**CLAIM #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts**.

* + Grade 4 – 50% of text-related assessment evidence will come from reading literary texts: stories, poems, plays, myths or legends; 50% of text-related assessment evidence will come from reading informational texts: science, social studies or technical texts/topics (p. 32-33).
	+ Grade 8 – 45% of text-related assessment evidence will come from reading literary texts: stories, poems, plays/drama, myths, mysteries, or science fiction; 55% of text-related assessment evidence will come from reading informational texts: biographies, science, social studies or technical texts/topics (p. 34-35).
	+ Grade 11 – 30% of text-related assessment evidence will come from reading literary texts: stories, poems, drama (comedies, tragedies), literary nonfiction, eighteenth-, nineteenth- and early-twentieth-century works of American literature; 70% of text-related assessment evidence will come from reading informational texts: digital news sources, historical U. S. documents, science or technical texts/topics (p. 37-39).
	+ The standards place emphasis on providing supporting analysis with evidence from the text. Selected response items can include the requirement that students highlight or otherwise identify the evidence in the passage that supports their answer.

**CLAIM #2: Students can produce effective and well-grounded writing for a range of purposes and audiences.**

* + Grade 4 – 35% of the assessment evidence will come from composing, revising, or editing narrative writing; 35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources; 30% of the assessment evidence will come from composing, revising, or editing opinions on texts or topics based on evidence from given texts (p. 48).
	+ Grade 8 – 30-% of the assessment evidence will come from composing, revising, or editing narrative writing; 35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources; 35% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on texts or topics based on evidence from given texts (p. 49).
	+ Grade 11 – 20-% of the assessment evidence will come from composing, revising, or editing narrative writing; 40% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources; 40% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on texts or topics based on evidence from given texts (p. 51).

**CLAIM #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.**

* + Student performance on assessment items and tasks on Claim #3 will contribute to the total score for ELA/Literacy (p. 59-61).

**CLAIM #4: Students can engage in research /inquiry to investigate topics and to analyze, integrate, and present information.**

* Grades 3-5 students might read/view and discuss a short informational article about a science topic, such as static electricity. Then they will conduct a designed experiment with a partner to collect data about how static electricity behaves under certain conditions. Individually, students prepare and present their results to show that they can draw conclusions that integrate or compare what they read about and what they observed (using data collected and text evidence as support). Related to social studies, elementary students might read and discuss short personal accounts of US citizens who immigrated to this country when they were children (firsthand accounts) and an article (secondhand account) dealing with different immigration patterns across US history, and then be asked to respond to a research question posed (e.g., comparing or integrating information from firsthand and secondhand accounts)[p. 67].
* Middle school students might explore a variety of potential digital and print resources that can be used to respond to a research question about the social and economic impact of the Transcontinental Railroad or to a problem with which they are presented such as how to control the spread of invasive plant species. Students would consider the credibility of sources located and relevance of information to the topic. Then, they would prepare and present their results to one another to show that they can draw conclusions that integrate or analyze information (using data and/or text evidence as support) [p. 68].
* High school students might read and discuss texts and speeches or media messages all of which present different points of view about an issue from a period in history (e.g., World War I, Civil Rights era). Students may be asked to select appropriate sources, and then analyze and present information (academic writing/explanation) or critique perspectives/potential biases as they relate to the issue and craft a response (critique or argument). Student responses will demonstrate the ability to analyze and synthesize information, as well as evaluate sources used (primary, secondary, media, etc.) for credibility, bias, quality of evidence, and/or quality of reasoning. As follow-up, students might discuss collaboratively their research and findings (p. 69).

<http://www.ode.state.or.us/wma/teachlearn/commoncore/sbac_ela_literacycontentspecifications.pdf>