

<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 determine or summarize key ideas and 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 or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), 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	

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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 or compare the use of, or the relationship between literary elements (dialogue, setting, conflict, character actions/interactions, point(s) of view) across two different texts. 2. The student will analyze or compare the use of, or the relationship between literary elements (dialogue, setting, conflict, character actions/interactions, point(s) 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	3	Low	

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Literary Text cont.	<b>7. Language Use</b> Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. <b>Evidence Required</b> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.	RL-4; L-5	3	Low	Claim 1 cont. 60-65%
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) to support a GIVEN inference or conclusion based on the text.	RI-1; RI-7	2	Medium	
	<b>9. Central Ideas</b> Identify central ideas, key events, procedures, or topics and subtopics. <b>Evidence Required</b> 1. The student will determine or summarize a central idea in a text. 2. The student will determine or summarize key events or a procedure in a text.	RI-2	2	High	

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Informational Text	<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; L-5c	2	Medium	Claim 1 cont. 60-65%
	<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	

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Informational Text cont.	<b>12. Analysis Within or Across Text</b> Analyze or compare how information is presented within or across texts (events, people, ideas, topic). <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	Claim 1 cont. 60-65%
	<b>13. Text Structures &amp; Features</b> Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts. <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;	3	Low	
	<b>14. Language Use</b> Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. <b>Evidence Required</b> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.	L-5; L-5a; L-5b	3	Low	

<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, sensory or concrete details, 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 transition strategies to convey sequence</li> <li>e. providing closure that follows 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 concrete words, phrases, and sensory details to convey events/ experience</li> <li>c. using precise language to narrate events</li> </ol>	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a	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 transition strategies to convey sequence</li> </ol>				

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Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<b>1b. cont.</b> e. providing closure that follows from the narrative 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including concrete words, phrases, and sensory details to convey events/experiences c. using precise language to narrate events d. 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 that do not belong. Elaboration items address details that do not belong.	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a	2	High	Claim 2 cont. 25-30%
	<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 evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. <b>Evidence Required</b> 1. (Organization) The student will use information provided in an informational/explanatory stimulus to organize informational/explanatory texts by a. introducing a topic clearly b. making general observations c. grouping related information d. using transition words, phrases and clauses to link ideas e. including a conclusion or section related to the information or explanation presented 2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as a. developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples b. using precise language and domain specific vocabulary to inform or explain	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b			

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Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<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 evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. <b>Evidence Required</b> 1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as <ol style="list-style-type: none"> <li>introducing a topic clearly</li> <li>making general observations</li> <li>grouping related information*</li> <li>using transition words, phrases and clauses to link ideas</li> <li>including a conclusion or section related to the information or explanation presented</li> </ol> 2. (Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as <ol style="list-style-type: none"> <li>developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>using precise language and domain specific vocabulary to inform or explain</li> <li>deleting details that do not support the main idea*</li> </ol> *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; W-2e; W-9b	2	High	Claim 2 cont. 25-30%
	<b>6a. (Opinion) Write</b> Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. <b>Evidence Required</b> 1. (Organization) The student will use information provided in an opinion stimulus to organize the text by <ol style="list-style-type: none"> <li>stating an opinion about a clearly stated topic</li> <li>establishing a context</li> <li>organizing supporting evidence/reasons and elaboration</li> </ol>	W-1a; W-1b; W-1c; W-1d; W-9b			



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Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	<b>6a. cont.</b> d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented 2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as a. developing the opinion with logically ordered supporting evidence/reasons and elaboration (from notes provided) b. vocabulary	W-1a; W-1b; W-1c; W-1d; W-9b	2	High	Claim 2 cont. 25-30%
	<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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. <b>Evidence Required</b> 1. (Organization) The student will use information provided in a stimulus to revise organized opinion text by a. stating an opinion about a clearly stated topic b. establishing a context c. organizing supporting evidence/reasons and elaboration* d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed opinion text by applying elaboration techniques such as a. developing the opinion with logically ordered supporting evidence/reasons and elaboration b. deleting details that do not support the opinion* *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.				

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Focus	Target			Standards	Goal DOK	Relative Emphasis/ Comments	%
Language/ Vocabulary	<b>8. Language &amp; Vocabulary Use</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. <b>Evidence Required</b> 1. The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience 2. The student will identify and use the best concrete words and phrases. 3. The student will identify and use effective sensory details to convey experiences and events.			W-2d; W-3d	1	High	Claim 2 cont. 25-30%
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			
	New-to-grade conventions  The student will identify, edit to correct, and/or edit for correct use of  1. perfect verb tense. 2. verb tense to convey various times, sequences, states, and conditions. 3. inappropriate shifts in verb tense.*	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.  The student will identify, edit to correct, and/or edit for correct use of  1. subject-verb agreement. 2. pronoun-antecedent agreement. 3. inappropriate sentence fragments, run-on sentences.	Skills from previous two grades  The student will identify, edit to correct, and/or edit for correct use of  Grade 4: 1. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions.				

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Conventions cont.	4. correlative conjunctions. 5. punctuation to separate items in a series.* 6. comma to separate an introductory element from the rest of a sentence. 7. comma to set off the words yes and no, to set off a tag question, and to indicate direct address.	4. frequently confused words (to/too/two; there/their)..	5. order of adjectives within a sentence according to conventional patterns. 6. capitalization. 7. commas and quotation marks to mark direct speech and quotations.	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 of 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%