concluding statement may be inferential. Context limited to home, school or community environment.

Reporting Category: E05.D Language
Assessment Anchor: E05.D1.1 Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content: E05.D.1.1.6

Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Alternate Eligible Content

E05D1.1.6a Use simple sentences

Task Specifications

Students will identify the complete sentence.

Tier Guidelines

Tier 1	Tier 2
Sentence not limited to simple subject and simple predicate; may involve adjective or adverb. Context limited to home or school environment.	Sentence type may include question or exclamation. Context limited to home, school or community environment.

Grade 6

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content

E06AK1.1.1a Answer a literal question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content

E06AK1.1.1b Answer an inferential question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is not explicitly stated

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content	
E06AK1.1.1c Identify details and evidence from the text to answer literal and inferential questions	
Task Specifications	
Students will identify up to two details or pieces of evidence from a literature text that answer a literal or inferential question.	
Tier Guidelines	
Tier 1	Tier 2
Question can be literal or inferential; when inferential students limited to identify one detail.	Can be asked to identify 2 details. Question should be literal or inferential.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.2

Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content	
E06AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text	
Task Specifications	
Students will identify the theme/central message of the literature text based on key details/evidence from the text.	
Tier Guidelines	
Tier 1	Tier 2
Key details/evidence explicitly stated in the text.	Key details/evidence that may be implied in the text.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.2

Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content**E06AK1.1.2b** Summarize the text**Task Specifications**

Students will identify the main events from a literature text.

Tier Guidelines

Tier 1	Tier 2
Limited to identification of no more than 2 events.	Students may be asked to identify more than 2 events.

Reporting Category: E06.A Literature Text**Assessment Anchor: E06.A-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E06.A-K.1.1.3

Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Eligible Content**E06AK1.1.3a** Identify how the elements in the plot of a story interact**Task Specifications**

Students will identify the most likely next event in a story based on previous events in the story.

Tier Guidelines

Tier 1	Tier 2
Sequence and reasoning of events in text will be concrete.	Sequence and reasoning of events in the text may be inferential.

Reporting Category: E06.A Literature Text**Assessment Anchor: E06.A-C.2.1 Craft and Structure**

Demonstrate understanding of craft and structure in literature.

Eligible Content: E06.A-C.2.1.1

Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of

the point of view used by the author.

Alternate Eligible Content	
E06AC2.1.1a Identify how the narrator’s point-of-view affects the story	
Task Specifications	
Student will identify one way the narrator’s thought or feeling influences the story.	
Tier Guidelines	
Tier 1	Tier 2
Influence of narrator’s thought or feeling explicit in text.	Influence of narrator’s thought or feeling may be inferential.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E06.A-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content	
E06AC2.1.3a Identify the meaning of a word or phrase in context and how it makes the reader feel	
Task Specifications	
Given a sentence in a literature text, students will identify how a word or phrase in context makes the reader feel.	
Tier Guidelines	
Tier 1	Tier 2
Identification of feelings limited to happy, sad, angry, tired, scared, or sick.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text

Assessment Anchor: E06.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E06.A-C.3.1.1

Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Alternate Eligible Content

E06AC3.1.1a Identify similarities or differences in two texts in different genres
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Task Specifications

Students will identify one similarity or difference between literature texts with explicit similarities or differences in 2 different genres.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text
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Assessment Anchor: E06.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E06.A-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Alternate Eligible Content

E06AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word
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Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context.
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Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text
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Assessment Anchor: E06.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E06.A-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Alternate Eligible Content**E06AV4.1.1b** Use a root word or affix to determine the meaning of a word**Task Specifications**

Students will use a root word or affix to determine the meaning of a word. Limited to dis-, in-, -er, -est, -ful, -less.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.A Literature Text**Assessment Anchor: E06.A-V.4.1 Vocabulary Acquisition and Use**

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E06.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/ antonym) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Alternate Eligible Content**E06AV4.1.2a** Identify the meaning of figurative language in context**Task Specifications**

Students will identify the meaning of simple metaphors and similes in a literature text.

Tier Guidelines

Tier 1	Tier 2
Figurative language types limited to simile/ metaphor.	Figurative language types may be simile, metaphor, or idioms.

Reporting Category: E06.A Literature Text**Assessment Anchor: E06.A-V.4.1 Vocabulary Acquisition and Use**

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/ antonym) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Alternate Eligible Content	
E06AV4.1.2b Use relationships between words to aid comprehension	
Task Specifications	
Students will identify a word with a similar or opposite meaning for a given word in a story.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content	
E06BK1.1.1a Answer a literal question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content	
E06BK1.1.1b Answer an inferential question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is not explicitly stated in the text.	
Tier Guidelines	

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content:
E06BK1.1.1c Identify details and evidence from the text to answer literal and inferential questions

Task Specifications	
Students will identify up to two details or pieces of evidence about an informational text that answer literal or inferential questions.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.2

Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content
E06BK1.1.2a Identify the main idea/central idea using key details/evidence from the text

Task Specifications	
Students will identify the main idea of an informational text.	
Tier Guidelines	
Tier 1	Tier 2

No additional limitations from tier guidelines.	No additional limitations from tier guidelines.
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Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.2

Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

Alternate Eligible Content	
E06BK1.1.2b Summarize the text	
Task Specifications	
Students will identify the main events from an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Student will identify two events that take place in the text.	Student will identify more than two main events in the text.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E06.B-K.1.1.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

Alternate Eligible Content	
E06BK1.1.3a Identify how an individual's actions or an event or idea contribute to the text	
Task Specifications	
Students will identify the next action of a character based on events or ideas in an informational text.	
Tier Guidelines	
Tier 1	Tier 2

Connections between characters' actions, events, or ideas explicitly stated.

Connections between characters' actions, events, or ideas may be inferential.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E06.B-C.2.1.1

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Alternate Eligible Content

E06BC2.1.1a Identify information within the text to determine the author's point-of-view

Task Specifications

Student will identify the author's belief or feeling based on evidence from the informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations from tier guidelines.	No additional limitations from tier guidelines.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E06.B-C.2.1.2

Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

Alternate Eligible Content

E06BC2.1.2a Identify how a text feature or section fit into the text structure

Task Specifications

Students will identify how one text features helps organize the text.

Tier Guidelines

Tier 1	Tier 2
Text features limited to bold print, maps, diagrams.	Text features limited to bold print, maps, diagrams, charts, headings, or italics.

Reporting Category: E06.B Informational Text
Assessment Anchor: E06.B-C.2.1.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E06.B-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Alternate Eligible Content

E06BC2.1.3a Determine how word choice changes the meaning of text

Task Specifications

Student will select the words/phrases that match the author's tone for the informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations from tier guidelines.	No additional limitations from tier guidelines.

Reporting Category: E06.B Informational Text
Assessment Anchor: E06.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E06.B-C.3.1.1

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 (e.g., fact/opinion, bias).

Alternate Eligible Content

E06BC3.1.1a Identify an argument or claim that the author makes

Task Specifications

Students will identify the word or phrase that provides a reason for the author's opinion or feelings in an informational text.

Tier Guidelines

Tier 1	Tier 2
Author's opinion or feelings will be explicit in the text.	Author's opinion or feelings may be inferential in the text.

Reporting Category: E06.B Informational Text
Assessment Anchor: E06.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E06.B-C.3.1.1

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 (e.g., fact/opinion, bias).

Alternate Eligible Content

E06BC3.1.1b Determine if evidence is fact or opinion

Task Specifications

Students will identify one fact or opinion made in the informational text.

Tier Guidelines

Tier 1	Tier 2
Fact or opinion explicitly stated in text.	Fact or opinion may be implied in the text.

Reporting Category: E06.B Informational Text
Assessment Anchor: E06.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E06.B-C.3.1.2

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).

Alternate Eligible Content

E06BC3.1.2a Identify similarities or differences in two texts by different authors about the same topic

Task Specifications

Students will determine if information in two texts by different authors about the same topic are the same or different (agree or disagree).

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text
Assessment Anchor: E06.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E06.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E06BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word using context.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E06.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E06BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word in an informational text. Limited to dis-, in-, -er, -est, -ful, -less.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E06.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/ antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Alternate Eligible Content

E06BV4.1.2a Identify the meaning of figurative language in the context of a nonfiction text

Task Specifications

Students will interpret the meaning of figurative language in an informational text.

Tier Guidelines

Tier 1	Tier 2
Limited to similes and metaphors.	Limited to similes, metaphors, and idioms.

Reporting Category: E06.B Informational Text

Assessment Anchor: E06.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E06.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/ antonym) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Alternate Eligible Content

E06BV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E06.C.1.1.1

Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.

Alternate Eligible Content	
E06C1.1.1a Introduce a claim	
Task Specifications	
Students will identify the statement that is a claim in an argumentative text.	
Tier Guidelines	
Tier 1	Tier 2
Claim explicitly stated in text. Context limited to home or school environment.	Claim may be implied. Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E06.C.1.1.2

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Alternate Eligible Content	
E06C1.1.2a Use two evidence statements to support claim	
Task Specifications	
Students will identify 2 reasons to support a given claim in an argumentative text.	
Tier Guidelines	
Tier 1	Tier 2
Reasons for author's claim explicit within the text. Context limited to home or school environment.	Reasons for author's claim may be implied through text. Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E06.C.1.1.5

Provide a concluding section that reinforces the claims and reasons presented.

Alternate Eligible Content
E06C1.1.5a Identify an ending statement

Task Specifications	
Students will identify an ending statement that restates the claim in an argumentative text.	
Tier Guidelines	
Tier 1	Tier 2
Ending statement explicitly restates claim. Context limited to home or school environment.	Ending statement may imply claim. Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E06.C.1.2.1

Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

Alternate Eligible Content	
E06C1.2.1a Select a strategy such as definition or compare/contrast to introduce a topic	
Task Specifications	
Students will identify the topic sentence given details and a context for an informative text. Answer choices will be definitions or compare/contrast.	
Tier Guidelines	
Tier 1	Tier 2
Topics will be concrete. Context limited to home or school environment.	Topics will concrete or abstract. Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E06.C.1.2.2

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Alternate Eligible Content	
E06C1.2.2a Identify relevant facts or concrete details to support topic	
Task Specifications	
Students will identify details or facts to support a given topic for an informative text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to topics that are concrete. Context limited to home or school environment.	Topics may be concrete or abstract. Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E06.C.1.2.4

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Alternate Eligible Content	
E06C1.2.4a Identify vocabulary specific to a topic	
Task Specifications	
Students will identify one content-specific word based on topic of the informative text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E06.C.1.2.6

Provide a concluding section that follows from the information or explanation presented.

Alternate Eligible Content	
E06C1.2.6a Identify an ending statement	
Task Specifications	
Students will identify a phrase or sentence that concludes an informative text.	

Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E06.C.1.3.1

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

Alternate Eligible Content	
E06C1.3.1a Introduce a topic for a narrative that includes at least two people	
Task Specifications	
Students will identify a topic for a story that has 2 characters.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E06.C.1.3.2

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Alternate Eligible Content	
E06C1.3.2a Convey two or more events	
Task Specifications	
Students will choose 2 events that are related to a given narrative text.	

Tier Guidelines	
Tier 1	Tier 2
Context limited to real world in the home or school environment.	Text may be 2 or more events. Context may be real or imagined in the home, school, or community environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E06.C.1.3.3

Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

Alternate Eligible Content
E06C1.3.3a Describe two or more events using transitional words

Task Specifications	
Students will choose transition words to describe a sequence of 2 events in a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Sequencing words limited to order words (first, second, last). Context limited to home or school environment.	Sequencing words/phrases not limited to order words (may include next, then, to start, finally). Context limited to home or school environment.

Reporting Category: E06.C Writing

Assessment Anchor: E06.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E06.C.1.3.5

Provide a conclusion that follows from the narrated experiences or events.

Alternate Eligible Content
E06C1.3.5a Provide a concluding statement

Task Specifications
Students will identify a phrase or sentence that concludes a narrative text.
Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home or school environment.

Reporting Category: E06.D Language

Assessment Anchor: E06.D.1.1 Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content: E06.D.1.1.6

Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Alternate Eligible Content
E06D1.1.6a Produce a complete sentence

Task Specifications	
Students will identify the missing part of a sentence to produce a complete thought.	
Tier Guidelines	
Tier 1	Tier 2
Limited to simple subject and simple predicate. Context limited to home or school environment.	Not limited to simple subject and simple predicate; may involve adjective or adverb. Context limited to home or school environment.

Grade 7

Reporting Category: E07.A Literature Text**Assessment Anchor: E07.A-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E07AK1.1.1a Answer a literal question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.A Literature Text**Assessment Anchor: E07.A-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content

E07AK1.1.1b Answer an inferential question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is not explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations from tier guidelines.	No additional limitations from tier guidelines.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Alternate Eligible Content

E07AK1.1.1c Cite details and evidence from the text to answer literal and inferential questions

Task Specifications

Students will identify up to two specific details or pieces of evidence from the literature text that answer literal or inferential questions.

Tier Guidelines

Tier 1	Tier 2
May be asked to identify up to 2 details. Question should be literal.	May be asked to identify 2 details. Question may be literal or inferential.

Reporting Category: E07.A Literature Text
Assessment Anchor: E07.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.2

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.

Alternate Eligible Content

E07AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text

Task Specifications

Students will identify the theme/central message of the literature text based on key details/evidence from the text.

Tier Guidelines

Tier 1	Tier 2
Key details/evidence explicitly stated in the text.	Key details/evidence that may be implied in the text.

Reporting Category: E07.A Literature Text
Assessment Anchor: E07.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.2

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.

Alternate Eligible Content	
E07AK1.1.2b Summarize the text	
Task Specifications	
Students will identify the main events from a literature text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identification of no more than 2 events.	Students may be asked to identify more than 2 events.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.3

Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

Alternate Eligible Content	
E07AK1.1.3a Identify how two elements of a story, drama, or poem interact	
Task Specifications	
Students will identify how two elements of a literature text (character traits, setting, plots) interact.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E07.A-C.2.1.1

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Alternate Eligible Content

E07AC2.1.1a Determine the points-of-view of two or more characters in a text

Task Specifications

Students will identify thoughts or feelings of 2 or more characters in the literature text.

Tier Guidelines	
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Tier 1	Tier 2
Limited to 2 characters with similar thoughts or feelings. Feeling explicitly stated in text.	Limited to 2 characters. Thoughts or feelings can be similar or different.

Reporting Category: E07.A Literature Text
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Assessment Anchor: E07.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E07.A-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Alternate Eligible Content

E07AC2.1.3a Determine how word choice changes the meaning of a text
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Task Specifications

Student will identify the meaning of a sentence in a literature text when a specific choice of words is used.

Tier Guidelines	
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Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.A Literature Text
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Assessment Anchor: E07.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E07.A-C.3.1.1

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.

Alternate Eligible Content

E07AC3.1.1a Identify similarities or differences in a fictional portrayal and a historical account of the same period
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Task Specifications	
Students will identify one similarity or difference between a fictional portrayal and historical account.	
Tier Guidelines	
Tier 1	Tier 2
Limited to identify similarities only.	May be asked to identify similarities or differences.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E07.A-V.4 1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Alternate Eligible Content
E07AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications	
Students will identify the meaning of a vocabulary or multiple-meaning word using context in a literature text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E07.A-V.4 1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Alternate Eligible Content
E07AV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications	
Students will use a root word or affix to determine the meaning of a word. Limited to under-, over-, non-, pre-, -ness, and -er or -or.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E07.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Alternate Eligible Content	
E07AV4.1.2a Identify the meaning of figurative language in context	
Task Specifications	
Students will identify the meaning of figurative language in a literature text.	
Tier Guidelines	
Tier 1	Tier 2
Figurative language types limited to simile/ metaphor.	Figurative language types may be simile, metaphor, or idioms.

Reporting Category: E07.A Literature Text

Assessment Anchor: E07.A-V.4.1.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E07.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Alternate Eligible Content
E07AV4.1.2b Use relationships between words to aid comprehension

Task Specifications	
Students will identify a word with a similar or opposite meaning for a given word in a story.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content
E07BK1.1.1a Answer a literal question about a text

Task Specifications	
Students will answer a question about an informational text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content
E07BK1.1.1b Answer an inferential question about a text

Task Specifications	
Students will answer a question about an informational text for which the answer is not explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text
Assessment Anchor: E07.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E07BK1.1.1c Cite details and evidence from the text to answer literal and inferential questions

Task Specifications

Students will identify up to two specific details or pieces of evidence from an informational text that answer literal or inferential questions.

Tier Guidelines

Tier 1	Tier 2
May be asked to identify up to 2 details. Question should be literal.	May be asked to identify 2 details. Question may be literal or inferential.

Reporting Category: E07.B Informational Text
Assessment Anchor: E07.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.2

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.

Alternate Eligible Content

E07BK1.1.2a Identify two main ideas/central ideas in a text

Task Specifications

Students will identify two main ideas or central ideas of an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.2

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.

Alternate Eligible Content	
E07BK1.1.2b Summarize the text	
Task Specifications	
Students will summarize the main events from an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Limited to 2 events that take place in the text. (beginning, end)	May be asked to identify more than two main events in the text. (beginning, middle, end)

Reporting Category: E07.B Informational Text**Assessment Anchor: E07.B-K.1.1 Key Ideas and Details**

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E07.B-K.1.1.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

Alternate Eligible Content	
E07BK1.1.3a Identify two interactions between individuals, events, or ideas that contribute to the text	
Task Specifications	
Students will identify 2 reasons that result in an event, idea, or character's reaction in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Reasons and events explicitly stated in the text.	Reasons and events may be implied in the text.

Reporting Category: E07.B Informational Text**Assessment Anchor: E07. B-C.2.1 Craft and Structure**

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E07.B-C.2.1.1

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.

Alternate Eligible Content	
E07BC2.1.1a Identify the author's point-of-view and an alternate point-of-view in a text	
Task Specifications	
Student will identify two alternate points of view in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E07.B-C.2.1.2

Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.

Alternate Eligible Content	
E07BC2.1.2a Identify how text features or sections fit into the text structure	
Task Specifications	
Students will identify how 2 text features help organize the text.	
Tier Guidelines	
Tier 1	Tier 2
Text features limited to bold print, maps, diagrams.	Text features limited to bold print, maps, diagrams, charts, headings, or italics.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E07.B-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Alternate Eligible Content	
E07BC2.1.3a Determine how word choice changes the meaning of text	
Task Specifications	
Given the author's tone, students will make a word selection that is consistent with that tone for an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Students will determine the meaning of the text.	Identify the word or phrase that matches the meaning of the text.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E07.B-C.3.1.1

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.

Alternate Eligible Content	
E07BC3.1.1a Identify an argument or claim that the author makes	
Task Specifications	
Students will identify the argument or claim the author is trying to make in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Author's opinion or feelings will be explicit in the text.	Author's opinion or feelings may be inferential in the text.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E07.B-C.3.1.1

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.

Alternate Eligible Content
E07BC3.1.1b Identify the evidence that supports the argument or claim

Task Specifications	
Students will identify one reason for the author’s argument or claim in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Reason for claim explicitly stated in text.	Reason for claim may be implied through text.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E07.B-C.3.1.2

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.

Alternate Eligible Content	
E07BC3.1.2a Identify similarities or differences with details selected in two texts by different authors about the same topic	
Task Specifications	
Students will identify a detail that shows the authors agree or disagree in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations from tier guidelines.	No additional limitations from tier guidelines.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E07.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E07BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning words

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E07.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E07BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word. Limited to under-, over-, non-, pre-, -ness, and -er or -or.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E07.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite)

Alternate Eligible Content

E07BV4.1.2a Identify the meaning of figurative language in the context of a nonfiction text
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Task Specifications

Students will interpret the meaning of figurative language in an informational text.
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Tier Guidelines

Tier 1	Tier 2
Limited to similes and metaphors.	Limited to similes, metaphors, and idioms.

Reporting Category: E07.B Informational Text

Assessment Anchor: E07.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E07.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite)

Alternate Eligible Content

E07BV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E07.C Writing
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Assessment Anchor: E07.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E07.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.

Alternate Eligible Content

E07C1.1.1a Identify both sides of an argument or claim

Task Specifications

Given a claim, students will identify a counter claim in an argumentative text.

Tier Guidelines	
Tier 1	Tier 2
Arguments/claims explicitly stated. Context limited to home or school environment.	Arguments/ claims may be implied. Context limited to home or school environment.

Reporting Category: E07.C Writing

Assessment Anchor: E07.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E07.C.1.1.2

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Alternate Eligible Content
E07C1.1.2a Identify one piece of evidence to support each side of argument or claim

Task Specifications	
Students will identify one reason for each argument or claim in an argumentative text.	
Tier Guidelines	
Tier 1	Tier 2
Arguments/claims explicitly stated. Context limited to home or school environment.	Arguments/claims may be implied. Context limited to home or school environment.

Reporting Category: E07.C Writing

Assessment Anchor: E07.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E07.C.1.1.5

Provide a concluding section that reinforces the claims and reasons presented.

Alternate Eligible Content
E07C1.1.5a Identify an ending statement

Task Specifications	
Students will identify an ending statement that restates the claim in an argumentative text.	
Tier Guidelines	
Tier 1	Tier 2
Claim is explicitly stated. Context limited to home or school environment.	Claim may be implied. Context limited to home or school environment.

Reporting Category: E07.C Writing
Assessment Anchor: E07.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E07.C.1.2.1

Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

Alternate Eligible Content

E07C1.2.1a Use a strategy such as definition or compare/contrast to introduce a topic

Task Specifications

Students will identify a topic sentence using definitions or compare/contrast given details and a context in an informative text.

Tier Guidelines

Tier 1	Tier 2
Topics limited to concrete. Context limited to home or school environment.	Topics can be concrete or abstract. Context limited to home or school environment.

Reporting Category: E07.C Writing
Assessment Anchor: E07.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E07.C.1.2.2

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Alternate Eligible Content

E07C1.2.2a Generate on-topic supporting details

Task Specifications

Students will identify up to 2 details or facts to support a given topic in an informative text.

Tier Guidelines

Tier 1	Tier 2
Topic limited to concrete. Context limited to home or school environment.	Topic can be concrete or abstract. Context limited to home or school environment.

Reporting Category: E07.C Writing
Assessment Anchor: E07.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E07.C.1.2.4

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Alternate Eligible Content

E07C1.2.4a Identify vocabulary specific to a topic

Task Specifications

Students will identify content-specific words related to informative topic.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E07.C Writing
Assessment Anchor: E07.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E07.C.1.2.6

Provide a concluding section that follows from and supports the information or explanation presented.

Alternate Eligible Content

E07C1.2.6a Identify an ending statement

Task Specifications

Students will identify a phrase or sentence that provides a conclusion to an informative text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E07.C Writing

Assessment Anchor: E07.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E07.C.1.3.1

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

Alternate Eligible Content	
E07C1.3.1a Select a topic for a narrative about at least two characters	
Task Specifications	
Students will identify a narrative topic for a story that has at least 2 characters.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E07.C Writing

Assessment Anchor: E07.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E07.C.1.3.2

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Alternate Eligible Content	
E07C1.3.2a Convey at least three events in the story	
Task Specifications	
Students will choose 3 events that are related to a given narrative topic.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E07.C Writing

Assessment Anchor: E07.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E07.C.1.3.3

Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

Alternate Eligible Content	
E07C1.3.3a Convey sequencing using transitional words	
Task Specifications	
Students will choose transition words to describe a sequence of 3 events in a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Sequencing words limited to order words (first, second, last). Context limited to home or school environment.	Sequencing words/phrases not limited to order words (may include next, then, to start, finally). Context limited to home or school environment.

Reporting Category: E07.C Writing**Assessment Anchor: E07.C.1.3 Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E07.C.1.3.5

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Alternate Eligible Content	
E07C1.3.5a Provide the conclusion.	
Task Specifications	
Students will identify a phrase or sentence that concludes a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Grade 8

Reporting Category: E08.A Literature Text

Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content	
E08AK1.1.1a Answer a literal question about a text	
Task Specifications	
Students will answer a question about a literature text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text

Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content	
E08AK1.1.1b Answer an inferential question about a text	
Task Specifications	
Students will answer a question about a text for which the answer is not explicitly stated in the literature text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E08AK1.1.1c Cite the most important details and evidence from the text to answer literal and inferential questions

Task Specifications

Students will identify the 2 most important specific details or pieces of evidence from the literature text that answer literal or inferential questions.

Tier Guidelines

Tier	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.2

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.

Alternate Eligible Content

E08AK1.1.2a Identify the theme/central message of a story, drama, or poem using key details/evidence from the text

Task Specifications

Students will identify the theme/central message of the text based on key details/ evidence from the literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.2

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.

Alternate Eligible Content	
E08AK1.1.2b Summarize the text	
Task Specifications	
Students will identify no more than 3 key events from a literature text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in literature.

Eligible Content: E08.A-K.1.1.3

Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Alternate Eligible Content	
E08AK1.1.3a Identify how two or more elements of a story, drama, or poem interact	
Task Specifications	
Students will identify how two or more elements of a literature text interact. (setting, characters, or plot)	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E08.A-C.2.1.1

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.

Alternate Eligible Content

E08AC2.1.1a Determine the points-of-view of two or more characters or narrators in a text

Task Specifications

Students will identify thoughts or feelings of 2 or more characters/narrators in the literature text.

Tier Guidelines

Tier 1	Tier 2
Limited to characters or narrators with thoughts or feelings explicitly stated in the text.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E08.A-C.2.1.1

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.

Alternate Eligible Content

E08AC2.1.1b Determine how the characters in the story make the reader respond

Task Specifications

Students will identify a response to behaviors of a character in a literature text.

Tier Guidelines

Tier 1	Tier 2
Identification of reader responses limited to happy, sad, angry, tired, scared, or sick.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in literature.

Eligible Content: E08.A-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Alternate Eligible Content

E08AC2.1.3a Identify the impact of word choice on the meaning in a text

Task Specifications

Student will identify the word or phrase necessary to match the given meaning of the literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among texts.

Eligible Content: E08.A-C.3.1.1

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Alternate Eligible Content

E08AC3.1.1a Identify similarities or differences in a modern work of fiction and a traditional story

Task Specifications

Students will identify one similarity or difference between a piece of modern fiction and a traditional story.

Tier Guidelines

Tier 1	Tier 2
Limited to identifying similarities.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E08.A-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Alternate Eligible Content

E08AV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context in a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E08.A-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Alternate Eligible Content

E08AV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word. Limited to under-, over-, non-, pre-, -ness, and -er or -or.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E08.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Alternate Eligible Content

E08AV4.1.2a Identify the meaning of figurative language in context

Task Specifications

Students will identify the meaning of figurative language in a literature text.

Tier Guidelines

Tier 1	Tier 2
Figurative language types may be simile or metaphor.	Figurative language may be simile, metaphor, or idioms.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.A-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E08.A-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Alternate Eligible Content

E08AV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in a story.

Tier Guidelines

Tier 1	Tier 2
No additional limitations from tier guidelines.	No additional limitations from tier guidelines.

Reporting Category: E08.A Literature Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E08BK1.1.1a Answer a literal question about a text.

Task Specifications

Students will answer a question about an informational text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E08BK1.1.1b Answer an inferential question about a text

Task Specifications

Students will answer a question about an informational text for which the answer is not explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content

E08BK1.1.1c Cite the most important details and evidence from the text to answer literal and inferential questions

Task Specifications

Students will identify up to 2 of the most important specific details or pieces of evidence to answer literal or inferential questions about the informational text.

Tier Guidelines

Tier	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.2

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.

Alternate Eligible Content

E08BK1.1.2a Identify the main idea/central idea using 2 or more key details/evidence from the text

Task Specifications

Students will identify the main idea or central idea given 2 key details or pieces of evidence listed in the informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.2

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.

Alternate Eligible Content	
E08BK1.1.2b Summarize the text	
Task Specifications	
Students will identify no more than 3 key events from an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-K.1.1 Key Ideas and Details

Demonstrate understanding of key ideas and details in informational texts.

Eligible Content: E08.B-K.1.1.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

Alternate Eligible Content	
E08BK1.1.3a Identify two or more interactions between individuals, events, or ideas that contribute to the text	
Task Specifications	
Students will identify at least two actions, events, or ideas that caused an event to take place in the informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E08.B-C.2.1.1

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.

Alternate Eligible Content	
E08BC2.1.1a Identify a difference in the author's point-of-view and an alternate point-of-view in a text	
Task Specifications	
Student will identify two alternate points of view in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E08.B-C.2.1.2

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.

Alternate Eligible Content	
E08BC2.1.2a Identify the structure of a paragraph	
Task Specifications	
Students will identify the topic sentence, a supporting detail sentence, or concluding sentence in an informational paragraph.	
Tier Guidelines	
Tier 1	Tier 2
Student will identify the topic or concluding sentence of an informational text.	Student will identify the topic, detail, or concluding sentence of an informational text.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.2.1 Craft and Structure

Demonstrate understanding of craft and structure in informational texts.

Eligible Content: E08.B-C.2.1.3

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Alternate Eligible Content	
E08BC2.1.3a Determine how word choice changes the meaning of a text	
Task Specifications	
Given a selection of words, students will select the words that change the tone of the informational text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E08.B-C.3.1.1

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.

Alternate Eligible Content	
E08BC3.1.1a Identify an argument or claim that the author makes	
Task Specifications	
Students will identify the argument or claim the author is trying to make in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Author's opinion or feelings will be explicit in the text.	Author's opinion or feelings may be inferential in the text.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E08.B-C.3.1.1

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.

Alternate Eligible Content	
E08BC3.1.1b Identify the evidence that does or does not support the argument or claim	
Task Specifications	
Students will identify one piece of evidence that supports or does not support the author's argument or claim in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Student will identify one piece of evidence that supports the author's claim.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-C.3.1 Integration of Knowledge and Ideas

Demonstrate understanding of connections within, between, and/or among informational texts.

Eligible Content: E08.B-C.3.1.2

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.

Alternate Eligible Content	
E08BC3.1.2a Identify conflicting information presented in two texts about the same topic	
Task Specifications	
Using two informational texts on the same topic, students will identify one piece of information that does not agree.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E08.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E08BV4.1.1a Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations	No additional limitations

Reporting Category: E08.B Informational Text
Assessment Anchor: E08.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E08.B-V.4.1.1

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Determine the meaning of technical words and phrases used in a text.

Alternate Eligible Content

E08BV4.1.1b Use a root word or affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word. Limited to under-, over-, non-, pre-, -ness, and -er or -or.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.B Informational Text

Assessment Anchor: E08.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E08.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Alternate Eligible Content

E08BV4.1.2a Identify the meaning of figurative language in the context of a nonfiction text

Task Specifications

Students will interpret the meaning of figurative language in an informational text.

Tier Guidelines

Tier 1	Tier 2
Figurative language limited to similes and metaphors.	Figurative language limited to similes, metaphors, and idioms.

Reporting Category: E08.B Informational Text

Assessment Anchor: E08.B-V.4.1 Vocabulary Acquisition and Use

Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E08.B-V.4.1.2

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Alternate Eligible Content

E08BV4.1.2b Use relationships between words to aid comprehension

Task Specifications

Students will identify a word with a similar or opposite meaning for a given word in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: E08.C Writing**Assessment Anchor: E08.C.1.1 Text Types and Purposes**

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E08.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

Alternate Eligible Content

E08C1.1.1a State a claim and at least one counterclaim.

Task Specifications

Given a claim, students will identify a counter claim in an argumentative text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing**Assessment Anchor: E08.C.1.1 Text Types and Purposes**

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E08.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

Alternate Eligible Content

E08C1.1.1b Identify an organizational statement that describes the structure

Task Specifications

Given an organizational statement, student will identify the sequence that evidence will be presented.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.1 Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E08.C.1.1.2

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Alternate Eligible Content

E08C1.1.2a Use reason and evidence to support claim

Task Specifications

Student will identify the reasons or evidence that support the claim in an argumentative text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing**Assessment Anchor: E08.C.1.1 Text Types and Purposes**

Write arguments to support claims with clear reasons and relevant evidence.

Eligible Content: E08.C.1.1.5

Provide a concluding section that reinforces the claims and reasons presented.

Alternate Eligible Content

E08C1.1.5a Provide an ending statement

Task Specifications

Students will identify an ending statement that restates the claim in an argumentative text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing**Assessment Anchor: E08.C.1.2 Text Types and Purposes**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E08.C.1.2.1

Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

Alternate Eligible Content

E08C1.2.1a Use a strategy such as definition, classification, or compare/contrast, to introduce a topic

Task Specifications

Students will identify the topic sentence given details and a context in an informative text. Answer choices will be definitions, compare/contrast, or classification.

Tier Guidelines

Tier 1	Tier 2
Limited to topics that are concrete. Context limited to home or school environment.	Topics may be concrete or abstract. Context limited to home or school environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E08.C.1.2.2

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Alternate Eligible Content

E08C1.2.2a Use at least two types of supporting details (*e.g., definition and facts*)

Task Specifications

Students will identify 2 different details to support a given topic for an informative text.

Tier Guidelines

Tier 1	Tier 2
Limited to topics that are concrete. Context limited to home or school environment.	Topics may be concrete or abstract. Context limited to home or school environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E08.C.1.2.4

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Alternate Eligible Content	
E08C1.2.4a Identify vocabulary specific to a topic	
Task Specifications	
Students will identify content-specific words related to informative topic.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.2 Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E08.C.1.2.6

Provide a concluding section that follows from and supports the information or explanation presented.

Alternate Eligible Content	
E08C1.2.6a Provide an ending statement	
Task Specifications	
Students will identify a phrase or sentence that provides a conclusion in an informative text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E08.C.1.3.1

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

Alternate Eligible Content	
E08C1.3.1a Provide a topic for a narrative about at least two characters	
Task Specifications	
Students will identify a topic for a story that has at least 2 characters.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E08.C.1.3.2

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Alternate Eligible Content	
E08C1.3.2a Convey at least three events sequentially	
Task Specifications	
Students will order 3 events related to a given narrative topic.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E08.C.1.3.3

Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

Alternate Eligible Content	
E08C1.3.3a Convey sequencing, or setting change using one or more transitional words	
Task Specifications	
Students will identify word or phrase that conveys sequence or change in a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Transition words limited to sequence of events using ordering words that describe transition: first, second, last, finally. Context limited to home or school environment.	Transition words may include before, meanwhile, by the time. Context limited to home or school environment.

Reporting Category: E08.C Writing

Assessment Anchor: E08.C.1.3 Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible Content: E08.C.1.3.5

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Alternate Eligible Content	
E08C1.3.5a Provide the conclusion	
Task Specifications	
Students will identify the word or phrase that concludes a narrative text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Grade 11

Reporting Category: CC.11-12.1.2 Informational Text

Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Main Idea

Eligible Content: CC.11-12.1.2A

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Alternate Eligible Content

CC11-12.1.2Aa Identify two main ideas/central ideas using key details/evidence from the text

Task Specifications

Students will identify two ideas/ claims related to an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text

Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Main Idea

Eligible Content: CC.11-12.1.2A

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Alternate Eligible Content

CC11-12.1.2Ab Summarize the text

Task Specifications

Students will identify no more than 3 key events from an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Text Analysis

Eligible Content: CC.11-12.1.2B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Alternate Eligible Content	
CC11-12.1.2Ba Answer a literal question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Text Analysis

Eligible Content: CC.11-12.1.2B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Alternate Eligible Content	
CC11-12.1.2Bb Answer an inferential question about a text	
Task Specifications	
Students will answer a question about an informational text for which the answer is not explicitly stated in the text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Text Analysis

Eligible Content: CC.11-12.1.2B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Alternate Eligible Content

CC11-12.1.2Bc Cite the most important details and evidence from the text to answer literal and inferential questions, including conclusions or summaries

Task Specifications

Students will identify at least 2 important details or pieces of evidence from an informational text that answer literal or inferential questions.

Tier Guidelines

Tier 1	Tier 2
Limited to questions about main events or key details which may be literal or inferential.	Questions may be about conclusions or summary of the text.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Key Ideas and Details - Text Analysis

Eligible Content: CC.11-12.1.2C

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Alternate Eligible Content

CC11-12.1.2Ca Identify why interactions occurred between two individuals, events, or ideas in the text

Task Specifications

Students will identify the reasons the reasons for actions, events, or ideas that take place in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Craft and Structure - Point of View

Eligible Content: CC.11-12.1.2D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

Alternate Eligible Content
CC11-12.1.2Da Identify the author's point-of-view in a text and give one or more examples that illustrate this view

Task Specifications

Students will identify the author's belief and one piece of evidence supporting this belief in an informational text.

Tier Guidelines

Tier 1	Tier 2
Author's belief and evidence explicitly stated.	Author's belief explicitly stated but evidence may be implied.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Craft and Structure – Text Structure

Eligible Content: CC.11-12.1.2E

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.

Alternate Eligible Content
CC11-12.1.2Ea Identify an argument or claim in a text

Task Specifications

Students will identify the argument or claim the author is trying to make in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Craft and Structure – Text Structure

Eligible Content: CC.11-12.1.2E

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.

Alternate Eligible Content
CC11-12.1.2Eb Identify the evidence that does or does not support the argument or claim

Task Specifications

Students will determine if the evidence given in the informational text does or does not support the author's claim. Author's claim is explicitly stated.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Craft and Structure –Vocabulary

Eligible Content: CC.11-12.1.2F

Evaluate how words and phrases shape meaning and tone in texts.

Alternate Eligible Content
CC11-12.1.2Fa Determine the specific language/words that the author uses to contribute to the persuasiveness of the text

Task Specifications

Students will identify a word or phrase the author uses to persuade the reader in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Integration of Knowledge and Ideas - Analysis Across Texts

Eligible Content: CC.11-12.1.2I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Alternate Eligible Content
CC11-12.1.2Ia Identify main ideas/central ideas and concepts in U.S. documents of historical or political significance

Task Specifications

Students will identify the main idea from the summary of a historical or political U.S. document.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text
Common Core Standard: CC.11-12.1.2

Reading Informational Text: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.2J

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.

Alternate Eligible Content
CC11-12.1.2Ja Determine the meaning of a general academic and domain-specific word or phrase related to a text

Task Specifications

Students will identify the meaning of a word or phrase within a career-readiness or transition based text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text**Common Core Standard: CC.11-12.1.2**

Reading Informational Text: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.2K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Alternate Eligible Content

CC11-12.1.2Ka Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary word or multiple-meaning word or phrase using context in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text**Common Core Standard: CC.11-12.1.2**

Reading Informational Text: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.2K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Alternate Eligible Content

CC11-12.1.2Kb Use a root word and affix to determine the meaning of a word

Task Specifications

Students will use a root word or affix to determine the meaning of a word. Limited to semi-, multi-, mis-, inter-, mid-, -able, -ship, -ist, and -ess.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text**Common Core Standard: CC.11-12.1.2**

Reading Informational Text: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.2K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Alternate Eligible Content**CC11-12.1.2Kc** Use relationships between words to aid comprehension**Task Specifications**

Students will identify a word with a similar or opposite meaning for a given word in an informational text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.2 Informational Text**Common Core Standard: CC.11-12.1.2**

Reading Informational Text: Range of Reading

Eligible Content: CC.11-12.1.2L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Alternate Eligible Content**CC11-12.1.2La** Read and answer a question using informational material (e.g., schedules, maps, manuals)**Task Specifications**

Students will answer a literal question based on features in informational text.

Tier Guidelines

Tier 1	Tier 2
Text limited to schedules or maps.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature**Common Core Standard: CC.11-12.1.3**

Reading Literature: Key Ideas and Details - Theme

Eligible Content: CC.11-12.1.3A

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide and interaction of the themes; provide an objective summary of the text.

Alternate Eligible Content

CC11-12.1.3Aa Identify two themes/central messages of a text using key details/evidence from the text

Task Specifications

Students will identify 2 ideas that support the theme/central message of the literature text based on key details/evidence.

Tier Guidelines

Tier 1	Tier 2
At least one of the two ideas will be explicitly stated in the text.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature**Common Core Standard: CC.11-12.1.3**

Reading Literature: Key Ideas and Details - Theme

Eligible Content: CC.11-12.1.3A

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text

Alternate Eligible Content

CC11-12.1.3Ab Summarize the text

Task Specifications

Students will identify no more than 3 key events from a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Key Ideas and Details – Text Analysis

Eligible Content: CC.11-12.1.3B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

Alternate Eligible Content
C11-12.1.3Ba Answer a literal question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is explicitly stated in the text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Key Ideas and Details – Text Analysis

Eligible Content: CC.11-12.1.3B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

Alternate Eligible Content
CC11-12.1.3Bb Answer an inferential question about a text

Task Specifications

Students will answer a question about a literature text for which the answer is not explicitly stated.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Key Ideas and Details – Text Analysis

Eligible Content: CC.11-12.1.3B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Alternate Eligible Content

CC11-12.1.3Bc Cite the most important details and evidence from the text to answer literal and inferential questions, including conclusions or summaries of the plot

Task Specifications

Students will identify at least 2 important details or pieces of evidence from a literature text that answer literal or inferential questions.

Tier Guidelines

Tier 1	Tier 2
Limited to questions about main events or key details which may be literal or inferential.	Questions may be about conclusions or summary of the text.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Craft and Structure - Vocabulary

Eligible Content: CC.11-12.1.3F

Evaluate how words and phrases shape meaning and tone in texts.

Alternate Eligible Content

CC11-12.1.3Fa Identify the impact of word choice on the meaning of text

Task Specifications

Student will identify the word or phrase necessary to match the given meaning of the literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature**Common Core Standard: CC.11-12.1.3**

Reading Literature: Integration of Knowledge and Ideas – Sources of Information

Eligible Content: CC.11-12.1.3G

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Alternate Eligible Content

CC11-12.1.3Ga Identify similarities or differences in a multi-media version or other interpretation of a story and the written story

Task Specifications

Students will identify one similarity or one difference between a multi-media version of a story and its text version.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature**Common Core Standard: CC.11-12.1.3**

Reading Literature: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.3I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Alternate Eligible Content

CC11-12.1.3Ia Use context to determine the meaning of an unknown or multiple meaning word

Task Specifications

Students will identify the meaning of a vocabulary or multiple-meaning word using context in a literature text.

Tier Guidelines

Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.3I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Alternate Eligible Content	
CC11-12.1.3Ib Use a root word or affix to determine the meaning of a word	
Task Specifications	
Students will use a root word or affix to determine the meaning of a word. Limited to semi-, multi-, mis-, inter-, mid-, -able, -ship, -ist, and -ess.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.3 Literature
Common Core Standard: CC.11-12.1.3

Reading Literature: Vocabulary Acquisition and Use

Eligible Content: CC.11-12.1.3J

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.

Alternate Eligible Content	
CC11-12.1.3Ja Identify the meaning of a general academic and career-related word/phrase related to a text	
Task Specifications	
Students will identify the meaning of a word or phrase within a career-readiness or transition based literature text.	
Tier Guidelines	
Tier 1	Tier 2
No additional limitations beyond tier descriptions.	No additional limitations beyond tier descriptions.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Informative/Explanatory

Eligible Content: CC.11-12.1.4A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Alternate Eligible Content	
CC11-12.1.4Aa Convey ideas and information around content-related topic	
Task Specifications	
Students will identify the piece of information that belongs in an informational text.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Informative/Explanatory – Focus

Eligible Content: CC.11-12.1.4B

Write with a sharp, distinct focus identifying topic, task, and audience.

Alternate Eligible Content	
CC11-12.1.4Ba Maintain consistency of topic	
Task Specifications	
Students will identify a statement or phrase that belongs in an informational passage.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Informative/Explanatory – Content

Eligible Content: CC.11-12.1.4C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Alternate Eligible Content**CC11-12.1.4Ca** Include beginning topic, appropriate details, and then conclusion**Task Specifications**

Students will identify the topic sentence, detail sentence, or concluding sentence given an informational paragraph.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Informative/Explanatory – Content

Eligible Content: CC.11-12.1.4C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Alternate Eligible Content**CC11-12.1.4Cb** Choose appropriate words/phrases to address a specific audience**Task Specifications**

Students will choose an appropriate word or phrase for a specific audience.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing
Common Core Standard: CC.11-12.1.4

Writing: Informative/Explanatory – Organization

Eligible Content: CC.11-12.1.4D

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Alternate Eligible Content
CC11-12.1.4Da Organize writing with introduction, supporting details, and conclusions

Task Specifications

Students will identify where topic sentence, detail sentence, or concluding sentence belongs within an informational text.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing
Common Core Standard: CC.11-12.1.4

Writing: Opinion/Argumentative – Focus

Eligible Content: CC.11-12.1.4H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

Alternate Eligible Content
CC11-12.1.4Ha Maintain focus to support the claim

Task Specifications

Students will identify a statement or phrase that is consistent with the stated claim or belief.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Opinion/Argumentative - Focus

Eligible Content: CC.11-12.1.4I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Alternate Eligible Content**CC11-12.1.4Ia** Include both sides of argument or claim, supporting evidence and conclusion**Task Specifications**

Given 2 elements of a persuasive text (argument, detail, or conclusion), students will identify the missing piece that maintains consistency.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Opinion/Argumentative - Style

Eligible Content: CC.11-12.1.4K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Alternate Eligible Content**CC11-12.1.4Ka** Identify and/or use vocabulary specific to a real-world topic**Task Specifications**

Students will identify the correct content specific word when given a real world topic.

Tier Guidelines

Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Narrative

Eligible Content: CC.11-12.1.4M

Write narratives to develop real or imagined experiences or events.

Alternate Eligible Content	
CC11-12.1.4Ma Relate personal experiences with self-reflection	
Task Specifications	
Given a narrative text, students will identify how the writer felt based on contextual clues.	
Tier Guidelines	
Tier 1	Tier 2
Context limited to home or school environment.	Context limited to home, school, or community environment.

Reporting Category: CC.11-12.1.4 Writing**Common Core Standard: CC.11-12.1.4**

Writing: Conducting Research

Eligible Content: CC.11-12.1.4V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Alternate Eligible Content	
CC11-12.1.4Va Identify a question and find answer using reference material	
Task Specifications	
Students will identify the answer to a literal question using reference material.	
Tier Guidelines	
Tier 1	Tier 2
Reference material limited to website, atlas, text book. Context limited to home or school environment.	No additional limitations beyond tier descriptions. Context limited to home, school, or community environment.