



Evidence Statements for the **Grade 3-8, 10** MCAP ELA/L Assessments:

- provide explanations of the specific standards that are addressed by each claim, and
- detail the evidence **that may be used to assess each of these claims**

These documents are separated according to whether they correspond to reading or writing standards and are organized around the following four claims:

- **Reading Literature:** Students read and demonstrate comprehension of grade-level complex literary text
- **Reading Informational Text:** Students read and demonstrate comprehension of grade-level complex informational texts
- **Reading Foundational Skills:** Students demonstrate working knowledge of phonics and word recognition
- **Vocabulary Interpretation and Use:** Students use context to determine the meaning of words and phrases
- **Writing:** Students write effectively when using and/or analyzing sources

## Evidence Statements

**Grade: 10**

**Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.**

Items designed to measure this claim may address the standards and evidence listed below:

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:</b>
<b>RL 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul>
<b>RL 2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme or central idea of a text,</li> <li>● Provide an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li> <li>● Provide an objective summary of a text.</li> </ul>
<b>RL 3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>● Provide an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text.</li> <li>● Provide an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text.</li> <li>● Provide an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.</li> <li>● Provide an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.</li> </ul>
<b>RL 5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>● Provide an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise..</li> </ul>
<b>RL 6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	<ul style="list-style-type: none"> <li>● Provide an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.</li> </ul>
<b>RL 7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<ul style="list-style-type: none"> <li>● Provide an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> </ul>
<b>RL 9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> <li>● Provide an analysis of how an author draws on or transforms source material in a specific work.</li> </ul>

Claim: Reading Informational Texts: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<ul style="list-style-type: none"> <li>● For RI 1, provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> <li>● For RST 1, provide specific textual evidence to support an analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.</li> <li>● For RH 1, provide textual evidence to support an analysis of primary and/or secondary sources, attending to such features as the date and origin of the information.</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<ul style="list-style-type: none"> <li>● Provide a statement of central idea(s) of a text.</li> <li>● Provide an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details.</li> <li>● For RI/RST 2, provide an objective summary of a text.</li> <li>● For RST 2, provide a statement of the conclusions of a text.</li> <li>● For RST 2, demonstrate the ability to trace the text's explanation or depiction of a complex process, phenomenon, or concept.</li> <li>● For RH 2, provide an accurate summary of how key events or ideas develop over the course of the text.</li> </ul>

Claim: Reading Informational Texts: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RI 3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RST 3:</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RH 3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<ul style="list-style-type: none"> <li>● For RI 3, provide an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made.</li> <li>● For RI 3, provide an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.</li> <li>● For RI 3, provide an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.</li> <li>● For RST 3, demonstrate the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</li> <li>● For RH3, provide a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them.</li> </ul>
<p><b>RI 5:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RST 5:</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RH 5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<ul style="list-style-type: none"> <li>● For RI 5, provide a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>● For RST5, provide an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</li> <li>● For RH5, provide an analysis of how a text uses structure to emphasize key points or advance an explanation or analysis.</li> </ul>

Claim: Reading Informational Texts: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RI 6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RST 6:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RH 6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<ul style="list-style-type: none"> <li>● For RI6, provide a statement of an author's point of view in a text.</li> <li>● For RI6, provide a statement of an author's purpose in a text.</li> <li>● For RI 6, provide an analysis of how the author uses rhetoric to advance his or her point of view or purpose.</li> <li>● For RST 6, provide an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</li> <li>● For RH 6, provide a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> </ul>
<p><b>RI 7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RST 7:</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RH 7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<ul style="list-style-type: none"> <li>● For RI 7, provide an analysis of various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), including which details are emphasized in each account.</li> <li>● For RST7, provide a translation of quantitative or technical information expressed in words in a text into visual form.</li> <li>● For RST7, provide a translation of quantitative or technical information expressed visually (e.g., in a table or chart) or mathematically (e.g., in an equation) into words.</li> <li>● For RH7, provide an integration of quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>

Claim: Reading Informational Texts: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RI 8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>RST 8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RH 8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<ul style="list-style-type: none"> <li>● For RI 8, provide a delineation of the argument and specific claims in a text.</li> <li>● For RI 8, provide an assessment of whether the reasoning in the argument is valid.</li> <li>● For RI 8, provide an assessment of whether the evidence is relevant and sufficient to support the claims.</li> <li>● For RI 8, provide identification of false statements and fallacious reasoning.</li> <li>● For RH8, provide an assessment of the extent to which the reasoning and/or evidence in a text support the author's claim.</li> <li>● For RST8, provide an assessment of the extent to which the reasoning and/or evidence in a text supports an author's claim or recommendation for solving a scientific or technical problem.</li> </ul>
<p><b>RI 9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p><b>RST 9:</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RH 9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>● For RI 9, provide an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</li> <li>● For RH 9, provide a comparison and contrast of treatments of several primary and secondary sources on the same topic.</li> <li>● For RST 9, provide a comparison and contrast of information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</li> </ul>

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RH 4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>RST 4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</li> <li>● For RH4, demonstrate the ability to determine the meaning of words and phrases as they are used in a text, including words and phrases describing political, social, or economic aspects.</li> <li>● For RST4, demonstrate the ability to determine the meaning of symbols and key terms in a specific scientific or technical context relevant to grades 9-10 texts and topics.</li> </ul>

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>L 4:</b> 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.</p> <p>a) Use context (e.g., 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.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to use context (e.g., 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.</li> </ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to interpret figures of speech in context.</li> </ul>
<p><b>L 6:</b> 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.</p>	<ul style="list-style-type: none"> <li>● Provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.</li> </ul>



Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c) Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>Written Expression:</b> The response</p> <ul style="list-style-type: none"> <li>● Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</li> <li>● States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence.</li> <li>● Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</li> <li>● Alternate or opposing claims are clearly acknowledged and soundly addressed.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>● The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.</li> </ul>

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below.

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment</b> <b>The student's response:</b>
<p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a) Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c) Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>Written Expression:</b></p> <p>The response</p> <p>a) Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</p> <p>b) Examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>c) Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>d) Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</p> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"><li>The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.</li></ul>

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below.

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment</b> <b>The student's response:</b>
<p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d) Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>Written Expression:</b></p> <p>The response</p> <p>a) Develops experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>b) Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>c) Is effectively developed with narrative techniques and creates an effective progression of experiences or events.</p> <p>d) Includes a well-developed thematic or topical link to the sources which enhances the narrative.</p> <p>e) Uses precise words, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"><li>• The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.</li></ul>

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below.

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:</b>
<b>W4:</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3.)	
<b>W6:</b> Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>W7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>W8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	
<p><b>W10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	