

<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Literary Text	<b>1. Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Evidence Required</b> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.	RL-1	2	Medium	60-65%
	<b>2. Central Ideas</b> Identify or summarize central ideas, key events, the sequence of events, or the author’s message or purpose presented in a text. <b>Evidence Required</b> 1. The student will determine or summarize a theme, main idea, or author's message presented in a text. 2. The student will identify and/or sequence key events in a text. 3. The student will identify the author's purpose in a text.	RL-2	2	High	
	<b>3. Word Meanings</b> Determine intended meanings of words, including multiple meanings of academic/tier 2 words, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic tier/2 vocabulary common to complex texts in all disciplines. <b>Evidence Required</b> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain/specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.	RL-4; L-4; L-5c	2	Medium	

<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Literary Text cont.	<b>4. Reasoning and Evidence</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme/author’s message or purpose). <b>Evidence Required</b> 1. The student will form a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. 2. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.	RL-3; RL-6; RL-9	3	High	Claim 1 cont. 60-65%
	<b>5. Analysis Within or Across Text</b> Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. <b>Evidence Required</b> 1. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) within one text.	RL-3; RL-6	3	Low	
	<b>6. Text Structures &amp; Features</b> Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. <b>Evidence Required</b> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	RL-5; RL-7	3	Low	
	<b>7. Language Use</b> Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context. <b>Evidence Required</b> 1. The student will interpret the literal and nonliteral meanings of words and phrases used in context and analyze their use in the text. 2. The student will determine the relationships of words and phrases used in context and analyze their use in text.	RL-4; L-5	3	Low	

<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Informational Text	<b>8. Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Evidence Required</b> 1. The student will identify text evidence (explicit details and/or implicit information from the text to support the inference or conclusion based on the text.	RI-1; RI-7	2	Medium	Claim 1 cont. 60-65%
	<b>9. Central Ideas</b> Identify central ideas, key events, or procedures and details that support them. <b>Evidence Required</b> 1. The student will identify a central idea, key event, or procedure in a text.	RI-2	2	High	
	<b>10. Word Meanings</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. <b>Evidence Required</b> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.	RI-4; L-4	2	Medium	

<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Informational Text cont.	<b>11. Reasoning and Evidence</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author’s line of reasoning, point of view/purpose, and relevance of evidence or elaboration to support claims, concepts, and ideas). <b>Evidence Required</b> 1. The student will form a conclusion about an informational text or texts and identify details within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify details within the text or texts that support that inference.	RI-3; RI-6; RI-7; RI-8; RI-9	3	High	Claim 1 cont. 60-65%
	<b>12. Analysis Within or Across Text</b> Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information). <b>Evidence Required</b> 1. The student will analyze the interaction between elements of a text (e.g., events, people, ideas, and topics) within a text or across two different texts. 2. The student will analyze how conflicting information reveals the author’s point of view within a text or across two different texts.	RI-3; RI-6	3	Low	
	<b>13. Text Structures &amp; Features</b> Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret or explain information. <b>Evidence Required</b> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	RI-5; RI-7	3	Low	

<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Informational Text cont.	<b>14. Language Use</b> Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context. <b>Evidence Required</b> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze	L-5; L-5a; L-5b	3	Low	Claim 1 cont. 60-65%

<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise	<b>1a. Narrative (Write)</b> Demonstrate ability to use specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). <b>Evidence Required</b> 1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by <ol style="list-style-type: none"> <li>a. establishing a situation</li> <li>b. introducing a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ol> 2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details to convey events/experiences</li> </ol>	W-3a; W-3b; W-3c; W-3d	2	High	25-30%
	<b>1b. Narrative (Revise)</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft. <b>Evidence Required</b> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> <li>a. establishing a situation</li> <li>b. introducing a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally*</li> <li>d. using temporal words or phrases to signal event order</li> <li>e. providing closure that follows logically from the narrative</li> </ol> 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as				

<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<b>1b cont.</b> a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* *Note: Items aligned to organization present reasons and evidence that are out of order NOT details which do not belong. Elaboration items address details that do not belong.	W-3a; W-3b; W-3c; W-3d	2	High	Claim 2 25-30% cont.
	<b>3a. Informative (Write)</b> Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. <b>Evidence Required</b> 1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by a. introducing a topic b. stating a main idea c. grouping related information together d. using transition words and phrases e. including an appropriate conclusion 2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as: a. developing the topic with supporting details	W-2a; W-2b; W-2c; W-2d			
	<b>3b. Informative (Revise)</b> Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. <b>Evidence Required</b> 1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as a. introducing a topic				

<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<b>3b cont.</b> b. stating a main idea c. grouping related information together* d. using transition words and phrases e. including an appropriate conclusion 2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as: a. developing the topic with supporting details b. deleting details that do not support the main idea* *Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.	W-2a; W-2b; W-2c; W-2d	2	High	Claim 2 25-30% cont.
	<b>6a. (Opinion) Write</b> Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. <b>Evidence Required</b> 1. (Organization) The student will use information provided in an opinion stimulus to organize the text by a. stating an opinion about a topic b. establishing a context c. organizing supporting reasons d. using transition words and phrases to connect opinions to reasons e. including an appropriate conclusion 2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as a. developing the opinion with supporting reasons (from notes provided)	W-1a; W-1b; W-1c; W-1d			



<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<p><b>6b. (Opinion) Revise</b>            Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p> <p><b>Evidence Required</b></p> <ol style="list-style-type: none"> <li>1. (Organization) The student will revise opinion text by identifying improved organizational elements such as               <ol style="list-style-type: none"> <li>a. stating an opinion about a topic</li> <li>b. establishing a context</li> <li>c. organizing supporting reasons*</li> <li>d. using transition words and phrases to connect opinions to reasons including an appropriate conclusion</li> </ol> </li> <li>2. (Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as               <ol style="list-style-type: none"> <li>a. developing the opinion with supporting reasons</li> <li>b. deleting details that do not support the opinion*</li> </ol> </li> </ol> <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>	W-1a; W-1b; W-1c; W-1d	2	High	Claim 2 cont. 25-30%
Language/Vocabulary	<p><b>8. Language &amp; Vocabulary Use</b>            Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>Evidence Required</b></p> <ol style="list-style-type: none"> <li>1. The student will identify and use the best word(s) or phrases for audience or purpose.</li> <li>2. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear.</li> </ol>	L-3a; L-6	1		

<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.							
Focus	Target			Standards	Goal DOK	Relative Emphasis/ Comments	%
Conventions	<b>9. Edit</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. <b>Evidence Required*</b> <i>Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.</i>			L-1; L-2	1	High	Claim 2 cont. 25-30%
	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades				
	The student will identify, edit to correct, and/or edit for correct use of  1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb 13. a coordinating conjunction.	NA	NA				

<b>Claim 2: Writing</b> Students can produce effective writing for a range of purpose and audiences.							
Focus	Target			Standards	Goal DOK	Relative Emphasis/ Comments	%
Conventions cont.	14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words. 20. use of spelling patterns and generalizations.	NA	NA	L-1; L-2	1	High	Claim 2 cont. 25-30%

<b>Claim 3: Listening</b> Students can employ effective speaking and listening skills for a range purposes and audiences.					
Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Listen	<b>4. Listen/Interpret</b> Interpret and use information delivered orally. <b>Evidence Required</b> 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.	SL-2; SL-3	3	High	10-15%