



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-1)	Grade 4 (RL-1)	Grade 5 (RL-1)
Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2	Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2	Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2
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.	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	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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-2)	Grade 4 (RL-2)	Grade 5 (RL-2)
Target 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. Goal DOK 2	Target 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. Goal DOK 2	Target 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. Goal DOK 2
Evidence Required 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.	Evidence Required 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.	Evidence Required 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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-4; L-4; L-5c)	Grade 4 (RL-4; L-4; L-5c)	Grade 5 (RL-4; L-4; L-5c)
<p>Target 3 Word Meanings</p> <p>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. Goal DOK 2</p>	<p>Target 3 Word Meanings</p> <p>Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Goal DOK 2</p>	<p>Target 3 Word Meanings</p> <p>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. Goal DOK 2</p>
<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 3-5 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grade 3 (RL-3; RL-6; RL-9)</p>	<p>Grade 4 (RL-3; RL-6; RL-9)</p>	<p>Grade 5 (RL-3; RL-6; RL-9)</p>
<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-3; RL-6)	Grade 4 (RL-3; RL-6)	Grade 5 (RL-3; RL-6)
Target 5 Analysis Within or Across Text Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Goal DOK 3	Target 5 Analysis Within or Across Text Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Goal DOK 3	Target 5 Analysis Within or Across Text Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Goal DOK 3
Evidence Required 1. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point(s) of view) within one text. 2. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point(s) of view) across two different 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) within one text. 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) across two different 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) within one text. 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) across two different texts.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-5; RL-7)	Grade 4 (RL-5)	Grade 5 (RL-5)
Target 6 Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. Goal DOK 3	Target 6 Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. Goal DOK 3	Target 6 Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/ auditory effects) to obtain, interpret, explain, or connect information within text. Goal DOK 3
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.	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.	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.



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RL-4; RL-5)	Grade 4 (RL-4; RL-5)	Grade 5 (RL-4; RL-5)
Target 7 Language Use Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context. Goal DOK 3	Target 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. Goal DOK 3	Target 7 Language Use 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. Goal DOK 3
Evidence Required 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.	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.	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.



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RI-1; RI-7)	Grade 4 (RI-1; RI-7)	Grade 5 (RI-1; RI-7)
Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 3	Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 3	Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 3
Evidence Required 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.	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.	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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RI-2)	Grade 4 (RI-2)	Grade 5 (RI-2)
Target 9 Central Ideas Identify central ideas, key events, or procedures and details that support them. Goal DOK 2	Target 9 Central Ideas Identify central ideas, key events, or procedures. Goal DOK 2	Target 9 Central Ideas Identify central ideas, key events, procedures, or topics and subtopics. Goal DOK 2
Evidence Required 1. The student will identify a central idea, key event, or procedure in a text.	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.	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.



Claims Progression Grades 3-5 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Target 10 Word Meanings: 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. Goal DOK 2</p>		
<p>Grade 3 (RI-4; L-4)</p>	<p>Grade 4 (RI-4; L-4; L-5c)</p>	<p>Grade 5 (RI-4; L-4; L-5c)</p>
<p style="text-align: center;">Target 10 Word Meanings</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 10 Word Meanings</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 10 Word Meanings</p> <p>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. Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RI-3; RI-6; RI-7; RI-8; RI-9)	Grade 4 (L-5; L-5a; L-5b)	Grade 5 (RI-3; RI-6; RI-7; RI-8; RI-9)
<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>
<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 3-5 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RI-3; RI-6)	Grade 4 (RI-3; RI-6)	Grade 5 (RI-3; RI-6)
<p style="text-align: center;">Target 12 Analysis Within or Across Texts</p> <p>Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information). Goal DOK 3</p>	<p style="text-align: center;">Target 12 Analysis Within or Across Texts</p> <p>Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information). Goal DOK 3</p>	<p style="text-align: center;">Target 12 Analysis Within or Across Texts</p> <p>Analyze or compare how information is presented within or across texts (events, people, ideas, topic). Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>2. The student will analyze how conflicting information reveals the author’s point of view within a text or across two different texts.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>2. The student will analyze how conflicting information reveals the author’s point of view within a text or across two different texts.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>2. The student will analyze how conflicting information reveals the author’s point of view within a text or across two different texts.</p>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 3 (RI-5; RI-7)	Grade 4 (RI-5; RI-7)	Grade 5 (RI-5)
<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret or explain information. Goal DOK 3</p>	<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret or explain information. Goal DOK 3</p>	<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine how the overall structure of a text impacts its meaning.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine how the overall structure of a text impacts its meaning.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine how the overall structure of a text impacts its meaning.</p> <p>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.</p>



Claims Progression Grades 3-5 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grade 3 (L-5; L-5a; L-5b)</p>	<p>Grade 4 (L-5; L-5a; L-5b)</p>	<p>Grade 5 (L-5; L-5a; L-5b)</p>
<p style="text-align: center;">Target 14 Language Use</p> <p>Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context. Goal DOK 3</p>	<p style="text-align: center;">Target 14 Language Use</p> <p>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. Goal DOK 3</p>	<p style="text-align: center;">Target 14 Language Use</p> <p>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. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning and tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning and 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-3a; W-3b; W-3c; W-3d)	Grade 4 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 5 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)
<p style="text-align: center;">Target 1a Narrative (Write)</p> <p>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). Goal DOK 2</p>	<p style="text-align: center;">Target 1a Narrative (Write)</p> <p>Demonstrate ability to use specific narrative techniques (use of dialogue, sensory or concrete details, and description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Goal DOK 2</p>	<p style="text-align: center;">Target 1a Narrative (Write)</p> <p>Demonstrate ability to use specific narrative techniques (use of dialogue, sensory or concrete details, and description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally d. using temporal words or phrases to signal event order e. providing closure that follows logically from the narrative <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue to convey events/ experiences b. including descriptive details to convey events/ experiences 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally d. using transitional words and phrases to manage the sequence of events e. providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue to convey events/ experiences b. including concrete words and phrase and sensory details to convey events/ experiences c. using precise language to narrate events 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally d. using transition strategies to convey sequence e. providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue to convey events/ experiences b. including concrete words, phrases, and sensory details to convey events/experience c. using precise language to narrate events

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-3a; W-3b; W-3c; W-3d)	Grade 4 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 5 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)
<p style="text-align: center;">Target 1b Narrative (Revise)</p> <p>Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.</p> <p>Goal DOK 2</p>	<p style="text-align: center;">Target 1b Narrative (Revise)</p> <p>Revise one or more paragraphs demonstrating 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).</p> <p>Goal DOK 2</p>	<p style="text-align: center;">Target 1b Narrative (Revise)</p> <p>Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.</p> <p>Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally* d. using temporal words or phrases to signal event order e. providing closure that follows logically from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> 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* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally* d. using transitional words and phrases to manage the sequence of events e. providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including concrete words and phrase 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* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> a. establishing a situation b. introducing a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally* d. using transition strategies to convey sequence e. providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> 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*
<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>		

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-2a; W-2b; W-2c; W-2d)	Grade 4 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)	Grade 5 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
Target 3a Informative (Write)	Target 3a Informative (Write)	Target 3a Informative (Write)
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. Goal DOK 2	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. Goal DOK 2	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. Goal DOK 2
Evidence Required	Evidence Required	Evidence Required
1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. developing the topic with supporting details 	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by <ol style="list-style-type: none"> a. stating a focus (main idea) b. writing in body paragraphs c. using transition words and phrases to link ideas d. including a conclusion that is appropriate to the audience and related to the information or explanation presented 2. (Elaboration) The student will use information provided in an informative/explanatory stimulus to apply elaboration techniques such as <ol style="list-style-type: none"> a. developing and elaborating the focus (main idea) using supporting evidence b. using precise language and domain specific vocabulary 	1. (Organization) The student will use information provided in an informational/explanatory stimulus to organize informational/explanatory texts by <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-2a; W-2b; W-2c; W-2d)	Grade 4 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)	Grade 5 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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. Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the topic with supporting details b. deleting details that do not support the main idea* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. stating a focus (main idea) b. Writing in body paragraphs* c. using transition words and phrases to link ideas d. including a conclusion that is appropriate to the audience and related to the information or explanation presented <p>2. (Elaboration) The student will revise complex informational/explanatory text by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing and elaborating the focus (main idea) using supporting evidence b. using precise language and domain specific vocabulary c. deleting details that do not support the main idea* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as</p> <ol style="list-style-type: none"> 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 c. deleting details that do not support the main idea*
<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>		

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-1a; W-1b; W-1c; W-1d)	Grade 4 (W-1a; W-1b; W-1c; W-1d; W-9b)	Grade 5 (W-1a; W-1b; W-1c; W-1d; W-9b)
Target 6a (Opinion) Write	Target 6a (Opinion) Write	Target 6a (Opinion) Write
Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Goal DOK 2	Demonstrate ability to state an opinion 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. Goal DOK 2	
Evidence Required	Evidence Required	Evidence Required
<p>1. (Organization) The student will use information provided in an opinion stimulus to organize the text by</p> <ul style="list-style-type: none"> 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 <p>2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the opinion with supporting reasons (from notes provided) 	<p>1. (Organization) The student will use information provided in an opinion stimulus to organize the text by</p> <ul style="list-style-type: none"> a. stating an opinion about a clearly stated topic b. establishing a context c. organizing supporting evidence/reasons and elaboration d. using transition words and phrases to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented <p>2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided) 	<p>1. (Organization) The student will use information provided in an opinion stimulus to organize the text by</p> <ul style="list-style-type: none"> 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 <p>2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the opinion with logically ordered supporting evidence/reasons and elaboration (from notes provided) b. vocabulary

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (W-1a; W-1b; W-1c; W-1d)	Grade 4 (W-1a; W-1b; W-1c; W-1d; W-9b)	Grade 5 (W-1a; W-1b; W-1c; W-1d; W-9b)
<p style="text-align: center;">Target 6b (Opinion) Revise</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 6b (Opinion) Revise</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 6b (Opinion) Revise</p> <p>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. Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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 including an appropriate conclusion <p>2. (Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the opinion with supporting reasons b. deleting details that do not support the opinion* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. stating an opinion about a clearly stated topic b. establishing a context c. organizing supporting evidence/reasons and elaboration* d. using transition words and phrases to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented <p>2. (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the opinion with supporting evidence/reasons and elaboration b. deleting details that do not support the opinion* 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized opinion text by</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed opinion text by applying elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the opinion with logically ordered supporting evidence/reasons and elaboration b. deleting details that do not support the opinion*
<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>		

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (L-3a; L-6)	Grade 4 (W-2d; W-3d; L-3b; L-6)	Grade 5 (W-2d; W-3d)
<p style="text-align: center;">Target 8 Language & Vocabulary Use</p> <p>Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Goal DOK 1</p>	<p style="text-align: center;">Target 8 Language & Vocabulary Use</p> <p>Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Goal DOK 1</p>	<p style="text-align: center;">Target 8 Language & Vocabulary Use</p> <p>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. Goal DOK 1</p>
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 1. The student will identify and use the best word(s) or phrases for audience or purpose. 2. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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)/phrase 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.



Claims Progression Grades 3-5 English Language Arts

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 3 (L-1; L-2)	Grade 4 (L-1; L-2)	Grade 5 (L-1; L-2)
Target 9 Edit	Target 9 Edit	Target 9 Edit
Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Goal DOK 1	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Goal DOK 1	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Goal DOK 1
Evidence Required	Evidence Required	Evidence Required
Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).	Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement and correct pronoun antecedent agreement; corrections for the use of relative pronouns; progressive verb tenses; modal auxiliaries to convey conditions; ordering adjectives according to conventional patterns; incorrect use of fragmented, run-on sentences; punctuation (commas for direct speech and with quotations, before a coordinating conjunction); capitalization; spelling of grade-appropriate words and frequently confused words (e.g., to/too/two); and may also include conventions from the previous grade level.	Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement and pronoun-antecedent agreement; inappropriate use of sentence fragments and run-ons; frequently confused words (e.g., to/too/two); corrections for the use of verbs (e.g., perfect tense, shifts in tense, show sequence, state, or condition); correlative conjunctions; punctuation using commas (e.g., items in a series, separate introductory elements, with the words "yes" and "no," a tag question, and in direct address), correct punctuation for titles, and spelling grade-appropriate words; and may also include conventions from the previous two grade levels.



Claims Progression Grades 3-5 English Language Arts

Claim 3: Listening. Students can employ effective speaking and listening skills for a range purposes and audiences.		
Grade 3 (SL-2; SL-3)	Grade 4 (SL-2; SL-3)	Grade 5 (SL-2; SL-3)
Target 1 Listen and Interpret Interpret and use information delivered orally. Goal DOK 3	Target 1 Listen and Interpret Interpret and use information delivered orally. Goal DOK 3	Target 1 Listen and Interpret Interpret and use information delivered orally. Goal DOK 3
Evidence Required 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.	Evidence Required 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.	Evidence Required 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.



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-1)	Grade 7 (RL-1)	Grade 8 (RL-1)
<p>Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2</p>	<p>Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2</p>	<p>Target 1 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-6)	Grade 7 (RL-2; RL-6)	Grade 8 (RL-2; RL-6)
<p>Target 2 Central Ideas Identify or summarize central ideas, key events, the sequence of events, or author’s message or purpose presented in a text. Goal DOK 2</p>	<p>Target 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. Goal DOK 2</p>	<p>Target 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. Goal DOK 2</p>
<p>Evidence Required 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.</p>	<p>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.</p>	<p>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.</p>



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-4; L-4; L-5b; L-5c; L-6)	Grade 7 (RL-4; L-4; L-5b; L-5c; L-6)	Grade 8 (RL-4; L-4; L-5b; L-5c; L-6)
<p>Target 3 Word Meanings</p> <p>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 determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Goal DOK 2</p>	<p>Target 3 Word Meanings</p> <p>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 determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Goal DOK 2</p>	<p>Target 3 Word Meanings</p> <p>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 determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Goal DOK 2</p>
<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-3; RL-6; RL-9)	Grade 7 (RL-3; RL-6; RL-9)	Grade 8 (RL-3; RL-6; RL-9)
<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p> <p>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.</p>



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-3; RL-6)	Grade 7 (RL-3; RL-6)	Grade 8 (RL-3; RL-6)
Target 5 Analysis Within or Across Text Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. Goal DOK 3	Target 5 Analysis Within or Across Text Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. Goal DOK 3	Target 5 Analysis Within or Across Text Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. Goal DOK 3
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.	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.	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.
Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-5)	Grade 7 (RL-5)	Grade 8 (RL-5)
Target 6 Text Structure and 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. Goal DOK 3	Target 6 Text Structure and 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. Goal DOK 3	Target 6 Text Structure and 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. Goal DOK 3
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.	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.	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.



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RL-1; RL-4; L-5)	Grade 7 (RL-1; RL-4; L-5)	Grade 8 (RL-1; RL-4; L-5)
Target 7 Language Use Interpret figurative language use (e.g., personification, metaphor), literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Goal DOK 3	Target 7 Language Use Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Goal DOK 3	Target 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. Goal DOK 3
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.	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.	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.



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RI-1; RH-1; RST-1; RH-3)	Grade 7 (RI-1; RH-1; RST-1; RH-3)	Grade 8 (RI-1; RH-1; RST-1; RH-3)
Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2	Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2	Target 8 Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2
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.	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.	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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (R1-2; RH-2; RST-2)	Grade 7 (R1-2; RH-2; RST-2)	Grade 8 (R1-2; RH-2; RST-2)
Target 9 Central Ideas Summarize central ideas, key events, procedures, or topics and subtopics. Goal DOK 2	Target 9 Central Ideas Summarize central ideas, key events, procedures, or topics and subtopics. Goal DOK 2	Target 9 Central Ideas Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. Goal DOK 2
Evidence Required 1. The student will determine or summarize a central idea or topic/subtopics in a text. 2. The student will determine or summarize key events or a procedure in a text.	Evidence Required 1. The student will determine or summarize a central idea or topic/subtopics in a text using supporting evidence. 2. The student will determine or summarize key events or a procedure in a text.	Evidence Required 1. The student will determine or summarize a central idea or topic/subtopics in a text using supporting evidence. 2. The student will determine or summarize key events or a procedure in a text.

Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6)	Grade 7 (R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6)	Grade 8 (R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6)
<p>Target 10 Word Meanings</p> <p>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. Goal DOK 2</p>	<p>Target 10 Word Meanings</p> <p>Determine intended 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 the academic vocabulary common to complex texts in all disciplines. Goal DOK 2</p>	<p>Target 10 Word Meanings</p> <p>Determine intended 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 the academic vocabulary common to complex texts in all disciplines. Goal DOK 2</p>
<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p>Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9)	Grade 7 (RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9)	Grade 8 (RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9)
<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (RI-3; RI-6)	Grade 7 (RI-3; RI-6)	Grade 8 (RI-3; RI-6)
<p style="text-align: center;">Target 12 Analysis Within or Across Text</p> <p>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. Goal DOK 3</p>	<p style="text-align: center;">Target 12 Analysis Within or Across Text</p> <p>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. Goal DOK 3</p>	<p style="text-align: center;">Target 12 Analysis Within or Across Text</p> <p>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. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>



Claims Progression Grades 6-8 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grade 6 (RI-5; RH-5; RST-5; RI-7)</p>	<p>Grade 7 (RI-5; RH-5; RST-5; RI-7)</p>	<p>Grade 8 (RI-5; RH-5; RST-5; RI-7)</p>
<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures or genre-specific features to analyze or integrate information. Goal DOK 3</p>	<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures or genre-specific features to analyze or integrate information. Goal DOK 3</p>	<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>



Claims Progression Grades 6-8 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Grade 6 (L-5; L-5a)	Grade 7 (L-5; L-5a)	Grade 8 (L-5; L-5a)
Target 14 Language Use	Target 14 Language Use	Target 14 Language Use
Interpret figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Goal DOK 3	Interpret figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Goal DOK 3	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. Goal DOK 3
Evidence Required	Evidence Required	Evidence Required
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 7 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 8 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)
Target 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). Goal DOK 2	Target 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). Goal DOK 2	Target 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). Goal DOK 2
Evidence Required 1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as <ul style="list-style-type: none"> 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 	Evidence Required 1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences precisely 	Evidence Required 1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences precisely

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 7 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)	Grade 8 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)
Target 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). Goal DOK 2	Target 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). Goal DOK 2	Target 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). Goal DOK 2
Evidence Required 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ul style="list-style-type: none"> 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* 	Evidence Required 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ul style="list-style-type: none"> 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* 	Evidence Required 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ul style="list-style-type: none"> 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 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ul style="list-style-type: none"> 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*
<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>		



Claims Progression Grades 6-8 English Language Arts

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)	Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">Target 3a Informative (Write)</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 3a Informative (Write)</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 3a Informative (Write)</p> <p>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. Goal DOK 2</p>
** Evidence Required continued on next page		

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)	Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">3a Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by</p> <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented <p>2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">3a Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by</p> <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented <p>2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">3a Evidence Required</p> <p>1.(Organization) The student will use information provided in a stimulus to organize informational/explanatory text by</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as 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.)</p> <ol style="list-style-type: none"> a. using precise language and domain specific vocabulary b. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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.</p> <p>Goal DOK 2</p>	<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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.</p> <p>Goal DOK 2</p>	<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>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.</p> <p>Goal DOK 2</p>
** Evidence Required continued on next page		

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)	Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">3b Evidence Required</p> <p>1. (Organization) The student will revise informational/ explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented <p>2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain specific vocabulary c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* 	<p style="text-align: center;">3b Evidence Required</p> <p>1. (Organization) The student will revise informational/ explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will revise complex informational/ explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> 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.) 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* 	<p style="text-align: center;">3b Evidence Required</p> <p>1. (Organization) The student will revise informational/ explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> 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.) 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*
<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>		

Claims Progression Grades 6-8 English Language Arts

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 7 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 8 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)
<p>Target 6a (Opinion) Write</p> <p>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. Goal DOK 2</p>	<p>Target 6a (Opinion) Write</p> <p>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. Goal DOK 2</p>	<p>Target 6a (Opinion) Write</p> <p>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. Goal DOK 2</p>
** Evidence Required continued on next page		

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 7 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 8 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)
<p style="text-align: center;">6a Evidence Required</p> <p>1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by</p> <ol style="list-style-type: none"> 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 and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) <p>2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> a. referencing and/or integrating relevant reasons (from notes provided) to support claims b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose 	<p style="text-align: center;">6a Evidence Required</p> <p>1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by</p> <ol style="list-style-type: none"> a. establishing a clear claim b. organizing reasons and evidence to support claims, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) <p>2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> a. referencing and/or integrating relevant reasons (from notes provided) to support claims b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims c. acknowledging alternate or opposing viewpoints d. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose 	<p style="text-align: center;">6a Evidence Required</p> <p>1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by</p> <ol style="list-style-type: none"> 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) <p>2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> 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

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 7 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 8 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)
<p>Target 6b Opinion (Revise)</p> <p>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 the argument(s) presented. Goal DOK 2</p>	<p>Target 6b Opinion (Revise)</p> <p>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. Goal DOK 2</p>	<p>Target 6b Opinion (Revise)</p> <p>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. Goal DOK 2</p>
** Evidence Required continued on next page		

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 7 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)	Grade 8 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)
<p style="text-align: center;">6b Evidence Required</p> <p>1.(Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. establishing a clear claim b. organizing reasons and evidence to support 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 the argument(s) <p>2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. including relevant reasons to support claim b. including relevant and credible evidence to support reasons c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose d. deleting details that do not support the claim* 	<p style="text-align: center;">6b Evidence Required</p> <p>1.(Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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) <p>2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> 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* 	<p style="text-align: center;">6b Evidence Required</p> <p>1.(Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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) <p>2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> 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*
<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>		

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (W-2d; W-3d; L-3b; L-6)	Grade 7 (W-2d; W-3d; L-3b; L-6)	Grade 8 (W-2d; W-3d; L-3b; L-6)
Target 8 Language & Vocabulary Use	Target 8 Language & Vocabulary Use	Target 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. Goal DOK 1	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. Goal DOK 1	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. Goal DOK 1
Evidence Required	Evidence Required	Evidence Required
<ol style="list-style-type: none"> 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)/phrase 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(s)/phrase to convey experiences or events in narrative writing. 3. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. 	<ol style="list-style-type: none"> 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)/phrase 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(s)/phrase to convey experiences or events in narrative writing. 3. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. 4. The student will identify and use the best general academic or domain-specific word(s)/ phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. 	<ol style="list-style-type: none"> 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)/phrase 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.

Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.		
Grade 6 (L-1; L-2)	Grade 7 (L-1; L-2)	Grade 8 (L-1; L-2)
Target 9 Edit	Target 9 Edit	Target 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. Goal DOK 1	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Goal DOK 1	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Goal DOK 1
Evidence Required	Evidence Required	Evidence Required
Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two; there/their); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; using subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; identifying inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; using correct punctuation such as commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements; spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.	Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague or ambiguous or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements; identifying misplaced modifiers and dangling modifiers; correcting for punctuation (commas separating coordinate adjectives); spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.	Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements and misplaced and dangling modifiers; identifying active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; identifying inappropriate shifts in verb voice and mood; correcting for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); spelling grade-appropriate words correctly; and may include conventions from the previous two grades.



Claims Progression Grades 6-8 English Language Arts

Claim 3: Listening. Students can employ effective speaking and listening skills for a range purposes and audiences.		
Grade 6 (SL-2; SL-3)	Grade 7 (SL-2; SL-3)	Grade 8 (SL-2; SL-3)
Target 1 Listen and Interpret	Target 1 Listen and Interpret	Target 1 Listen and Interpret
Analyze, interpret, and use information delivered orally. Goal DOK 3	Analyze, interpret, and use information delivered orally. Goal DOK 3	Analyze, interpret, and use information delivered orally. Goal DOK 3
Evidence Required	Evidence Required	Evidence Required
<ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, 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 (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.



Claims Progression Grades 9-10 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grades 9/10 (RL-1)</p>	<p>Grades 9/10 (RL-2)</p>	<p>Grades 9/10 (RL-4; L-4; L-5b; L-5c; L-6)</p>
<p>Target 1 Key Details</p>	<p>Target 2 Central Ideas</p>	<p>Target 3 Word Meanings</p>
<p>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2</p>	<p>Identify or summarize central ideas, key events, or the sequence of events presented in a text. Goal DOK 2</p>	<p>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. Goal DOK 2</p>
<p>Evidence Required</p> <p>1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</p>	<p>Evidence Required</p> <p>1. The student will determine or summarize a theme, central idea, or author's message presented in a text using supporting evidence. 2. The student will determine or summarize key events in a text using supporting evidence.</p>	<p>Evidence Required</p> <p>1. The student will determine the meaning of a word, phrase, or analogy 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 etymology to determine the correct meaning of an unknown word or phrase in a literary text. 5. The student will determine the meaning of a word or phrase based on knowledge of dialectical English or idiomatic expressions.</p>



Claims Progression Grades 9-10 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grades 9/10 (RL-3; RL-6; RL-9)</p>	<p>Grades 9/10 (RL-3; RL-6)</p>	<p>Grades 9/10 (RL-5)</p>
<p style="text-align: center;">Target 4 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 5 Analysis Within and Across Text</p> <p>Analyze relationships among literary elements (dialogue, advancing action, character actions/ interactions, point of view) within or across texts. Goal DOK 3</p>	<p style="text-align: center;">Target 6 Text Structure and Features</p> <p>Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>



Claims Progression Grades 9-10 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grades 9/10 (RL-1; RL-4; RL-5; L-5a (Gr. 9-10); L-5a (Gr. 11-12))</p>	<p>Grades 9/10 (RI-1; RH-1; RST-1; RH-3)</p>	<p>Grades 9/10 (R1-2; RH-2; RST-2)</p>
<p>Target 7 Language Use</p>	<p>Target 8 Key Details</p>	<p>Target 9 Central Ideas</p>
<p>Interpret or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone. Goal DOK 3</p>	<p>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Goal DOK 2</p>	<p>Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. Goal DOK 2</p>
<p>Evidence Required</p>	<p>Evidence Required</p>	<p>Evidence Required</p>
<p>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.</p> <p>2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone.</p> <p>3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.</p> <p>4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.</p>	<p>1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</p>	<p>1. The student will determine or summarize a central idea in a text.</p> <p>2. The student will determine or summarize key events or a procedure in a text.</p>



Claims Progression Grades 9-10 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Grades 9/10 (R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6)</p>	<p>Grades 9/10 (RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9)</p>	<p>Grades 9/10 (RI-3; RI-6)</p>
<p style="text-align: center;">Target 10 Word Meanings</p> <p>Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/technical (tier 3) words, analogies, and connotation/denotation, based on context, word patterns, relationships, etymology, dialectical English, idiomatic expressions, or use of specialized resources (e.g., dictionary, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines. Goal DOK 2</p>	<p style="text-align: center;">Target 11 Reasoning and Evidence</p> <p>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). Goal DOK 3</p>	<p style="text-align: center;">Target 12 Analysis Within or Across Text</p> <p>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. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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 etymology to determine the correct meaning of an unknown word or phrase in an informational text. 5. The student will determine the meaning of a word or phrase based on knowledge of dialectical English or idiomatic expressions. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.



Claims Progression Grades 9-10 English Language Arts

<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	
<p>Grades 9/10 (RI-5; RH-5; RST-5; RI-7)</p>	<p>Grades 9/10 (L-5a (Gr. 9-10); L-5a (Gr. 11-12))</p>
<p style="text-align: center;">Target 13 Text Structures and Features</p> <p>Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. Goal DOK 3</p>	<p style="text-align: center;">Target 14 Language Use</p> <p>Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone. Goal DOK 3</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">Evidence Required</p> <p>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.</p>



Claims Progression Grades 9-10 English Language Arts

<p>Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.</p>	
<p>Grades 9/10 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>	<p>Grades 9/10 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>
<p style="text-align: center;">Target 1a Narrative (Write)</p> <p>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). Goal DOK 2</p>	<p style="text-align: center;">Target 1b Narrative (Revise)</p> <p>Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or using dialogue when describing an event or to advance action). Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> 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 <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences precisely 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by</p> <ol style="list-style-type: none"> a. setting out a problem, situation, or observation and its significance b. establishing one or multiple point(s) of view c. introducing a narrator and character(s) d. using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome* e. providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue, pacing, and reflection to convey events, experiences, or characters b. including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <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>



Claims Progression Grades 9-10 English Language Arts

Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.	
Grades 9/10 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)	Grades 9/10 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)
<p style="text-align: center;">Target 3a Informative (Write)</p> <p>Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus/toner; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic). Goal DOK 2</p>	<p style="text-align: center;">Target 3b Informative (Revise)</p> <p>Apply a variety of strategies when writing one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic). Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by</p> <ol style="list-style-type: none"> a. introducing complex topics and subtopics b. organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole c. providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) <p>2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples from notes provided) appropriate to the audience’s knowledge of the topic b. using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic c. establishing and maintaining appropriate formal style and objective tone 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. introducing complex topics and subtopics b. organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole* c. providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) <p>2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience’s knowledge of the topic b. using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic c. establishing and maintaining appropriate formal style and objective tone d. deleting details that do not support the thesis/controlling idea* <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>



Claims Progression Grades 9-10 English Language Arts

<p>Claim 2: Writing. Students can produce effective writing for a range of purpose and audiences.</p>	
<p>Grades 9/10 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)</p>	<p>Grades 9/10 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)</p>
<p style="text-align: center;">Target 6a Opinion (Write)</p> <p>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. Goal DOK 2</p>	<p style="text-align: center;">Target 6b Opinion (Revise)</p> <p>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. Goal DOK 2</p>
<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by</p> <ol style="list-style-type: none"> 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) <p>2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> 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) <p>2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> 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* <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>



Claims Progression Grades 9-10 English Language Arts

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

Grades 9/10

(W-2d; W-3d; L-3b; L-6)

Target 8 Language and 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. **Goal DOK 2**

Evidence Required

1. The student will identify and use a better word or words to make vague language in text more precise.
2. 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)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing.
3. The student will identify and use precise words or phrases (including figurative/sensory language and telling details) to convey a vivid picture of setting, character, events, experiences or ideas in a text in narrative writing.
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 and specific to a writing task.

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

Grades 9/10

(L-1; L-2)

Target 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. **Goal DOK 1**

Evidence Required

Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts.

Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation such as commas, dashes, and parentheses to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; correcting for parallel structure; correcting punctuation for semicolons to link two or more closely related independent clauses; colons to introduce a list or quotation; capitalization and spelling of grade-appropriate words; and may also include conventions from the previous two grade levels.



Claims Progression Grades 9-10 English Language Arts

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

Grades 9/10
(SL-2; SL-3)

Target 1 Listen and Interpret

Analyze, interpret, and use information delivered orally. **Goal DOK 3**

Evidence Required

1. The student will identify, interpret, or analyze the point of view, purpose, 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 (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation.
4. The student will draw and/or support a conclusion based on content in a presentation.
5. The student will integrate content from a presentation with material external to the presentation.