

## NYSESLAT READING Targets of Measurement – Grade K

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 1</b></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><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 2</b></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><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 3</b></p> <p>Students can demonstrate understanding of the foundational features of the English language.</p>	<p><b>TOM.R.K.3</b></p> <p>Students can identify <b>basic features of print, sounds, and grade-appropriate words.</b></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><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 4</b></p> <p>Students can apply phonics and word analysis skills basic to the English language when reading.</p>	<p><b>TOM.R.K.4</b></p> <p>Students can <b>identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> 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><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 5</b></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>	

# NYSESLAT READING Targets of Measurement – Grade 1

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p><b>TOM.R.1.1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p><b>identify or refer to:</b></p> <ul style="list-style-type: none"> <li>a character or an individual</li> <li>the setting</li> <li>an event or an action</li> <li>a feeling</li> <li>a narrator</li> <li>an idea or information</li> <li>a main idea</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p><b>TOM.R.1.2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p><b>signal or describe:</b></p> <ul style="list-style-type: none"> <li>a key detail</li> <li>an event or a sequence of events</li> <li>a comparison or contrast of information</li> <li>a cause and effect</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p><b>TOM.R.1.3</b></p> <p>Students can determine <b>the meaning of Tier 1 and some Tier 2 vocabulary</b> in a grade-level text.</p>	<p><b>provide:</b></p> <ul style="list-style-type: none"> <li>a context clue to find meaning</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 4</b></p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p><b>TOM.R.1.4</b></p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade level as words, phrases, and sentences that <b>together develop a story, a description, or a relationship</b>.</p>	<p><b>determine:</b></p> <ul style="list-style-type: none"> <li>the development of a story</li> <li>the development of a topic</li> <li>the development of a character</li> <li>the development of a description</li> <li>the development of an idea</li> <li>the development of a comparison or contrast relationship</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 5</b></p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p><b>TOM.R.1.5</b></p> <p>Students can identify <b>significant ideas, events, and/or relationships that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.</p>	<p><b>establish:</b></p> <ul style="list-style-type: none"> <li>a significant idea</li> <li>a significant event</li> <li>a relationship between characters</li> </ul>

## NYSESLAT READING Targets of Measurement – Grade 2

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

# NYSESLAT READING Targets of Measurement – Grade Band 3–4

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

# NYSESLAT READING Targets of Measurement – Grade Band 5–6

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p><b>TOM.L.5–6.1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p><b>identify, signal, or refer to:</b></p> <ul style="list-style-type: none"> <li>a character, an individual, or a subject</li> <li>the setting or a place</li> <li>the point of view</li> <li>an event or an action</li> <li>an idea, a concept, or a topic</li> <li>a main idea or a message</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p><b>TOM.R.5–6.2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p><b>signal or describe:</b></p> <ul style="list-style-type: none"> <li>a key detail</li> <li>additional information</li> <li>a sequence of events or actions or a chronology of ideas</li> <li>a connection of ideas</li> <li>a cause and effect relationship</li> <li>a comparison or contrast of information</li> <li>a problem and solution relationship</li> <li>a conclusion</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p><b>TOM.R.5–6.3</b></p> <p>Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary</b> in a grade-level text.</p>	<p><b>provide:</b></p> <ul style="list-style-type: none"> <li>a context clue to find meaning</li> <li>textual information to find meaning</li> <li>language imagery to find meaning</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 4</b></p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p><b>TOM.R.5–6.4</b></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 <b>together develop a story or a topic, a description, evidence, events, or a relationship.</b></p>	<p><b>determine:</b></p> <ul style="list-style-type: none"> <li>the development of a story or a topic (key details, ideas, facts, description, etc.)</li> <li>the development of details, characteristics, examples, or reasons</li> <li>the development of a sequence of events</li> <li>the development of a connection of ideas</li> <li>the development of a cause and effect relationship</li> <li>the development of a comparison or contrast of information</li> <li>the development of a problem and solution relationship</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 5</b></p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p><b>TOM.R.5–6.5</b></p> <p>Students can identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.</p>	<p><b>establish:</b></p> <ul style="list-style-type: none"> <li>a significant element (idea, theme, character, event, etc.)</li> <li>a significant connection (between characters, ideas, events, etc.)</li> <li>a significant relationship (of characters, ideas, themes)</li> <li>a significant topic (theme, message, etc.)</li> </ul>

# NYSESLAT READING Targets of Measurement – Grade Band 7–8

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p><b>TOM.R.7–8.1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.</p>	<p><b>indicate, signal, or refer to:</b></p> <ul style="list-style-type: none"> <li>a character, an individual, a subject, or a topic</li> <li>multiple points of view</li> <li>the setting</li> <li>an event or an action</li> <li>evidence or information</li> <li>a literary device</li> <li>two or more main ideas</li> <li>a message or a theme</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p><b>TOM.R.7–8.2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.</p>	<p><b>signal or convey:</b></p> <ul style="list-style-type: none"> <li>a key detail</li> <li>an opinion or a result</li> <li>a sequence of events or actions</li> <li>a chronology of ideas</li> <li>a cause and effect relationship</li> <li>a comparison or contrast of information</li> <li>a problem and solution relationship</li> <li>a conclusion</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p><b>TOM.R.7–8.3</b></p> <p>Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact</b> in a grade-level text.</p>	<p><b>provide:</b></p> <ul style="list-style-type: none"> <li>a context clue to find meaning</li> <li>textual information to find meaning</li> <li>language imagery to find meaning</li> <li>the impact of words in a text</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 4</b></p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p><b>TOM.R.7–8.4</b></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 <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</b></p>	<p><b>determine:</b></p> <ul style="list-style-type: none"> <li>the development of a story or a topic (key details, characteristics, facts, description)</li> <li>the development of a claim, reasons, evidence, or examples</li> <li>the development of a connection between ideas</li> <li>the development of a sequence of events</li> <li>the development of a cause and effect relationship</li> <li>the development of a comparison or contrast of information</li> <li>the development of a problem and solution relationship</li> <li>the development of an argument</li> <li>the development of a theme or a message</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 5</b></p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p><b>TOM.R.7–8.5</b></p> <p>Students can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.</p>	<p><b>establish:</b></p> <ul style="list-style-type: none"> <li>a significant element (idea, character, event, etc.)</li> <li>a significant connection (between characters, ideas, events, etc.)</li> <li>a significant relationship (of characters, ideas, themes)</li> <li>a significant topic</li> <li>a significant theme</li> </ul>

# NYSESLAT READING Targets of Measurement – Grade Band 9–12

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p>	<p><b>TOM.R.9–12.1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p><b>indicate, signal, or refer to:</b></p> <ul style="list-style-type: none"> <li>an aspect of an individual or an event</li> <li>multiple points of view</li> <li>a claim and evidence</li> <li>a rhetorical device</li> <li>a message or theme</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p>	<p><b>TOM.R.9–12.2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p><b>signal or convey:</b></p> <ul style="list-style-type: none"> <li>a key detail</li> <li>an opinion, a reason, or a result</li> <li>a temporal marker or a manipulation of time</li> <li>a connection between or a comparison of elements</li> <li>a conclusion</li> <li>a refinement of an idea, a theme, or a message</li> <li>a relationship between elements or ideas (cause and effect, problem and solution)</li> <li>a transition between or a redirection of ideas</li> </ul>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can determine information in a grade-level text.</p>	<p><b>ANCHOR 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p>	<p><b>TOM.R.9–12.3</b></p> <p>Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact</b> in a grade-level text.</p>	<p><b>provide:</b></p> <ul style="list-style-type: none"> <li>a context clue to find meaning</li> <li>textual information to find meaning</li> <li>language imagery to find meaning</li> <li>repeated words or phrases and their impact in a text</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 4</b></p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p>	<p><b>TOM.R.9–12.4</b></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 <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b>.</p>	<p><b>determine:</b></p> <ul style="list-style-type: none"> <li>the development of a story or a topic (key details, characteristics, facts, description)</li> <li>the development of a claim, evidence, or examples</li> <li>the development of an opinion and reasons</li> <li>the development of a connection between ideas</li> <li>the development of a sequence of events</li> <li>the development of a cause and effect relationship</li> <li>the development of a problem and solution relationship</li> <li>the development of a comparison or contrast of information</li> <li>the development of an argument and support</li> <li>the development of a theme or message</li> </ul>
<p><b>GENERAL CLAIM 2</b></p> <p>Students can determine the development of ideas in grade-level texts.</p>	<p><b>ANCHOR 5</b></p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p>	<p><b>TOM.R.9–12.5</b></p> <p>Students can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.</p>	<p><b>establish:</b></p> <ul style="list-style-type: none"> <li>a significant element (idea, character, event, etc.)</li> <li>a significant connection (between characters, idea, events, etc.)</li> <li>a significant relationship (of characters, ideas, themes)</li> <li>a significant topic (facts, claims, evidence, reasoning)</li> <li>a significant theme or central message</li> </ul>