



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.		
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		
Grade 3 (RL-1)	Grade 4 (RL-1)	Grade 5 (RL-1)
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
Grade 3 (RL-2)	Grade 4 (RL-2)	Grade 5 (RL-2)
<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, main idea, or author's message presented in a text.</p> <p>2. The student will identify and/or sequence key events in a text.</p> <p>3. The student will identify the author's purpose in a text.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, main idea, or author's message presented in a text.</p> <p>2. The student will determine or summarize key ideas and events in a text.</p> <p>3. The student will identify the author's purpose in a text.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, main idea, or author's message presented in a text.</p> <p>2. The student will determine or summarize key ideas and events in a text.</p> <p>3. The student will identify the author's purpose in a text.</p>



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Target 3 Word Meanings: 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**

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 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 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 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 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 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 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.



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Target 4 Reasoning and Evidence: 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		
Grade 3 (RL-3; RL-6; RL-9)	Grade 4 (RL-3; RL-6; RL-9)	Grade 5 (RL-3; RL-6; RL-9)
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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 style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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 style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
Grade 3 (RL-3; RL-6)	Grade 4 (RL-3; RL-6)	Grade 5 (RL-3; RL-6)
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 1. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) within one text. 	<p style="text-align: center;">Evidence Required</p> <p>The student will analyze the relationships among literary elements (e.g., dialogue, setting, conflict, character actions/interactions, point of view) within one text.</p>	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.



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Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

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**

Grade 3 (RL-5; RL-7)	Grade 4 (RL-5)	Grade 5 (RL-5)
<p>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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.

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

Grade 3 (RL-4; RL-5)	Grade 4 (RL-4; RL-5)	Grade 5 (RL-4; RL-5)
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<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.



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<p>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>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</p>		
<p>Grade 3 (RI-1; RI-7)</p>	<p>Grade 4 (RI-1; RI-7)</p>	<p>Grade 5 (RI-1; RI-7)</p>
<p style="text-align: center;">Evidence Required</p> <p>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.</p>	<p style="text-align: center;">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 style="text-align: center;">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>Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>		
<p>Target 9 Central Ideas: Identify central ideas, key events, or procedures and details that support them. Goal DOK 2</p>		
<p>Grade 3 (RI-2)</p>	<p>Grade 4 (RI-2)</p>	<p>Grade 5 (RI-2)</p>
<p style="text-align: center;">Evidence Required</p> <p>1. The student will identify a central idea, key event, or procedure in a text.</p>	<p style="text-align: center;">Evidence Required</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>	<p style="text-align: center;">Evidence Required</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>



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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**

Grade 3 (RI-4; L-4)	Grade 4 (RI-4; L-4; L-5c)	Grade 5 (RI-4; L-4; L-5c)
<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.



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Target 11 Reasoning and Evidence: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author’s line of reasoning, point of view/purpose, and relevance of evidence or elaboration to support claims, concepts, and ideas). Goal DOK 3		
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;">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.</p> <p>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 details within the text or texts that support that conclusion.</p> <p>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 details within the text or texts that support that conclusion.</p> <p>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>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
Target 12 Analysis Within or Across Texts: Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information). Goal DOK 3		
Grade 3 (RI-3; RI-6)	Grade 4 (RI-3; RI-6)	Grade 5 (RI-3; RI-6)
<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>



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Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 13 Text Structures and Features: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret or explain information. **Goal DOK 3**

Grade 3 (RI-5; RI-7)	Grade 4 (RI-5; RI-7)	Grade 5 (RI-5)
<p>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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.

Target 14 Language Use: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

Goal DOK 3

Grade 3 (L-5; L-5a; L-5b)	Grade 4 (L-5; L-5a; L-5b)	Grade 5 (L-5; L-5a; L-5b)
<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.</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.</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>

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

Target 1a Narrative (Write): 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 align="center">Grade 3 (W-3a; W-3b; W-3c; W-3d)</p>	<p align="center">Grade 4 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>	<p align="center">Grade 5 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>
<p 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> <ul 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> <ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences 	<p 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> <ul 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> <ul 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 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> <ul 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> <ul 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



Claims Progression Grades 3-5 English Language Arts

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

Target 1b Narrative (Revise): Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft. **Goal DOK 2**

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;">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>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</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 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>*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>	<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>

Claims Progression Grades 3-5 English Language Arts

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

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**

<p align="center">Grade 3 (W-2a; W-2b; W-2c; W-2d)</p>	<p align="center">Grade 4 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)</p>	<p align="center">Grade 5 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)</p>
<p align="center">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by</p> <ol style="list-style-type: none"> introducing a topic stating a main idea grouping related information together using transition words and phrases including an appropriate conclusion <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"> developing the topic with supporting details 	<p align="center">Evidence Required</p> <p>1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by</p> <ol style="list-style-type: none"> stating a focus (main idea) writing in body paragraphs using transition words and phrases to link ideas including a conclusion that is appropriate to the audience and related to the information or explanation presented <p>2. (Elaboration) The student will use information provided in an informative/explanatory stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> developing and elaborating the focus (main idea) using supporting evidence using precise language and domain specific vocabulary 	<p align="center">Evidence Required</p> <p>1. (Organization) The student will use information provided in an informational/explanatory stimulus to organize informational/explanatory texts by</p> <ol style="list-style-type: none"> introducing a topic clearly making general observations grouping related information using transition words, phrases and clauses to link ideas including a conclusion or section related to 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"> developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples using precise language and domain specific vocabulary to inform or explain



Claims Progression Grades 3-5 English Language Arts

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

Target 3b Informative (Revise): 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**

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;">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>*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>	<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>*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>	<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.

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**

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;">Evidence Required</p> <p>1. (Organization) The student will use information provided in an opinion stimulus to organize the text by</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 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> <ol style="list-style-type: none"> a. developing the opinion with supporting reasons (from notes provided) 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in an opinion stimulus to organize the 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 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> <ol style="list-style-type: none"> a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided) 	<p style="text-align: center;">Evidence Required</p> <p>1. (Organization) The student will use information provided in an opinion stimulus to organize the 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 an opinion stimulus to apply elaboration techniques such as</p> <ol style="list-style-type: none"> a. developing the opinion with logically ordered supporting evidence/reasons and elaboration (from notes provided) b. vocabulary



Claims Progression Grades 3-5 English Language Arts

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

Target 6b (Opinion) Revise: 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**

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;">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>*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>	<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>*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>	<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>



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.

Target 1 Listen and Interpret: Interpret and use information delivered orally. **Goal DOK 3**

Grade 3 (SL-2; SL-3)	Grade 4 (SL-2; SL-3)	Grade 5 (SL-2; SL-3)
<p>Evidence Required</p> <ol style="list-style-type: none">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.	<p>Evidence Required</p> <ol style="list-style-type: none">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.	<p>Evidence Required</p> <ol style="list-style-type: none">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.		
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		
Grade 6 (RL-1)	Grade 7 (RL-1)	Grade 8 (RL-1)
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
Grade 6 (RL-6)	Grade 7 (RL-2; RL-6)	Grade 8 (RL-2; RL-6)
<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, main idea, or author's message presented in a text.</p> <p>2. The student will determine or summarize key ideas and events in a text.</p> <p>3. The student will identify the author's purpose in a text.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, central idea, or author's message presented in a text.</p> <p>2. The student will determine or summarize key ideas and events in a text.</p> <p>3. The student will identify the author's purpose in a text.</p>	<p style="text-align: center;">Evidence Required</p> <p>1. The student will determine or summarize a theme, central idea, or author's message presented in a text.</p> <p>2. The student will determine or summarize key ideas and events in a text.</p> <p>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.

Target 3 Word Meanings: 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**

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 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 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 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 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 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 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.		
Target 4 Reasoning and Evidence: 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		
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;">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>

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
Grade 6 (RL-3; RL-6)	Grade 7 (RL-3; RL-6)	Grade 8 (RL-3; RL-6)
<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.</p> <p>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 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.</p> <p>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 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.</p> <p>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>



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.

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**

Grade 6 (RL-5)	Grade 7 (RL-5)	Grade 8 (RL-5)
<p>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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.		
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		
Grade 6 (RL-1; RL-4; L-5)	Grade 7 (RL-1; RL-4; L-5)	Grade 8 (RL-1; RL-4; L-5)
<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. 	<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 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
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)
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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 style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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 style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the 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.		
Target 9 Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics. Goal DOK 2		
Grade 6 (R1-2; RH-2; RST-2)	Grade 7 (R1-2; RH-2; RST-2)	Grade 8 (R1-2; RH-2; RST-2)
<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Evidence Required</p> <ol style="list-style-type: none"> 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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.		
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		
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 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 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.		
Target 11 Reasoning and Evidence: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author’s line of reasoning, point of view/purpose, and relevance of evidence or elaboration to support claims, concepts, and ideas). Goal DOK 3		
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;">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.</p> <p>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.</p> <p>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.</p> <p>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.		
Target 12 Analysis Within or Across Text: Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view. Goal DOK 3		
Grade 6 (RI-3; RI-6)	Grade 7 (RI-3; RI-6)	Grade 8 (RI-3; RI-6)
<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 (events, people, ideas, 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>



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.

Target 13 Text Structures and Features: Relate knowledge of text structures or genre-specific features to analyze or integrate information.

Goal DOK 3

Grade 6 (RI-5; RH-5; RST-5; RI-7)	Grade 7 (RI-5; RH-5; RST-5; RI-7)	Grade 8 (RI-5; RH-5; RST-5; RI-7)
<p>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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>Evidence Required</p> <ol style="list-style-type: none">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.		
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		
Grade 6 (L-5; L-5a)	Grade 7 (L-5; L-5a)	Grade 8 (L-5; L-5a)
<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. 	<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.

Claims Progression Grades 6-8 English Language Arts

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

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

<p align="center">Grade 6 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>	<p align="center">Grade 7 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>	<p align="center">Grade 8 (W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)</p>
<p 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> <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 <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <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 	<p 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> <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 <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <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 	<p 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> <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 <p>2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as</p> <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



Claims Progression Grades 6-8 English Language Arts

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

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**

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)
<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 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 <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 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>	<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 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 <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 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>	<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 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 <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 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.

Target 3a Informative (Write): Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. **Goal DOK 2**

<p align="center">Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)</p>	<p align="center">Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)</p>	<p align="center">Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)</p>
<p 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"> introducing and clearly stating a focus (thesis) maintaining a clear focus organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) providing appropriate transitional strategies for coherence 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"> 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.) using precise language and domain specific vocabulary establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose 	<p 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"> introducing and clearly stating a focus (thesis) maintaining a clear focus organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) providing appropriate transitional strategies for coherence 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"> 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.) using precise language and domain specific vocabulary establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose 	<p 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"> introducing and clearly stating a focus (thesis) previewing what is to follow maintaining a clear focus (Note: details that are out of order are organization – 1b: details that do not belong are elaboration – 2d) organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing) providing appropriate transitional strategies for coherence maintaining a consistent and appropriate tone 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"> using precise language and domain specific vocabulary establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose

Claims Progression Grades 6-8 English Language Arts

<p>Claim 2: Writing: Students can produce effective writing for a range of purpose and audiences.</p>		
<p>Target 3b Informative (Revise): Apply a variety of strategies when revising one or more paragraphs of informational/ explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. Goal DOK 2</p>		
<p>Grade 6 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)</p>	<p>Grade 7 (W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b)</p>	<p>Grade 8 (W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)</p>
<p>Evidence Required</p>	<p>Evidence Required</p>	<p>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>*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>	<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>	<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.

Target 6a (Opinion) Write: Demonstrate ability to apply a variety of strategies in texts that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. **Goal DOK 2**

<p align="center">Grade 6 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)</p>	<p align="center">Grade 7 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)</p>	<p align="center">Grade 8 (W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)</p>
<p 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"> establishing a clear claim organizing reasons and evidence to support claims, so as to build a logical argument providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons using appropriate vocabulary for argument 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"> referencing and/or integrating relevant reasons (from notes provided) to support claims referencing and/or integrating relevant and credible evidence (from notes provided) to support claims establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose 	<p 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"> establishing a clear claim organizing reasons and evidence to support claims, building a logical argument providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons using appropriate vocabulary for argument 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"> referencing and/or integrating relevant reasons (from notes provided) to support claims referencing and/or integrating relevant and credible evidence (from notes provided) to support claims acknowledging alternate or opposing viewpoints establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose 	<p 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"> establishing a clear claim organizing reasons and evidence to support claims, so as to build a logical argument providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence 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"> referencing and/or integrating relevant reasons to support claims (from notes provided) referencing and/or integrating relevant and credible evidence (from notes provided) to support claims acknowledging alternate or opposing claims establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose



Claims Progression Grades 6-8 English Language Arts

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

Target 6b (Opinion) Revise: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. **Goal DOK 2**

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;">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>*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>	<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>	<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>



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

Target 1 Listen and Interpret: Analyze, interpret, and use information delivered orally. **Goal DOK 3**

<p align="center">Grade 6 (SL-2; SL-3)</p>	<p align="center">Grade 7 (SL-2; SL-3)</p>	<p align="center">Grade 8 (SL-2; SL-3)</p>
<p align="center">Evidence Required</p> <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. 	<p align="center">Evidence Required</p> <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. 	<p align="center">Evidence Required</p> <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

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

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**

Grades 9/10

(RL-1)

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.

Target 2 Central Ideas: Identify or summarize central ideas, key events, or the sequence of events presented in a text. **Goal DOK 2**

Grades 9/10

(RL-2)

Evidence Required

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.



Claims Progression Grades 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 3 Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. **Goal DOK 2**

Grades 9/10

(RL-4; L-4; L-5b; L-5c; L-6)

Evidence Required

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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 4 Reasoning and Evidence: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view). **Goal DOK 3**

Grades 9/10

(RL-3; RL-6; RL-9)

Evidence Required

1. The student will form a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.
2. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.



Claims Progression Grades 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 5 Analysis Within and Across Text: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. **Goal DOK 3**

Grades 9/10
(RL-3; RL-6)

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.

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**

Grades 9/10
(RL-5)

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 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 7 Language Use: 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**

Grades 9/10

(RL-1; RL-4; RL-5; L-5a (Gr. 9-10); L-5a (Gr. 11-12))

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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

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**

Grades 9/10

(RI-1; RH-1; RST-1; RH-3)

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.



Claims Progression Grades 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 9 Central Ideas: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. **Goal DOK 2**

Grades 9/10
(R1-2; RH-2; RST-2)

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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 10 Word Meanings: 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**

Grades 9/10
(R1-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6)

Evidence Required

1. The student will determine the meaning of a word or phrase based on its context in an informational text.
2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.
3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.
4. The student will use 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.



Claims Progression Grades 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 11 Reasoning and Evidence: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author’s line of reasoning, point of view/purpose, and relevance of evidence or elaboration to support claims, concepts, and ideas).

Goal DOK 3

Grades 9/10

(RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9)

Evidence Required

1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 12 Analysis Within or Across Text: Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view. **Goal DOK 3**

Grades 9/10

(RI-3; RI-6)

Evidence Required

1. The student will analyze the interaction between elements of a text (events, people, ideas, topics) within a text or across two different texts.
2. The student will analyze how conflicting information reveals the author’s point of view within a text or across two different texts.



Claims Progression Grades 9-10 English Language Arts

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 13 Text Structures and Features: 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**

Grades 9/10
(RI-5; RH-5; RST-5; RI-7)

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.

Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Target 14 Language Use: 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**

Grades 9/10
(L-5a (Gr. 9-10); L-5a (Gr. 11-12))

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 9-10 English Language Arts

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

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**

Grades 9/10

(W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)

Evidence Required

1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
 - a. establishing a context and/or setting and/or point of view
 - b. introducing a narrator and character(s)
 - c. organizing narrative with a logical sequence of events/experiences
 - d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts
 - e. providing closure that follows logically from the narrative

2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as
 - a. including dialogue to convey events/experiences
 - b. including descriptive details and sensory language to convey events/experiences precisely



Claims Progression Grades 9-10 English Language Arts

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

Target 1b Narrative (Revise): 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**

Grades 9/10

(W-3a; W-3b; W-3c; W-3d; W-3e; W-9a)

Evidence Required

1. (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by
 - 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
2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as
 - 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*

*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.



Claims Progression Grades 9-10 English Language Arts

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

Target 3a Informative (Write): 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**

Grades 9/10

(W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)

Evidence Required

1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by
 - 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)
2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as
 - 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



Claims Progression Grades 9-10 English Language Arts

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

Target 3b Informative (Revise): 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**

Grades 9/10

(W-2a; W-2b; W-2c; W-2d; W-2e; W-9b)

Evidence Required

1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as
 - 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)
2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as
 - 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*

*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.



Claims Progression Grades 9-10 English Language Arts

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

Target 6b (Opinion) Revise: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. **Goal DOK 2**

Grades 9/10

(W-1a; W-1b; W-1c; W-1d; W-1e; W-9b)

Evidence Required

1. (Organization) The student will revise arguments by identifying improved organizational elements such as
 - a. establishing a clear claim
 - b. organizing reasons and evidence to support the claim, building a logical argument*
 - c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence
 - d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)
 2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as
 - a. including relevant reasons to support claim
 - b. including relevant and credible evidence to support reasons
 - c. acknowledging alternate or opposing viewpoints
 - d. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose
 - e. deleting details that do not support the claim*
- *Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.



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.

Target 1 Listen and Interpret: Analyze, interpret, and use information delivered orally. **Goal DOK 3**

Grades 9/10
(SL-2; SL-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.