ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3 • Targets

Literary Text	Informational Text
Supporting Evidence: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven listed below.)	
1 **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standards: RL-1	**8** **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standards: RI-1, RI-7
2 **Central Ideas**: Identify central ideas, key events, or the sequence of events presented in a text. DOK 2 Standards: RL-2	**9** **Central Ideas:** Identify central ideas, key events, or procedures and details that support them. DOK 2 Standards: RI-2
3 **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (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. DOK 1, DOK 2 Standards: RL-4, L-4, L-5c	**10** **Word Meanings:** Determine intended 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. DOK 1, DOK 2 Standards: RI-4, L-4
4 **Reasoning & 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; theme; author's message). DOK 3 Standards: RL-3, RL-6, RL-9	**11** **Reasoning & Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). DOK 3 Standards: RI-3, RI-6, RI-7, RI-8, RI-9
5 **Analysis Within Or Across Texts:** Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. DOK 3, DOK 4 Standards: RL--3, RL-6	**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). DOK 3, DOK 4 Standards: RI-3, RI-6
6 **Text Structures & Features:** Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within	**13** **Text Structures Or Text Features:** Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.

ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3 • Targets

	text. DOK 2, DOK 3 Standards: RL-5, RL-7	DOK 2, DOK 3 Standards: RI-5, RI-7
7	**Language Use:** Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context. DOK 2, DOK 3 Standards: L-5, RL-4	**14** **Language Use:** Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context. DOK 2, DOK 3 Standards: L-5, L-5a, L-5b

ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 4 • Targets

Literary Texts	Informational Texts
Supporting Evidence: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
1 **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standard: RL-1	**8** **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standards: RI-1, RI-7
2 **Central Ideas**: Identify or summarize central ideas/key events. DOK 2 Standard: RL-2	**9** **Central Ideas:** Identify central ideas, key events, or procedures. DOK 2 Standard: RI-2
3 **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, DOK 2 Standards: RL-4, L-4 a-c, L-5c	**10** **Word Meanings:** Determine intended 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. DOK 1, DOK 2 Standards: RI-4, L-4 a-c, L-5c
4 **Reasoning & 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; theme; author's message). DOK 3 Standards: RL-3, RL-6, RL-9	**11** **Reasoning & Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). DOK 3 Standards: RI-3, RI-6, RI-7, RI-8, RI-9
5 **Analysis Within or Across Texts:** Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. DOK 3, DOK 4 Standards: RL-3, RL-6	**12** **Analysis Within or Across Texts:** Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information). DOK 3, DOK 4 Standards: RI-3, RI-6

ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 4 • Targets

6 **Text Structures & Features:** Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
DOK 2, DOK 3
Standard: RL-5

13 **Text Structures Or Text Features:** Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
DOK 2, DOK 3
Standards: RI-5, RI-7

7 **Language Use:** Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
DOK 2, DOK 3
Standards: RL-4, L-5

14 **Language Use:** Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
DOK 2, DOK 3
Standards: L-5, L-5a, L-5b

ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 5 • Targets

Literary Texts	Informational Texts
Supporting Evidence: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the targets listed below.)	
1 **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standards: RL-1	**8** **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, DOK 2 Standards: RI-1, RI-7
2 **Central Ideas:** Identify or summarize central ideas/key events. DOK 2 Multiple Choice (Single Correct Response, Multiple Correct Responses, Two-Part), Hot Text DOK 3 Short Text (Constructed Response) Standards: RL-2	**9** **Central Ideas:** Identify central ideas, key events, procedures, or topics and subtopics. DOK 2 Multiple Choice (Single Correct Response, Multiple Correct Responses, Two-Part), Hot Text DOK 3 Short Text (Constructed Response) Standard: RI-2
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. DOK 1, DOK 2 Standards: RL-4, L-4 a-c, L-5c	**10** **Word Meanings:** Determine intended 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. DOK 1, DOK 2 Standards: RI-4 L-4 a-c, L-5c
4 **Reasoning & 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; theme; author's message). DOK 3 Standards: RL-3, RL-6, RL-9	**11** **Reasoning & Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). DOK 3 Standards: RI-3, RI-6, RI-7, RI-8, RI-9
5 **Analysis Within Or Across Texts:** Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. DOK 3, DOK 4 Standards: RL-3, RL-6	**12** **Analysis Within Or Across Texts**: Analyze or compare how information is presented within or across texts (events, people, ideas, topic). DOK 3, DOK 4 Standards: RI-3, RI-6

ELA/Literacy Claim 1 • Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 5 • Targets

6	**Text Structures & Features:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. DOK 2, DOK 3 Standards: RL-5	**13**	**Text Structures or Text Features:** Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts. DOK 2, DOK 3 Standards: RI-5
7	**Language Use:** Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. DOK 2, DOK 3 Standards: RL-4, L-5	**14**	**Language Use:** Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. DOK 2, DOK 3 Standards: L-5, L-5a, L-5b

ELA/Literacy Claim 2 • Writing

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

Grade 3 • Targets

1a	**Write Brief Texts:** Write one or more paragraphs demonstrating 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). DOK 3 Standards: W-3a–d	**3a**	**Write Brief Texts:** Write 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. DOK 3 Standards: W-2 a–d	**6a**	**Write Brief Texts:** Write 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. DOK 3 Standards: W-1 a–d, W-8
1b	**Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft. DOK 2 Standards: W-3a–d	**3b**	**Revise Brief Texts:** 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. DOK 2 Standards: W-2 a–d	**6b**	**Revise Brief Texts:** 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. DOK 2 Standards: W-1 a–d, W-8

8 **Language & Vocabulary Use:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
DOK 1, DOK 2
Standards: L-3a, L-6

9 **Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.
DOK 1, DOK 2
Standards: L-1, L-2, L-3b

ELA/Literacy Claim 2 • Writing

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

Grade 4 • Targets

1a **Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 3
Standards: W-3 a-e, W-9

3a **Write Brief Texts:** Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 3
Standards: W-2 a-e, W-9

6a **Write Brief Texts:** Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
DOK 3
Standards: W-1a-d, W-8, W-9

1b **Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 2
Standards: W-3 a-e, W-9

3b **Revise Brief Texts:** Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 2
Standards: W-2 a-e, W-9

6b **Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
DOK 2
Standards: W-1a-d, W-8, W-9

8 **Language & Vocabulary Use:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
DOK 1, DOK 2
Standards: W-2d, W-3d, L-6

9 **Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.
DOK 1, DOK 2
Standards: L-1, L-2, L-3b

ELA/Literacy Claim 2 • Writing

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

Grade 5 • Targets

1a **Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 3
Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e

3a **Write Brief Texts:** Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 3
Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9

6a **Write Brief Texts:** Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
DOK 3
Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9

1b **Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 2
Standards: W-3a, W-3b, W-3c, W-3d, L-3a, and/or W-3e

3b **Revise Brief Texts:** Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 2
Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L-3a, and/or W-9

6b **Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
DOK 2
Standards: W-1a, W-1b, W-1c, W-1d, W-8, L-3a, and/or W-9

8 **Language & Vocabulary Use:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
DOK 1, DOK 2
Standards: W-2d, W-3d, L-3a, L-6

9 **Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuations, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.
DOK 1, DOK 2
Standards: L-1, L-2

ELA/Literacy Claim 3 • Speaking and Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Grade 3 • Targets

4   **Listen/Interpret:** Interpret and use information delivered orally.
DOK 1, DOK 2, DOK 3
Standards:
   SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
   SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELA/Literacy Claim 3 • Speaking and Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Grade 4 • Targets

4   **Listen/Interpret:** Interpret and use information delivered orally.
DOK 3
Standards:
  SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  SL-3 Identify the reasons and evidence a speaker provides to support particular points.

ELA/Literacy Claim 3 • Speaking and Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Grade 5 • Targets

4   **Listen/Interpret:** Interpret and use information delivered orally.
DOK , DOK 2, DOK 3
Standards:

      SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

      SL-3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA/Literacy Claim 4 • Research

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Grade 3 • Targets

2 **Interpret & Integrate Information:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
DOK 2
Standards:
>   **RI-1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
>   **RI-7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
>   **RI-9** Compare and contrast the most important points and key details presented in two texts on the same topic.
>   **W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3 **Analyze Information/Sources:** Distinguish relevant/irrelevant information.
DOK 2
Standards:
>   **RI-7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
>   **RI-9** Compare and contrast the most important points and key details presented in two texts on the same topic.
>   **W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

4 **Use Evidence:** Cite evidence to support opinions based on prior knowledge and information collected.
DOK 2
Standards:
>   **RI-1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
>   **RI-6** Distinguish their own point of view from that of the author of a text.
>   **RI-7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
>   **RI-9** Compare and contrast the most important points and key details presented in two texts on the same topic.
>   **W-1b** Provide reasons that support the opinion.
>   **W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA/Literacy Claim 4 • Research

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 4 • Targets

2 **Interpret & Integrate Information:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.
DOK 2
Standards:
> **RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
> **RI-6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
> **RI-7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
> **RI-9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

3 **Analyze Information/Sources:** Distinguish relevant/irrelevant information.
DOK 2
Standards:
> **RI-7** Interpret information presented visually, orally, or quantitatively (e.g.,, in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

4 **Use Evidence:** Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.
DOK 2
Standards:
> **RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
> **RI-6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
> **RI-7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
> **RI-9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
> **W-1b** Provide reasons that are supported by facts and details.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA/Literacy Claim 4 • Research

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 5 • Targets

2 **Interpret & Integrate Information:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.
DOK 2
Standards:
> **RI-1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
> **RI-6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
> **RI-7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
> **RI-9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

3 **Analyze Information/Sources:** Distinguish relevant/irrelevant information.
DOK 2
Standards:
> **RI-7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

4 **Use Evidence:** Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.
DOK 2
Standards:
> **RI-1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
> **RI-6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
> **RI-7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
> **RI-9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
> **W-1b** Provide logically ordered reasons that are supported by facts and details.
> **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
> **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.