

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE K			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>Anchors 1 and 2 will be assessed through the Listening modality for this grade only.</p>	
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>Anchors 1 and 2 will be assessed through the Listening modality for this grade only.</p>	
	<p>ANCHOR 3</p> <p>Students can demonstrate understanding of the foundational features of the English language.</p>	<p>TOM.R.K.3</p> <p>Students can identify basic features of print, sounds, and grade-appropriate words.</p>	<p>Recognize a letter of the alphabet</p> <p>Distinguish an initial sound in a three-phoneme or CVC (consonant-vowel-consonant) word</p> <p>Distinguish a final sound in a three-phoneme or CVC (consonant-vowel-consonant) word</p>
	<p>ANCHOR 4</p> <p>Students can apply phonics and word analysis skills basic to the English language when reading.</p>	<p>TOM.R.K.4</p> <p>Students can identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.</p>	<p>Recognize the primary sound, or most frequent sound, of a consonant that is particularly challenging for ELLs (e.g., “h”)</p> <p>Use a context clue to determine meaning</p>
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>Not Applicable for This Grade</p>	

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 1–2			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>TOM.R.1–2.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>identify or refer to:</p> <ul style="list-style-type: none"> a character or an individual the setting or a place an event or an action a feeling a narrator a subject or a topic an idea or information a main idea
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>TOM.R.1–2.2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail a sequence of events a comparison or contrast of information a cause and effect a reason given by an author
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p>TOM.R.1–2.3</p> <p>Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning textual information to find meaning
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 4</p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p>TOM.R.1–2.4</p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or topic the development of a character the development of a description the development of a sequence of events or actions the development of information the development of a comparison or contrast relationship the development of a cause and effect relationship the development of a relationship between characters or ideas
	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>TOM.R.1–2.5</p> <p>Students can identify significant ideas, events, and/or relationships that are established by text structures. Text structures are defined as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</p>	<p>establish:</p> <ul style="list-style-type: none"> a significant idea a significant event a relationship between characters how a character changes

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 3–4			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>TOM.R.3–4.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.</p>	<p>identify or refer to:</p> <ul style="list-style-type: none"> a character, an individual, or a subject the setting or a place the point of view an event or an action a step in a process a feeling an idea, a concept, or a topic a main idea or a message
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>TOM.R.3–4.2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail the motivation of a character or an individual a sequence of events or a chronology of ideas a connection between characters or ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p>TOM.R.3–4.3</p> <p>Students can determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to determine meaning textual information to determine meaning
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 4</p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p>TOM.R.3–4.4</p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a sequence of events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or a topic (key details, ideas, facts, description, etc.) the development of a description the development of events the development of a cause and effect relationship the development of a problem and solution relationship how a character contributes to events
	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>TOM.R.3–4.5</p> <p>Students can identify significant elements, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</p>	<p>establish:</p> <ul style="list-style-type: none"> a significant element (idea, theme, character, event, etc.) a significant relationship (between characters, ideas, events, etc.) a significant topic (theme, message, etc.)

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>TOM.L.5–6.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>identify, signal, or refer to:</p> <ul style="list-style-type: none"> a character, an individual, or a subject the setting or a place the point of view an event or an action an idea, a concept, or a topic a main idea or a message
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>TOM.R.5–6.2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>signal or describe:</p> <ul style="list-style-type: none"> a key detail additional information a sequence of events or actions or a chronology of ideas a connection of ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship a conclusion
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p>TOM.R.5–6.3</p> <p>Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in a grade-level text.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning textual information to find meaning language imagery to find meaning

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 4</p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p>TOM.R.5–6.4</p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or a topic (key details, ideas, facts, description, etc.) the development of details, characteristics, examples, or reasons the development of a sequence of events the development of a connection of ideas the development of a cause and effect relationship the development of a comparison or contrast of information the development of a problem and solution relationship
	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>TOM.R.5–6.5</p> <p>Students can identify significant elements, connections, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</p>	<p>establish:</p> <ul style="list-style-type: none"> a significant element (idea, theme, character, event, etc.) a significant connection (between characters, ideas, events, etc.) a significant relationship (of characters, ideas, themes) a significant topic (theme, message, etc.)

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 7–8			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>TOM.R.7–8.1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</p>	<p>indicate, signal, or refer to:</p> <ul style="list-style-type: none"> a character, an individual, a subject, or a topic multiple points of view the setting an event or an action evidence or information a literary device two or more main ideas a message or a theme
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>TOM.R.7–8.2</p> <p>Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</p>	<p>signal or convey:</p> <ul style="list-style-type: none"> a key detail an opinion or a result a sequence of events or actions a chronology of ideas a cause and effect relationship a comparison or contrast of information a problem and solution relationship a conclusion
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p>TOM.R.7–8.3</p> <p>Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in a grade-level text.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning textual information to find meaning language imagery to find meaning the impact of words in a text

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 7–8			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 4</p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p>TOM.R.7–8.4</p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or a topic (key details, characteristics, facts, description) the development of a claim, reasons, evidence, or examples the development of a connection between ideas the development of a sequence of events the development of a cause and effect relationship the development of a comparison or contrast of information the development of a problem and solution relationship the development of an argument the development of a theme or a message
	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>TOM.R.7–8.5</p> <p>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</p>	<p>establish:</p> <ul style="list-style-type: none"> a significant element (idea, character, event, etc.) a significant connection (between characters, ideas, events, etc.) a significant relationship (of characters, ideas, themes) a significant topic a significant theme

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 9–12			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can determine information in a grade-level text.</p>	<p>ANCHOR 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p>TOM.R.9–12.1</p> <p>Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</p>	<p>indicate, signal, or refer to:</p> <ul style="list-style-type: none"> an aspect of an individual or an event multiple points of view a claim and evidence a rhetorical device a message or theme
	<p>ANCHOR 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p>TOM.R.9–12.2</p> <p>Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</p>	<p>signal or convey:</p> <ul style="list-style-type: none"> a key detail an opinion, a reason, or a result a temporal marker or a manipulation of time a connection between or a comparison of elements a conclusion a refinement of an idea, a theme, or a message a relationship between elements or ideas (cause and effect, problem and solution) a transition between or a redirection of ideas
	<p>ANCHOR 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p>TOM.R.9–12.3</p> <p>Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in a grade-level text.</p>	<p>provide:</p> <ul style="list-style-type: none"> a context clue to find meaning textual information to find meaning language imagery to find meaning repeated words or phrases and their impact in a text

2018 NYSESLAT TARGETS OF MEASUREMENT

READING – GRADE BAND 9–12			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 2</p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p>ANCHOR 4</p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p>TOM.R.9–12.4</p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</p>	<p>determine:</p> <ul style="list-style-type: none"> the development of a story or a topic (key details, characteristics, facts, description) the development of a claim, evidence, or examples the development of an opinion and reasons the development of a connection between ideas the development of a sequence of events the development of a cause and effect relationship the development of a problem and solution relationship the development of a comparison or contrast of information the development of an argument and support the development of a theme or message
	<p>ANCHOR 5</p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p>TOM.R.9–12.5</p> <p>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</p>	<p>establish:</p> <ul style="list-style-type: none"> a significant element (idea, character, event, etc.) a significant connection (between characters, idea, events, etc.) a significant relationship (of characters, ideas, themes) a significant topic (facts, claims, evidence, reasoning) a significant theme or central message