2010 ELA 3 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Read unfamiliar texts to collect data, facts, and ideas	1, 2, 13	2, 4, 18	7, 8	3	7, 18, 21**SR**
R	Use graphic organizers to record significant details from informational texts	3		21**SR**	14	
R	Identify a main idea and supporting details in informational texts	5, 11, 15	1, 21**SR**	9	2, 5	6, 8, 9
R	Read and understand written directions	12	16, 17	16, 17	10, 11, 12	
Core Reading	Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning	4				
Core Reading	Determine meaning of unfamiliar words by using context clues/dictionaries/other classroom resources		3, 19	10, 20	1, 13	
R	Identify a conclusion that summarizes the main idea			6		20
R	Locate information in a text that is needed to solve a problem					16, 17
	Total	**9/27=33%**	**9/27=33%**	**9/27=33%**	**9/27=33%**	**9/27=33%**

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events	6, 17	7, 13		7, 8, 18, 21**SR**	4, 12
R	Make predictions, draw conclusions, and make inferences about events and characters	7, 19, 20	11	2, 3	9	3, 13, 14
R	Use graphic organizers to record significant details about characters and events in stories	18**SR**	8, 14	12		
L	Identify elements of character, plot, and setting to understand the author's message or intent	22, 23, 24, 25**SR**, 26**SR**	22, 23, 24	22, 23, 24, 25, 26**SR**, 27**SR**	22, 24, 25, 27**SR**	22, 23, 24, 27**SR**
Core Reading	Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning	8	15			
R	Use knowledge of story structure, story elements, and key vocabulary to interpret stories		12	13, 14	17	2, 11
L	Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud		26**SR**		26**SR**	26**SR**
W	Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story		27**SR**			
Core Reading	Determine meaning of unfamiliar words by using context clues/dictionaries/other classroom resources		9	4		
R	Summarize main ideas and supporting details from imaginative texts			11	6, 16	1
	Total	**12/27=44%**	**13/27=48%**	**13/27=48%**	**13/27=48%**	**13/27=48%**

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Analyze information on the basis of new or prior knowledge and/or personal experience	9, 14				
R	Evaluate the content by identifying important and unimportant details	10, 21	5, 10	1, 18, 19	4, 15, 19	19
R	Evaluate the content by identifying the author's purpose	16	6, 20		20	10, 15
L	Distinguish between fact and opinion	27	25		23	25
R	Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic			5, 15		5
	Total	**6/27=22%**	**5/27=19%**	**5/27=19%**	**5/27=19%**	**5/27=19%**

	Core Performance Indicators	Grades 2-4	Grades 2-4	Grades 2-4	Grades 2-4	Grades 2-4
Core Writing	Use basic punctuation correctly; Capitalize words such as literary titles, holidays, and product names	28**EP**	28**EP**	28**EP**	28**EP**	28**EP**

R- READING
L- LISTENING
W- WRITING

SR - Short Response
EP - Editing Paragraph

2010 ELA 4 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Use graphic organizers to record significant details from informational texts	14		4		
R	Identify a main idea and supporting details in informational texts	1, 3, 11, 24	9, 18, 20, 21	17, 19	1, 3, 13	7, 23
R	Locate information in a text that is needed to solve a problem	2, 12, 27	7	1, 18		10, 25
R	Collect and interpret data, facts, and ideas from unfamiliar texts	13, 15	6, 11, 19, 22, 23	7, 21	2, 4, 17	8, 9
R	Identify a conclusion that summarizes the main idea	16		22	6, 18	12, 28
R	Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information	26				11, 27
R	Understand written directions and procedures	28			14, 15, 16	24, 26
Core Reading	Determine meaning of unfamiliar words by using context clues/dictionaries/other classroom resources		8, 10	5, 20		
R	Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts			2, 3		
	Total	13/28=46%	12/28=43%	12/28=43%	11/28=39%	12/28=43%

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Make predictions, draw conclusions, and make inferences about events and characters	7, 21, 22, 23	4, 15, 27	9, 11	8, 9, 19, 27, 28	16, 17, 19, 21
R	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	5, 6, 9, 18, 19, 20	1, 3, 14	8, 14, 24, 25	20, 22, 24, 26	1, 13, 14, 15, 18
R	Explain the difference between fact and fiction	10		28		
R	Use knowledge of story structure, story elements, and key vocabulary to interpret stories		13, 24, 25	12, 13	23, 25	3, 20
R	Use graphic organizers to record significant details about characters and events in stories		28	15, 16, 26	10	2
Core Reading	Determine meaning of unfamiliar words by using context clues/dictionaries/other classroom resources		5, 17		21	6
	Total	11/28=39%	12/28=43%	12/28=43%	13/28=46%	13/28=46%

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Evaluate the content by identifying important and unimportant details	8	2, 16, 12	27	11	4, 22
R	Evaluate the content by identifying the author's purpose	4, 17, 25		6, 23	7	5
R	Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic		26	10	5, 12	
	Total	4/28=14%	4/28=14%	4/28=14%	4/28=14%	3/28=11%

LW	Listening/Writing cluster	(29,30,31)	LW	LW	LW	LW	LW
RW	Reading/Writing cluster	(32,33,34,35)	RW	RW	RW	RW	RW
WM	Writing Mechanics cluster	(31, 35)	WM	WM	WM	WM	WM

R- READING
L-   LISTENING
W- WRITING

SR - Short Response
EP - Editing Paragraph

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2010 ELA 5 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Use text features, such as headings, captions, and titles, to understand and interpret informational texts	8				2
R	Read the steps in a procedure in order to accomplish a task, such as completing a science experiment	9	8, 9			
R	Identify information that is implied rather than stated	10, 12**SR**, 19,			9, 13	
L	Identify information that is implicit rather than stated	22, 24, 25	22, 24, 25	23	24	22, 24
R	Recognize organizational formats to assist in comprehension of informational texts	11, 21	10, 11		12	3, 11
R	Distinguish between fact and opinion	23		13	15	14
R	Read to collect and interpret data, facts, and ideas from multiple sources	18	6, 7, 14	2, 4, 11, 12	6, 7, 8, 14	1, 5, 12
R	Identify missing information and irrelevant information		12			
L	Identify essential details for note taking		26**SR**	22, 24, 25, 26**SR**	22, 23, 25, 26**SR**	23, 25
Core Reading	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary			3, 15		4, 15
	Total	**12/26=46%**	**12/26=46%**	**12/26=46%**	**13/26=50%**	**13/26=50%**

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Define characteristics of different genres	6	20	10	20	8
R	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	2, 3, 13, 14				10
R	Identify literary elements such as setting, plot, and character, of different genres	1, 16	2, 16	5, 6, 9, 16, 17, 18, 19	1, 2, 3, 4, 16, 18	7, 16, 17
Core Reading	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	4, 15	4, 18	8, 20	5	18
R	Read, view, and interpret literary texts from a variety of genres		1, 3, 17, 19		17	9, 19
	Total	**9/26=35%**	**9/26=35%**	**10/26=38%**	**9/26=35%**	**8/26=31%**

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	5, 7, 17, 20	5, 13, 15, 21**SR**	1, 7, 14, 21**SR**	10, 11, 19, 21**SR**	6, 13, 20, 21**SR**
L	Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations	26**SR**	23			26**SR**
	Total	**5/26=19%**	**5/26=19%**	**4/26=15%**	**4/26=15%**	**5/26=19%**

	Core Performance Indicators	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-6
Core Writing	Observe the rules of punctuation, capitalization, and spelling. Use correct grammatical construction	27**EP**	27**EP**	27**EP**	27**EP**	27**EP**

R- READING
L-   LISTENING
W- WRITING

SR - Short Response
EP - Editing Paragraph

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2010 ELA 6 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Identify information that is implied rather than stated	16, 19	19	10	18	3, 4
R	Recognize organizational formats to assist in comprehension of informational texts	10, 21	16	9, 13		
R	Distinguish between fact and opinion	8		25		13
R	Read to collect and interpret data, facts, and ideas from multiple sources	6, 7, 17, 18, 20	6, 7, 17, 21	8, 14, 23, 24	6, 7, 8, 16, 17	2, 12, 14, 15, 22, 23, 24, 25
R	Use the table of contents and indexes to locate information	22				
Core Reading	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	9	10, 22		20	16, 26
R	Use text features, such as headings, captions, and titles, to understand and interpret informational texts		8		9	1
R	Identify missing, conflicting, unclear, and irrelevant information		9		21	
R	Compare and contrast information about one topic from multiple sources		11, 20	11, 15, 22	19	
	Total	**12/26=46%**	**12/26=46%**	**11/26=42%**	**10/26=38%**	**14/26=54%**

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Define characteristics of different genres	5	4	7	1	11, 20
R	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	23, 24, 25	24	5		
R	Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres	2, 12, 13	1, 13	2, 17, 19	2, 3, 4, 23, 25	6, 7, 8, 10, 17, 18
R	Read, view, and interpret texts from a variety of genres	4, 11	5, 15, 23	3, 4, 18	12, 13, 22	
Core Reading	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	15, 26	14, 26	21	24	
R	Identify the ways in which characters change and develop throughout a story		3, 25	6, 20	14	9, 19
	Total	**11/26=42%**	**11/26=42%**	**11/26=42%**	**11/26=42%**	**10/26=38%**

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	1, 3, 14	12	1, 16, 26	5, 10, 11, 15, 26	21
R	Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration		2, 18			
R	Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in one or more than one text			12		5
	Total	**3/26=12%**	**3/26=12%**	**4/26=15%**	**5/26=19%**	**2/26=8%**

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

R- READING
L-   LISTENING
W- WRITING

SR - Short Response
EP - Editing Paragraph

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2010 ELA 7 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Draw conclusions and make inferences on the basis of explicit and implied information	4, 8, 12, 13, 14,	10, 13, 25, 26	16, 18	16	21, 22
L	Draw conclusions and make inferences on the basis of explicit information	31, 34	30, 32	33**SR**	30, 34**SR**	29, 30, 31
R	Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer	6, 16	8, 23, 24	1, 12	1, 12, 13, 17	8, 9, 20, 27**SR**
R	Make, confirm, or revise predictions	9, 15		3	32	
R	Condense, combine or categorize new information from one or more sources	11	11	17		
L	Recall significant ideas and details and describe the relationships between and among them	29, 30, 33**SR**	29	29, 31, 32	29, 31, 33**SR**	32
R	Use knowledge of structure, content, and vocabulary to understand informational text		9	4, 19		7, 24
R	Compare and contrast information from a variety of different sources		12			
R	Use indexes to locate information and glossaries to define terms		27			
L	Make, confirm, or revise predictions by distinguishing between relevant an irrelevant oral information		31	30		
Core Reading	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)		28	11, 15		26
Core Reading	Identify a purpose for reading			14	3, 20	
R	Distinguish between relevant and irrelevant information				14, 18	
W	Support ideas with examples, definitions, analogies, and direct references to the text					33**SR**
	Total	**15/34=44%**	**16/34=47%**	**16/34=47%**	**15/34=44%**	**15/34=44%**

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Interpret characters, plot, setting, and theme, using evidence from the text	1, 3, 18, 21, 26, 28	2, 5, 17, 19, 20	6, 7, 8, 20, 26, 27**SR**	5, 7, 8, 21, 22, 28**SR**	4, 5, 11, 16, 18
R	Identify the author's point of view, such as first-person narrator and omniscient narrator	2, 24	6, 14	5, 21	6	1, 15
R	Recognize how the author's use of language creates images or feelings	7, 22, 23**SR**, 27	4, 15, 18	24, 25	10, 24	3, 17
R	Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry	19				12
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	25	1, 16	22	11, 23	2
Core Reading	Identify a purpose for reading		7			
Core Reading	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)		21	10	25	6, 14
	Total	**14/34=41%**	**14/34=41%**	**12/34=35%**	**12/34=35%**	**12/34=35%**

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
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	5, 10, 17**SR**	22**SR**	2, 9, 13, 23, 28**SR**	2, 4, 15, 19, 26, 27**SR**	10, 25
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning	20			9	19, 13
W	Present clear analyses, using examples, details, and reasons from the text	32**SR**	33**SR**			34**SR**
R	Identify differing points of view in texts and presentations		3**SR**			
L	Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences		34**SR**	34**SR**		
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer					23
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content					28**SR**
	Total	**5/34=15%**	**4/34=12%**	**6/34=18%**	**7/34=21%**	**7/34=21%**

	Core Performance Indicators	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8
Core Writing	Observe the rules of punctuation & capitalization; Use correct grammatical construction	35**EP**	35**EP**	35**EP**	35**EP**	35**EP**

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

2010 ELA 8 Trend Chart

Standard 1…*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Draw conclusions and make inferences on the basis of explicit and implied information	6, 8, 22	10, 24	7	7, 22	7, 9, 11, 23
R	Make, confirm, or revise predictions	11	25		10	
R	Condense, combine or categorize new information from one or more sources	25	8, 23	6		
R	Use knowledge of structure, content, and vocabulary to understand informational text	10		17, 19		
R	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts	24	21, 22	9, 16	8, 21	
Core Reading	Identify a purpose for reading	26			26	
Core Reading	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)	7, 9		10, 20	9	8, 12, 25
R	Use indexes to locate information and glossaries to define terms		26			26
R	Identify missing, conflicting, or unclear information				6, 23	
R	Distinguish between relevant and irrelevant information					22
	Total	**10/26=38%**	**8/26=31%**	**8/26=31%**	**9/26=35%**	**9/26=35%**

Standard 2…*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Identify the author's point of view, such as first-person narrator and omniscient narrator	12	1, 18	11, 21	1	1, 19
R	Recognize how the author's use of language creates images or feelings	2, 13	14	12, 13	5, 20	4
R	Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry	16	16	15		
R	Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text	15				10
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	4, 17, 21	3, 12, 13	2, 14	4, 12, 17, 19	15, 16, 21
R	Interpret characters, plot, setting, theme, and dialogue using evidence from the text	1, 3, 18, 19	2, 5, 15, 17, 19	1, 3, 4, 5, 22, 23, 24	2, 3, 11, 16	2, 5, 6, 13
Core Reading	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)	5	6, 20		13, 15	3, 17
	Total	**13/26=50%**	**14/26=54%**	**14/26=54%**	**13/26=50%**	**13/26=50%**

Standard 3…*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to evaluate examples, details, or reasons used to support ideas	20, 23	4, 7, 9, 11	8, 18, 26	14, 18, 24	14, 24
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning	14				20
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	25	
R	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to question the writer's assumptions, beliefs, intentions, and biases					18
	Total	**3/26=12%**	**4/26=15%**	**4/26=15%**	**4/26=15%**	**4/26=15%**

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

R- READING
L- LISTENING
W- WRITING

SR - Short Response
EP - Editing Paragraph

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