Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	21-23	18-22	7-11	14-18	10
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Apply strategies to fluently read and comprehend various literary texts.					
a. Use Key Ideas and Details to:					
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)	X				
iii. Recount 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. (CCSS: RL.3.2)	X				
iv. Summarize central ideas and important details from a text.	X				
v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.	X				

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	21-23	18-22	7-11	14-18	10
vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)	X				
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)				X	X
iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)			X		
ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)			X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience					
Grade Level Expectation: 2. Apply strategies to fluently read and comprehend various informational texts					
a. Use Key Ideas and Details to:					

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	21-23	18-22	7-11	14-18	10
	i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)		X			
	ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)		X			
	iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		X			
	iv. 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. (CCSS: RI.3.3)		X			
b. Use Craft and Structure to:						
	i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)				X	X
	ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)				X	
c. Use Integration of Knowledge and Ideas to:						
	i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)			X		

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	21-23	18-22	7-11	14-18	10
	ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)			X		
	iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)			X		
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking						
Grade Level Expectation: 3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.						
c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)						
	i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)					X
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)						
	i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)					X

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	21-23	18-22	7-11	14-18	10
	iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)					X
e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)						X

Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	22-24	22-24	8-14	12-18	8-10
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Apply strategies to comprehend and interpret literary texts.					
a. Use Key Ideas and Details to:					
i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)	X				
ii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)	X				
iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)	X				
iv. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).	X				
b. Use Craft and Structure to:					

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	22-24	22-24	8-14	12-18	8-10
	i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)				X	X
	ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)				X	
	iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)				X	
c. Use Integration of Knowledge and Ideas to:						
	i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)			X		
	ii. Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)			X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience						
Grade Level Expectation: 2. Apply strategies to comprehend and interpret informational texts.						
a. Use Key Ideas and Details to:						

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	22-24	22-24	8-14	12-18	8-10
i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)		X			
ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)		X			
iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)		X			
b. Use Craft and Structure to:					
i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)				X	X
ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)				X	
iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)			X		
ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)			X		

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	22-24	22-24	8-14	12-18	8-10
iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)			X		
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking					
Grade Level Expectation: 3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.					
c. 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. (CCSS: L.4.4)					
i. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)					X
d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)					
i. Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. (CCSS: L.4.5a)					X
ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)					X
iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)					X

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	22-24	22-24	8-14	12-18	8-10
e. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)						X

Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-22	18-22	8-14	12-18	8
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Apply strategies to interpret and analyze various types of literary texts.					
b. Use Key Ideas and Details to:					
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	X				
ii. Determine a theme of a story, drama, or poem from details in the text, 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. (CCSS: RL.5.2)	X				
iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)	X				
c. Use Craft and Structure to:					

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-22	18-22	8-14	12-18	8
i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)				X	X
ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)				X	
iii. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)				X	
iv. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.				X	
d. Use Integration of Knowledge and Ideas to:					
i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)			X		
ii. Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)			X		
iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.			X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience					
Grade Level Expectation: 2. Apply strategies to interpret and analyze various types of informational texts.					

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-22	18-22	8-14	12-18	8
a. Use Key Ideas and Details to:					
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)		X			
ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)		X			
iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)		X			
iv. Distinguish between fact and opinion, providing support for judgments made		X			
b. Use Craft and Structure to:					
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)				X	X
ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)				X	
iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)			X		

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-22	18-22	8-14	12-18	8
ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)			X		
iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)			X		
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking					
Grade Level Expectation: 3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.					
d. 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. (CCSS: L.5.4)					
i. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)					X
i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)					
i. Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)					X
ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b)					X

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	18-22	18-22	8-14	12-18	8
j. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)						X

Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-20	24-28	10-14	18-24	8-10
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	X				
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	X				
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	X				
b. Use Craft and Structure to:					

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-20	24-28	10-14	18-24	8-10
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)				X	X
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)				X	
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)			X		
ii. Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)			X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience					
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.					
a. Use Key Ideas and Details to:					

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	18-20	24-28	10-14	18-24	8-10
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)		X			
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)		X			
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)		X			
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)				X	X
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)				X	
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)			X		
ii. 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. (CCSS: RI.6.8)			X		

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	18-20	24-28	10-14	18-24	8-10
	iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)			X		
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking						
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.						
a. 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. (CCSS: L.6.4)						
	i. Use context (for example: 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. (CCSS: L.6.4a)					X
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)						
	i. Interpret figures of speech (for example: personification) in context. (CCSS: L.6.5a)					X
	ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b)					X

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	18-20	24-28	10-14	18-24	8-10
	iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, unwasteful, thrifty). (CCSS: L.6.5c)					X
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)						X

Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	20-24	24-26	10-16	18-24	10
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	X				
ii. 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. (CCSS: RL.7.2)	X				
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	X				
b. Use Craft and Structure to:					

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points		20-24	24-26	10-16	18-24	10
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)					X	X
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)					X	
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)					X	
c. Use Integration of Knowledge and Ideas to:						
ii. 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. (CCSS: RL.7.9)				X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience						
Grade Level Expectation: 2. Summarize and evaluate to show understanding of informational texts.						
a. Use Key Ideas and Details to:						
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)			X			
ii. 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. (CCSS: RI.7.2)			X			

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	20-24	24-26	10-16	18-24	10
	iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)		X			
b. Use Craft and Structure to:						
	i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)				X	X
	ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)				X	
	iii. 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. (CCSS: RI.7.6)				X	
c. Use Integration of Knowledge and Ideas to:						
	i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)			X		
	ii. 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. (CCSS: RI.7.8)			X		
	iii. 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. (CCSS: RI.7.9)			X		

		Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
	Points	20-24	24-26	10-16	18-24	10
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking						
Grade Level Expectation: 3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.						
a. 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. (CCSS: L.7.4)						
	i. Use context (for example: 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. (CCSS: L.7.4a)					X
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)						
	i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)					X
	ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)					X
	iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: refined, respectful, polite, diplomatic, condescending). (CCCS: L.7.5c)					X
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)						X

Key Ideas and Details Evidence Outcome 1 - All CMAS ELA questions align to the first Evidence Outcome under Key Ideas and Details for either literary or informational text because all of the questions require students to reference or cite evidence from the text to support their answers.

Writing Evidence Outcomes - Writing Evidence Outcomes are assessed through the CMAS ELA prose-constructed-response items. While Writing Evidence Outcomes are not assessed individually, the CMAS ELA Writing Rubric is based on all of the Writing Evidence Outcomes.

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
Points	22-24	24-26	10-16	18-24	10
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better					
Grade Level Expectation: 1.Analyze and evaluate literary elements and an author's choices to understand literary text.					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	X				
ii. 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. (CCSS: RL.8.2)	X				
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	X				
b. Use Craft and Structure to:					

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)				X	X
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)				X	
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)				X	
c. Use Integration of Knowledge and Ideas to:					
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)			X		
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience					
Grade Level Expectation: 2. Analyze and evaluate an author's choices to understand informational text.					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)		X			

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
ii. 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. (CCSS: RI.8.2)		X			
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)		X			
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)				X	X
ii. 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. (CCSS: RI.8.5)				X	
iii. 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. (CCSS: RI.8.6)				X	
c. Use Integration of Knowledge and Ideas to:					
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)			X		
ii. 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. (CCSS: RI.8.8)			X		

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
iii. 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. (CCSS: RI.8.9)			X		
Prepared Graduates: 5. Understand how language functions in different contexts, command a					
Grade Level Expectation: 3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.					
a. 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. (CCSS: L.8.4)					
i. Use context (for example: 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. (CCSS: L.8.4a)					X
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: precede, recede, secede). (CCSS: L.8.4b)					X
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)					
i. Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)					X
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)					X
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute). (CCSS: L.8.5c)					X

	Key Ideas: Literary Text	Key Ideas: Informational Text	Integration of Knowledge & Ideas	Craft & Structure	Vocabulary Acquisition & Use
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)					X