Claim 1: Reading
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	**1. Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. **Evidence Required** 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	Low	60-65%
	2. Central Ideas Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text. **Evidence Required** 1. The student will determine or summarize a theme, central 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; RL-6	2	High	
	3. Word Meanings Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and 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. **Evidence Required** 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-5b; L-5c; L-6	2	Low	

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Focus	**Target**	**Standards**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**
Literary Text cont.	**4. Reasoning and Evidence** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view). **Evidence Required** 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%
	5. Analysis Within or Across Text Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. **Evidence Required** 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	
	6. Text Structures & Features Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. **Evidence Required** 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	
	7. Language Use Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	RL-1; RL-4; L-5	3	Low	

Claim 1: Reading					
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.	**7. cont. Evidence Required** 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-1; RL-4; L-5	3	Low	Claim 1 cont. 60-65%
Informational Text	**8. Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. **Evidence Required** 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; RH-1; RST-1; RH-3	2	Medium	
	9. Central Ideas Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. **Evidence Required** 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.	R1-2; RH-2; RST-2	2	High	
	10. Word Meanings Determine intended or precise meanings of words, including domain-specific (tier 3) words and 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, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6	2	Medium	

Claim 1: Reading

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.	**10. cont. Evidence Required** 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.	R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6	2	Medium	Claim 1 cont. 60-65%
	11. Reasoning and Evidence 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). **Evidence Required** 1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.	RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9	3	High	
	12. Analysis Within or Across Text Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view. **Evidence Required** 1. The student will analyze the interaction between elements of a text (events, people, ideas, 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: Reading					
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.	**13. Text Structures & Features** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. **Evidence Required** 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; RH-5; RST-5; RI-7	3	Low	Claim 1 cont. 60-65%
	14. Language Use Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. **Evidence Required** 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			

Claim 2: Writing

Students can produce effective writing for a range of purpose and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%

Write/Revise	**1a. Narrative (Write)**
	 Demonstrate ability to use specific narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).
	 Evidence Required
	 1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	     a. establishing a context and/or setting and/or point of view
	     b. introducing a narrator and character(s)
	     c. organizing narrative with a logical sequence of events/experiences
	     d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts
	     e. providing closure that follows logically from the narrative
	 2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as
	     a. including dialogue to convey events/experiences
	     b. including descriptive details and sensory language to convey events/experiences precisely
		W-3a; W-3b; W-3c; W-3d; W-3e; W-9a	2	High	25-30%

	1b. Narrative (Revise)
	 Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).
	 Evidence Required
	 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	     a. establishing a context and/or setting
	     b. introducing a narrator and character(s)
	     c. organizing narrative with a logical sequence of events/experiences*
	     d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts
	     e. providing closure that follows logically from the narrative				

Claim 2: Writing
Students can produce effective writing for a range of purpose and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%

Write/Revise cont.	**1b. cont.**
	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 descriptive details and sensory language 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			

	3a. Informative (Write)
	Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.
	Evidence Required
	1.(Organization) The student will use information provided in a stimulus to organize informational/explanatory text by
	  a. introducing and clearly stating a focus (thesis)
	  b. previewing what is to follow
	  c. maintaining a clear focus (Note: details that are out of order are organization – 1b: details that do not belong are elaboration – 2d)
	  d. organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)
	  e. providing appropriate transitional strategies for coherence
	  f. maintaining a consistent and appropriate tone
	  g. providing a conclusion that follows from and supports the information or explanation presented
	2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as
		W-2a;
		W-2b;
		W-2c;
		W-2d;
		W-2e;
		W-9b
			2	High	Claim 2 cont. 25-30%

Claim 2: Writing

Students can produce effective writing for a range of purpose and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Write/Revise cont.	**3a. cont.** a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required form (essay, report, etc.) b. using precise language and domain specific vocabulary c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose **3b. Informative (Revise)** Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. **Evidence Required** 1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. previewing what is to follow c. maintaining a clear focus* d. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing) e. providing appropriate transitional strategies for coherence and to clarify relationships f. providing a conclusion that is related to and supports the information or explanation presented 2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.)	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b	2	High	Claim 2 cont. 25-30%

Claim 2: Writing

Students can produce effective writing for a range of purpose and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%

Write/Revise cont.	**3b. cont.**
	    b. using precise and domain specific language
	    c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose
	    d. deleting the details that do not support the thesis/controlling 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;
		W-2e;
		W-9b			

	6a. (Opinion) Write
	Demonstrate ability to apply a variety of strategies in texts that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.
	Evidence Required
	1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by
	    a. establishing a clear claim
	    b. organizing reasons and evidence to support claims, so as to build a logical argument
	    c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence
	    d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)
	2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as
	    a. referencing and/or integrating relevant reasons to support claims (from notes provided)
	    b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
	    c. acknowledging alternate or opposing claims
	    d. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose
		W-1a;
		W-1b;
		W-1c;
		W-1d;
		W-1e;
		W-9b
			2	High	Claim 2 cont. 30-35%

Claim 2: Writing					
Students can produce effective writing for a range of purpose and audiences.					
Focus	**Target**	**Standards**	**Goal DOK**	**Relative Emphasis/ Comments**	**%**

Write/Revise cont.	**6b. (Opinion)Revise**
	Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
	Evidence Required
	1. (Organization) The student will revise arguments by identifying improved organizational elements such as
	   a. establishing a clear claim
	   b. organizing reasons and evidence to support the claim, building a logical argument*
	   c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence
	   d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)
	2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as
	   a. including relevant reasons to support claim
	   b. including relevant and credible evidence to support reasons
	   c. acknowledging alternate or opposing viewpoints
	   d. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose
	   e. deleting details that do not support the claim*
	*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-1a;
		W-1b;
		W-1c;
		W-1d;
		W-1e;
		W-9b
			2	High	Claim 2 cont. 30-35%

Claim 2: Writing
Students can produce effective writing for a range of purpose and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Language/ Vocabulary	**8. Language & Vocabulary Use** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. **Evidence Required** 1. The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies construct-relevant word(s)/phrases) to convey the precise or intended meaning of a text especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing. 3. The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.**.** 4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.	W-2d; W-3d; L-3b; L-6	2	High	Claim 2 cont. 30-35%
Conventions	**9. Edit** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. **Evidence Required*** *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.*	L-1; L-2	1		
	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	The student will identify, edit to correct, and/or edit for correct use of	The student will identify, edit to correct, and/or edit for correct use of		

Claim 2: Writing
Students can produce effective writing for a range of purpose and audiences.

Focus	Target			Standards	Goal DOK	Relative Emphasis/ Comments	%
Conventions cont.	1. verbs in the active voice. 2. verbs in the passive voice. 3. verbs in the indicative mood. 4. verbs in the imperative mood. 5. verbs in the interrogative mood. 6. verbs in the conditional mood. 7. verbs in the subjunctive mood. 8. inappropriate shifts in verb voice and mood.* 9. use of commas to indicate a pause or break. 10. use of ellipses to indicate a pause or break. 11. use of dashes to indicate a pause or break. 12. use of ellipses to indicate an omission. 13. spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	1. subject-verb agreement. 2. pronoun-antecedent agreement. 3. inappropriate sentence fragments, run-on sentences. 4. frequently confused words (to/too/two; there/their). 5. inappropriate shifts in verb tense. 6. punctuation to separate items in a series. 7. inappropriate shifts in pronoun number and person. 8. vague or ambiguous or unclear pronoun references. 9. commas to set off nonrestrictive/parenthetical elements. 10. parentheses to set off nonrestrictive/parenthetical elements. 11. dashes to set off nonrestrictive/parenthetical elements. 12. misplaced modifiers. 13. dangling modifiers.	Grade 7: 1. commas separating coordinate adjectives. Grade 6 2. subjective pronouns 3. objective pronouns 4. possessive pronouns. 5. intensive pronouns.	L-1; L-2	1	High	Claim 2 cont. 30-35%

Claim 3: Listening
Students can employ effective speaking and listening skills for a range purposes and audiences.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Listen	**4. Listen/Interpret** Analyze, interpret and use information delivered orally. **Evidence Required** 1. The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (e.g., soundness of reasoning, relevance, sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.	SL-2; SL-3	3	High	10-15%