

ELA/Literacy Claim 1 • Reading

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

Grade 6 • Targets

Literary Texts	Informational Texts
<p>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.)</p>	
<p>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 2 Standard: RL-1</p>	<p>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 2 Standards: RI-1, RH-1, RST-1, RH-3</p>
<p>2 Central Ideas: 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</p>	<p>9 Central Ideas: Summarize 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) Standards: RI-2, RH-2, RST-2</p>
<p>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 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-4a,b,c,d, L-5b,c, L-5c, L-6</p>	<p>10 Word Meanings: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines. DOK 1, DOK 2 Standards: RI-4, RH-4, RST-4, L-4a-d, L-5b, L-5c, L-6</p>
<p>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). DOK 3, DOK 4 Standards: RL-3, RL-6, RL-9</p>	<p>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, DOK 4 Standards: RI-3, RI-6, RH-6, RST-6, RI-7, RI-8, RH-8, RST-8, RI-9</p>
<p>5 Analysis Within Or Across Texts: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts. DOK 3, DOK 4 Standards: RL-3, RL-6</p>	<p>12 Analysis Within Or Across Texts: 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. DOK 3, DOK 4 Standards: RI-3, RI-6</p>
<p>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</p>	<p>13 Text Structures & Features: Relate knowledge of text structures or genre-specific features to analyze or integrate information. DOK 2, DOK 3 Standards: RI-5, RH-5, RST-5, RI-7</p>
<p>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.</p>	<p>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</p>

ELA/Literacy Claim 1 • Reading

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

Grade 6 • Targets

DOK 3
Standards: RL-1, RL-4, L-5

choices on meaning or tone.
DOK 3
Standards: L-5, L-5a

ELA/Literacy Claim 1 • Reading

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

Grade 7 • 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 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 2 Standards: RI-1, RH-1, RST-1, RH-3
2	Central Ideas: Summarize central ideas/key events using key details from the text. DOK 2 Standard: RL-2	9	Central Ideas: Summarize central ideas, key events, procedures, or topics and subtopics. DOK 2 Standards: RI-2, RH-2, RST-2
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 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-4a-d, L-5b, L-5c, L-6	10	Word Meanings: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, DOK 2 Standards: RI-4, RH-4, RST-4, L-4 a-d, L-5b, L-5c, L-6
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). DOK 3, DOK 4 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, DOK 4 Standards: RI-3, RI-6, RH-6, RST-6, RI-7, RI-8, RH-8, RST-8, RI-9
5	Analysis Within Or Across Texts: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) 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) or how conflicting information across texts reveals author's point of view. DOK 3, DOK 4 Standards: RI-3, RI-6
6	Text Structures & Features: Analyze text structures, genre-specific	13	Text Structures & Features: Relate knowledge of text structures and

ELA/Literacy Claim 1 • Reading

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

Grade 7 • Targets

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

7 **Language Use:** Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

DOK 3

Standards: RL-1, RL-4, L-5

genre-specific features to compare or analyze the impact of those choices on meaning or presentation.

DOK 2, DOK 3

Standards: RI-5, RH-5, RST-5, RI-7

14 **Language Use:** Interpret figurative language (e.g., clichés, puns, hyperbole), 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.

DOK 3

Standards: L-5, L-5a

ELA/Literacy Claim 1 • Reading

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

Grade 8 • 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 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 2 Standards: RI-,1 RH-1, RST-1, RH-3
2 Central Ideas: Summarize central ideas/key events using key details from the text. 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: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. DOK 2 Multiple Choice (Single Correct Response, Multiple Correct Responses, Two-Part), Hot Text DOK 3 Short Text (Constructed Response) Standards: RI-2, RH-2, RST-2
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. DOK 1, DOK 2 Standards: RL-4, L-4, L-5b, L-5c, L-6	10 Word Meanings: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, DOK 2 Standards: RI-4, RH-4, RST-4, L-4, L-5b, L-5c, L-6
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). DOK 3, DOK 4 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, DOK 4 Standards: RI-3, RI-6, RH-6, RST-6, RI-7, RI-8, RH-8, RST-8, RI-9
5 Analysis Within Or Across Texts: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) 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, topics) or how conflicting information across texts reveals author's point of view. 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 8 • Targets

- | | |
|---|---|
| <p>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</p> | <p>13 Text Structures & Features: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation.
DOK 2, DOK 3
Standards: RI-5, RH-5, RST-5, RI-7</p> |
| <p>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 3
Standards: RL-1, RL-4, L-5</p> | <p>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 3
Standards: L-5, L-5a</p> |
-

ELA/Literacy Claim 1 • Reading

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

Grade 11 • 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 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 2 Standards: RI-1, RH-1, RST-1, RH-3
2 Central Ideas: Summarize central ideas/key events using key relevant details. DOK 2 Multiple Choice (Single Correct Response, Multiple Correct Responses, Two-Part), Hot Text DOK 3 Short Text (Constructed Response) Standard: RL-2	9 Central Ideas: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details. DOK 2 Multiple Choice (Single Correct Response, Multiple Correct Responses, Two-Part), Hot Text DOK 3 Short Text (Constructed Response) Standards: RI-2, RH-2, RST-2
3 Word Meanings: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools), 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-5b, L-6	10 Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/technical (tier 3) words, and connotation/denotation, based on context, word patterns, relationships, etymology, 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. DOK 1, DOK 2 Standards: RI-4, RH-4, RST-4, L-4, L-5b, L-6
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). DOK 3, DOK 4 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, DOK 4 Standards: RI-3, RI-6, RH-6, RST-6, RI-7, RI-8, RH-8, RST-8, RI-9
5 Analysis Within or Across Texts: Analyze interrelationships among literary elements (e.g., characterization, conflict, ordering of actions, setting, dialogue, point of view) within or across texts. DOK 3, DOK 4 Standards: RL-3, RL-6	12 Analysis Within or Across Texts: Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, or rhetorical features. 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 11 • 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 3, DOK 4

Standards: RL-5

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.

DOK 3

Standards: RL-1, RL-4, L-5a

13 Text Structures Or Text Features: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information), to integrate information or analyze the impact on meaning or presentation.

DOK 3, DOK 4

Standards: RI-5, RH-5, RST-5, RI-7, RH-7, RST-7

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.

DOK 3

Standards: L-5a (Gr. 9–10), L-5a (Gr. 11–12)

CCSS Anchor Standard 1 in Reading focuses on students' use of evidence to support their analyses about text(s) and will usually be present in addition to one of the other CCSS Reading Standards 2-9.

CCSS Standard 10 focuses on text complexity which underlies passage selection and essentially relates to all targets.

ELA/Literacy Claim 2 • Writing

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

Grade 6 • Targets

<p>1a Write Brief Texts: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). DOK 3 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</p>	<p>3a Write Brief Texts: Apply a variety of strategies when writing 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. DOK 3 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</p>	<p>6a Write Brief Texts: Apply a variety of strategies when writing 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. DOK 3 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e</p>
<p>1b Revise Brief Texts: 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). DOK 2 Standards: W-3a, W-3b, W-3c, W-3d, L-3a, and/or W-3e</p>	<p>3b Revise Brief Texts: 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. DOK 2 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L-3a, and/or W-2f</p>	<p>6b Revise Brief Texts: 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 presented. DOK 2 Standards: W-1a, W-1b, W-1c, W-1d, L-3a, and/or W-1e</p>
<p>8 Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. DOK 1, DOK 2 Standards: W-2d, W-3d, L-6</p>		
<p>9 Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. DOK 1, DOK 2 Standards: L-1, L-2, L-3</p>		

ELA/Literacy Claim 2 • Writing

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

Grade 7 • Targets

1a Write Brief Texts: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).
DOK 3
Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e

3a Write Brief Texts: Apply a variety of strategies when writing 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 and supports the information or explanation presented.
DOK 3
Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f

6a Write Brief Texts: Apply a variety of strategies when writing 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. Gr. 7 DOK 3
Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and W-9

1b Revise Brief Texts:
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). Gr.
DOK 2
Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e

3b Revise Brief Texts:
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 related to the information or explanation presented.
DOK 2
Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f

6b Revise Brief Texts:
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.
DOK 2
Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e

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

ELA/Literacy Claim 2 • Writing

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

Grade 8 • Targets

1a Write Brief Texts:

Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).

DOK 3

Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-9

3a Write Brief Texts:

Apply a variety of strategies when writing 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 and supports the information or explanation presented.

DOK 3

Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-9

6a Write Brief Texts:

Apply a variety of strategies when writing 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.

DOK 3

Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-9

1b Revise Brief Texts:

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, or using dialogue when describing an event).

DOK 2

Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-9

3b Revise Brief Texts:

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 related to the information or explanation presented.

DOK 2

Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-9

6b Revise Brief Texts:

Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: 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.

DOK 2

Standards: W-1a, W-1b, W-1c, W-1d, W-1e

8 Language & Vocabulary Use: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

DOK 1, DOK 2

Standards: W-2d, W-3d, 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 argumentative texts.

DOK 1

Standards: L-1, L-2, L-3

ELA/Literacy Claim 2 • Writing

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

Grade 11 • Targets

1a Write Brief Texts:

Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).

DOK 3

Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-9

3a Write Brief Texts:

Apply a variety of strategies when writing one or more paragraphs of 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).

DOK 3

Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-9

6a Write Brief Texts:

Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 3

Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-9

1b Revise Brief Texts:

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).

DOK 2

Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-9

3b Revise Brief Texts:

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).

DOK 2

Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-9

6b Revise Brief Texts:

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

DOK 2

Standards: W-1a, W-1b, W-1c, W-1d, W-1e

8 Language & Vocabulary Use:

Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style 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, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

DOK 1

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 6 • Target

4 Listen/Interpret: Analyze, interpret, and use information delivered orally.

DOK 1, DOK 2, DOK 3

Standards:

SL-2 Interpret information presented in diverse media and formats e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL-3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELA/Literacy Claim 3 • Speaking and Listening

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

Grade 7 • Target

4 Listen/Interpret: Analyze, interpret, and use information delivered orally.

DOK1, DOK 2, DOK3,

Standards:

SL-2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELA/Literacy Claim 3 • Speaking and Listening:

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

Grade 8 • Target

4 Listen/Interpret: Analyze, interpret, and use information delivered orally.

DOK1, DOK 2, DOK 3

Standards:

SL-2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

ELA/Literacy Claim 3 • Speaking and Listening:

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

Grade 11 • Target

4 Listen/Interpret: Analyze, interpret, and use information delivered orally.

DOK 1, DOK 2, DOK 3

Standards:

SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL-3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELA/Literacy Claim 4 • Research

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

Grade 6 • Targets

- 2 Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
DOK 2,
Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RST-1, RH-2, RST-2, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-8, WHST-8, W-9, WHST-9
- 3 Evaluate Information/Sources:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.
DOK 2,
Standards: W-8, WHST-8
- 4 Use Evidence:** Cite evidence to support analyses, arguments, or critiques.
DOK 2,
Standards: RI-9, RH-1, RST-1, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9

ELA/Literacy Claim 4 • Research

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

Grade 7 • Targets

- 2 Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
DOK 2
Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RST-1, RH-2, RST-2, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-8, WHST-8, W-9, WHST-9
- 3 Evaluate Information/Sources:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.
DOK 2
Standards: W-8, WHST-8
- 4 Use Evidence:** Cite evidence to support analyses, arguments, or critiques.
DOK 2
Standards: RH-1, RST-1, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9

ELA/Literacy Claim 4 • Research

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

Grade 8 • Targets

- 2 Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
DOK 2
Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RST-1, RH-2, RST-2, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-8, WHST-8, W-9, WHST-9
- 3 Evaluate Information/Sources:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.
DOK 2
Standards: W-8, WHST-8
- 4 Use Evidence:** Cite evidence to support analyses, arguments, or critiques.
DOK 2
Standards: RH-1, RST-1, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9

ELA/Literacy Claim 4 • Research

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

Grade 11 • Target

- 2 Analyze/Integrate Information:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
DOK 2
Standards: RI-1, RI-7, RH-1, RST-1, RH-2, RST-2, RH-3, RST-3, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, SL-2, W-8, WHST-8, W-9, WHST-9
- 3 Evaluate Information/Sources:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.
DOK 2
Standards: RH-8, RST-8, RST-9, W-8, WHST-8
- 4 Use Evidence:** Cite evidence to support arguments or conjectures.
DOK 2
Standards: RH-1, RST-1, RH-7, RST-7, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8 W-9, WHST-