# 2009 ELA 3-8 Item Map Display

## Standard 1 …information and understanding

| | Performance Indicator | Grade 3 Item # | Grade 4 Item # | Grade 5 Item # | Grade 6 Item # | Grade 7 Item # | Grade 8 Item # |
|---|---|---|---|---|---|---|---|
| R | Read unfamiliar texts to collect data, facts, and ideas | 3 | | | | | |
| R | Use graphic organizers to record significant details from informational texts | 14 | | | | | |
| R | Identify a main idea and supporting details in informational texts | 2, 5 | 1, 3, 13 | | | | |
| R | Read and understand written directions | 10, 11, 12 | | | | | |
| R | Collect and interpret data, facts, and ideas from unfamiliar texts | | 2, 4, 17 | | | | |
| R | Identify a conclusion that summarizes the main idea | | 6, 18 | | | | |
| R | Understand written directions and procedures | | 14, 15, 16 | | | | |
| R | Identify information that is implied rather than stated | | | 9, 13 | 18 | | |
| L | Identify information that is implicit rather than stated | | | 24 | | | |
| R | Distinguish between fact and opinion | | | 15 | | | |
| R | Recognize organizational formats to assist in comprehension of informational texts | | | 12 | | | |
| R | Read to collect and interpret data, facts, and ideas from multiple sources | | | 6, 7, 8, 14 | 6, 7, 8, 16, 17 | | |
| L | Identify essential details for note taking | | | 22, 23, 25, 26**SR** | | | |
| R | Compare and contrast information about one topic from multiple sources | | | | 19 | | |
| R | Use text features, such as headings, captions, and titles, to understand and interpret informational text | | | | 9 | | |
| R | Identify missing, conflicting, unclear, and irrelevant information | | | | 21 | | |
| R | Draw conclusions and make inferences on the basis of explicit and implied information | | | | | 16 | 7, 22 |
| L | Draw conclusions and make inferences on the basis of explicit information | | | | | 30, 34**SR** | |
| R | Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer | | | | | 1, 12, 13, 17 | |
| R | Make, confirm, or revise predictions | | | | | 32 | 10 |
| R | Identify missing, conflicting, or unclear information | | | | | | 6, 23 |
| L | Recall significant ideas and details and describe the relationships between and among them | | | | | 29, 31, 33**SR** | |
| R | Distinguish between relevant and irrelevant information | | | | | 14, 18 | |
| R | Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts | | | | | | 8, 21 |
| | **Core Performance Indicators** | **Grades 2-4** | **Grades 2-4** | **Grades 5-6** | **Grades 5-6** | **Grades 7-8** | **Grades 7-8** |
| CR | Determine the meaning of unfamiliar words by using context clues/ dictionaries/other classroom resources | 1, 13 | | | | | |
| CR | Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary | | | | 20 | | |
| CR | Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) | | | | | | 9 |
| CR | Identify a purpose for reading | | | | | 3, 20 | 26 |
| | **Total** | **9/27=33%** | **11/28=39%** | **13/26=50%** | **10/26=38%** | **15/34=44%** | **9/26=35%** |

# 2009 ELA 3-8 Item Map Display

## Standard 2 ...literary response and expression

| | **Performance Indicator** | **Grade 3 Item#** | **Grade 4 Item #** | **Grade 5 Item #** | **Grade 6 Item #** | **Grade 7 Item #** | **Grade 8 Item #** |
|---|---|---|---|---|---|---|---|
| **R** | Make predictions, draw conclusions, and make inferences about events and characters | 9 | 8, 9, 19, 27, 28 | | | | |
| **R** | Use graphic organizers to record significant details about characters and events in stories | | 10 | | | | |
| **L** | Identify elements of character, plot, and setting to understand the author's message or intent | 22, 24, 25, 27**SR** | | | | | |
| **R** | Use knowledge of story structure, story elements, and key vocabulary to interpret stories | 17 | 23, 25 | | | | |
| **R** | Summarize main ideas and supporting details from imaginative texts | 6, 16 | | | | | |
| **R** | Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events | 7, 8, 18, 21**SR** | 20,22, 24, 26 | | | | |
| **L** | Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud | 26**SR** | | | | | |
| **R** | Define characteristics of different genres | | | 20 | 1 | | |
| **R** | Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning | | | | 2, 3, 4 | | |
| **R** | Identify literary elements such as setting, plot, and character, of different genres | | | 1, 2, 3, 4, 16, 18 | | | |
| **R** | Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres | | | | 23, 25 | | |
| **R** | Read, view, and interpret texts from a variety of genres | | | 17 | 12, 13, 22 | | |
| **R** | Identify the ways in which characters change and develop throughout a story | | | | 14 | | |
| **R** | Interpret characters, plot, setting, theme using evidence from the text | | | | | 5, 7, 8, 21, 22, 28**SR** | |
| **R** | Interpret characters, plot, setting, theme, and dialogue using evidence from the text | | | | | | 2, 3, 11, 16 |
| **R** | Identify the author's point of view, such as first-person narrator and omniscient narrator | | | | | 6 | 1 |
| **R** | Recognize how the author's use of language creates images or feelings | | | | | 10, 24 | 5, 20 |
| **R** | Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent | | | | | 11, 23 | 4, 12, 17, 19 |
| | **Core Performance Indicators** | **Grades 2-4** | **Grades 2-4** | **Grades 5-6** | **Grades 5-6** | **Grades 7-8** | **Grades 7-8** |
| **CR** | Determine the meaning of unfamiliar words by using context clues/ dictionaries/other classroom resources | | 21 | | | | |
| **CR** | Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary | | | 5 | 24 | | |
| **CR** | Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) | | | | | 25 | 13, 15 |
| | *Total* | **13/27=48%** | **13/28=46%** | **9/26=35%** | **11/26=42%** | **12/34=35%** | **13/26=50%** |

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# 2009 ELA 3-8 Item Map Display

## Standard 2 ...literary response and expression

| | Performance Indicator | Grade 3 Item# | Grade 4 Item # | Grade 5 Item # | Grade 6 Item # | Grade 7 Item # | Grade 8 Item # |
|---|---|---|---|---|---|---|---|
| R | Make predictions, draw conclusions, and make inferences about events and characters | 9 | 8, 9, 19, 27, 28 | | | | |
| R | Use graphic organizers to record significant details about characters and events in stories | | 10 | | | | |
| L | Identify elements of character, plot, and setting to understand the author's message or intent | 22, 24, 25, 27**SR** | | | | | |
| R | Use knowledge of story structure, story elements, and key vocabulary to interpret stories | 17 | 23, 25 | | | | |
| R | Summarize main ideas and supporting details from imaginative texts | 6, 16 | | | | | |
| R | Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events | 7, 8, 18, 21**SR** | 20,22, 24, 26 | | | | |
| L | Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud | 26**SR** | | | | | |
| R | Define characteristics of different genres | | | 20 | 1 | | |
| R | Identify literary elements such as setting, plot, and character, of different genres | | | 1, 2, 3, 4, 16, 18 | 2, 3, 4, 23, 25 | | |
| R | Read, view, and interpret texts from a variety of genres | | | 17 | 12, 13, 22 | | |
| R | Identify the ways in which characters change and develop throughout a story | | | | 14 | | |
| R | Interpret characters, plot, setting, theme using evidence from the text | | | | | 5, 7, 8, 21, 22, 28**SR** | |
| R | Interpret characters, plot, setting, theme, and dialogue using evidence from the text | | | | | | 2, 3, 11, 16 |
| R | Identify the author's point of view, such as first-person narrator and omniscient narrator | | | | | 6 | 1 |
| R | Recognize how the author's use of language creates images or feelings | | | | | 10, 24 | 5, 20 |
| R | Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent | | | | | 11, 23 | 4, 12, 17, 19 |
| | **Core Performance Indicators** | **Grades 2-4** | **Grades 2-4** | **Grades 5-6** | **Grades 5-6** | **Grades 7-8** | **Grades 7-8** |
| CR | Determine the meaning of unfamiliar words by using context clues/ dictionaries/other classroom resources | | 21 | | | | |
| CR | Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary | | | 5 | 24 | | |
| CR | Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) | | | | | 25 | 13, 15 |
| | **Total** | 13/27=48% | 13/28=46% | 9/26=35% | 11/26=42% | 12/34=35% | 13/26=50% |

# 2009 ELA 3-8 Item Map Display

## Standard 3 ...critical analysis and evaluation

| | Performance Indicator | Grade 3 Item # | Grade 4 Item # | Grade 5 Item # | Grade 6 Item # | Grade 7 Item # | Grade 8 Item # |
|---|---|---|---|---|---|---|---|
| **R** | Evaluate the content by identifying important and unimportant details | 4, 15, 19 | 11 | | | | |
| **R** | Evaluate the content by identifying the author's purpose | 20 | 7 | | | | |
| **R** | Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic | | 5, 12 | | | | |
| **R** | Distinguish between fact and opinion | 23 | | | | | |
| **R** | Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details | | | 10, 11, 19, 21**SR** | 5, 10, 11, 15, 26 | | |
| **R** | Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas | | | | | 2, 4, 15, 19, 26, 27**SR** | 14, 18, 24 |
| **R** | Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning | | | | | 9 | |
| **R** | Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to identify cultural and ethnic values and their impact on content | | | | | | 25 |
| | **Core Performance Indicators** | **Grades 2-4** | **Grades 2-4** | **Grades 5-6** | **Grades 5-6** | **Grades 7-8** | **Grades 7-8** |
| | | | | | | | |
| | **Total** | **5/27=19%** | **4/28=14%** | **4/26=15%** | **5/26=19%** | **7/34=21%** | **4/26=15%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LW** | **Listening/Writing cluster** | | (29,30,31) | | (27,28,29,30) | | (27,28,29,30) |
| **RW** | **Reading/Writing cluster** | | (32,33,34,35) | | (31,32,33,34) | | (31,32,33,34) |
| **WM** | **Writing Mechanics cluster** | | (31, 35) | | (30, 34) | | (30, 34) |

| | Core Performance Indicators | Grades 2-4 | Grades 2-4 | Grades 5-6 | Grades 5-6 | Grades 7-8 | Grades 7-8 |
|---|---|---|---|---|---|---|---|
| **CW** | Use basic punctuation correctly; Capitalize words | 28**EP** | | | | | |
| **CW** | Observe the rules of punctuation & capitalization; Use correct grammatical construction | | | 27**EP** | | 35**EP** | |

**R- READING**
**L- LISTENING**
**W- WRITING**
**CR- CORE READING**
**CW- CORE WRITING**
**SR- Short Response**
**EP - Editing Paragraph**