Kansas Assessment Program Item Specifications

The Kansas College and Career Ready Standards for English Language Arts is a set of specific, rigorous expectations that build students' skills across grades in reading and analyzing a variety of complex texts, writing with clarity for different purposes, and presenting and evaluating ideas and evidence. The Standards are designed to establish a focused, deep understanding of language, and to develop a logical progression of literacy, fluency, analysis, and application, moving students toward college and career readiness.

The Kansas College and Career Ready Standards for English Language Arts are organized into Content Strands and Anchor Standards, which are the same across all grades, and grade-specific Standards indicated by a number. The numbered Standards are the most specific level and define what students should understand and be able to do. A common criticism of academic achievement tests is that they focus on the level of the Standard, which in many cases is a very discrete skill or aspect of understanding. Parsing English Language Arts out in this way for assessment may not be the most accurate model for assessing student achievement, as this is usually neither how students learn nor how teachers teach. For example, as students interact with a novel, they use skills related to multiple Standards. They consider the author's use of vocabulary and figurative language in addition to analyzing the theme.

Test development for the Kansas Summative Assessment is instead focusing items on broader skills and strategies rather than individual Standards and discrete skills—a method more reflective of both the holistic approaches teachers use to teach and the ways students learn. This document, the Item Specifications, defines Assessment Targets, or just Targets. Targets are drawn from one or more of the numbered Standards and are accompanied by evidence statements. Evidence statements are used to guide item writers in creating test questions that give students the opportunity to demonstrate mastery of that Target.

For the purposes of reporting meaningful results, the Targets are organized into larger Claims about student learning and mastery. There are three Claims in English Language Arts; however, only two Claims will be assessed by the Kansas Summative Assessment.

Approximately 60-65% of the test will be from Claim 1. Claim 1, Reading, is divided approximately equally between literary texts from different genres and informational texts that cover a broad range of academic and non-academic topics. Claim 2, Writing, will be approximately 35-40% of the assessment. While student composition will not be included in test scores, students will be required to revise, organize, and edit examples of writing, among other tasks. Claim 3, Listening, will not be assessed on the Kansas Summative Assessment.

Although the numbered Standards are listed with the Targets and Claims, the test blueprint cannot be derived by counting up the number of times a particular Standard is listed. There are cases where part of a Standard is in one Target, and another part of the Standard is in another Target. While not all Targets will be equally emphasized in the test, all of the content described by the Standards is important. Some of the content in a Target may also be reflected in another Target, or the content in a Target in the current grade may be a critical

foundation skill for success in subsequent grades. Thus, attempts to pattern instruction on the perceived or actual numbers of items in a test may not adequately serve students' needs.

How to Read This Document

This document is organized by grade. Within each grade, the Claim statement is introduced, followed by each Target. The Target descriptions include evidence statements and the corresponding Kansas Standards. The outline below shows the organization of the Item Specifications. *Italics* are used to further describe the content of each part of the test.

Claim #: Short Title *indicates the main topic of the Claim. Explanatory text describes in greater detail the expectation of what students will have mastered to make this Claim about student learning*.

Claim #/Targets #-# – Subset of Targets. *In Claim 1, Targets are divided between Reading Literary Text and Reading Informational Text. Although many of the skills are similar, different text types have different features which lead to different Targets and required evidence. For other Claims, not all Targets will be included in the machine-scorable portion of the test, or in the summative assessment. For example, Claim 3, Targets 1-3, address Speaking, which cannot currently be reliably assessed in a machine-scorable, objective fashion. Many of the Claim 2 Targets address text composition, which is not included in the machine-scorable portion of the assessment.*

Target #: TARGET TITLE	*Targets in English Language Arts are drawn from one or more of the numbered Standards from the Kansas College and Career Ready Standards. Targets describe an overall theme of a group of related Standards.*
Evidence Required	1. *One or more statements describe the types of tasks a student could do to demonstrate mastery of the skills that contribute to the Target.* 2. *Items may address one or more evidence statements.*
Standards	*Numbered Standards indicate how the Target is connected to the Kansas College and Career Ready Standards.*

Glossary

Kansas College and Career Ready Standards for English Language Arts	KCCRS; the collection of expectations that build students' skills in reading and analyzing a variety of complex texts, writing with clarity for different purposes, and presenting and evaluating ideas and evidence at each grade level, from Kindergarten through college and career readiness.
Kansas Summative Assessment	The computer-delivered assessment that is aligned to the KCCRS for English Language Arts.
Claim	A "big picture" goal for describing student mastery of a skill, area, or topic within the content standards. In ELA, Claim 1 (Reading) can be divided further into Reading Literary Texts and Reading Informational Texts.
Content	Specific subdomains in the KCCRS. Examples of content areas are Reading, Writing, and Language.
Evidence	Observable, measurable descriptions of what a student could do to demonstrate mastery within a Target.
Numbered Standards	Specific statements from the KCCRS that define what students should understand and be able to do at each grade level.
Stimulus	Any text used as a prompt for a writing Target.
Target	Smaller goals for student mastery that combine to make a Claim about student achievement.

Grade 3

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

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.
Evidence Required	1. The student will determine or summarize a theme, main idea, or author's message or purpose presented in a text. 2. The student will identify and/or sequence key events in a text.
Standards	RL-2

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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5c

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
Evidence Required	1. The student will analyze the relationships among literary elements (e.g., dialogue, setting, conflict, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (e.g., dialogue, setting, conflict, character actions/interactions, point of view) within one text.
Standards	RL-3; RL-6

Target 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.
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.
Standards	RL-5; RL-7

Target 7: LANGUAGE USE	Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
Evidence Required	1. The student will interpret the literal and nonliteral meanings of words and phrases used in context and analyze their use in the text. 2. The student will determine the relationships of words and phrases used in context and analyze their use in the text.
Standards	RL-4; L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RI-7

Target 9: CENTRAL IDEAS	Identify central ideas, key events, or procedures and details that support them.
Evidence Required	1. The student will identify a central idea, key event, or procedure in a text.
Standards	RI-2

Target 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.
Standards	RI-4; L-4

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify details within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify details within the text or texts that support that inference.
Standards	RI-3; RI-6; RI-7; RI-8; RI-9

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).
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.
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.
Standards	RI-5; RI-7

Target 14: LANGUAGE USE	Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.
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.
Standards	L-5; L-5a; L-5b

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	  a. establishing a 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
	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 to convey events/experiences

Standards	W-3a; W-3b; W-3c; W-3d

Target 1b: REVISE BRIEF TEXTS	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	  a. establishing a 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
	2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as
	  a. including dialogue to convey events/experiences
	  b. including descriptive details to convey events/experiences
	  c. identifying details that should be deleted because they are inconsistent with the rest of a narrative

Standards	W-3a; W-3b; W-3c; W-3d

Target 3a: WRITE BRIEF TEXTS	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.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by
	   a. introducing a topic
	   b. stating a main idea
	   c. grouping related information together
	   d. using transition words and phrases
	   e. including an appropriate conclusion
	2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as:
	   a. developing the topic with supporting details

Standards	W-2a; W-2b; W-2c; W-2d

Target 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.

Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as
	   a. introducing a topic
	   b. stating a main idea
	   c. grouping related information together
	   d. using transition words and phrases
	   e. including an appropriate conclusion
	2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as:
	   a. developing the topic with supporting details
	   b. deleting details that do not support the main idea

Standards	W-2a; W-2b; W-2c; W-2d

Target 6a: **WRITE BRIEF TEXTS**	Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

Evidence Required	1. (Organization) The student will use information provided in an opinion stimulus to organize the text by
	   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
	2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as
	   a. developing the opinion with supporting reasons (from notes provided)

Standards	W-1a; W-1b; W-1c; W-1d

Target 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.

Evidence Required	1. (Organization) The student will revise opinion text by identifying improved organizational elements such as
	   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
	2. (Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as
	   a. developing the opinion with supporting reasons
	   b. deleting details that do not support the opinion

Standards	W-1a; W-1b; W-1c; W-1d

Target 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.
Evidence Required	1. The student will identify and use the best word(s) or phrases for audience or purpose. 2. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear.
Standards	L-3a; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.		
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words. 20. use of spelling patterns and generalizations.	N/A	N/A
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Interpret and use information delivered orally.
Evidence Required	1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.
Standards	SL-2; SL-3

Grade 4

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

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.
Evidence Required	1. The student will determine or summarize a theme, main idea, or author's message or purpose presented in a text. 2. The student will determine or summarize key ideas and events in a text.
Standards	RL-2

Target 3: WORD MEANINGS	Determine intended meanings of words, including multiple meanings of 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5c

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
Evidence Required	1. The student will analyze or compare the use of, or the relationship between literary elements (e.g., dialogue, setting, conflict, character actions/interactions, point(s) of view) within one text. 2. The student will analyze or compare the use of, or the relationship between literary elements (e.g., dialogue, setting, conflict, character actions/interactions, point(s) of view) across two different texts.
Standards	RL-3; RL-6

Target 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.
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.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
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.
Standards	RL-4;L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RI-7

Target 9: CENTRAL IDEAS	Identify central ideas, key events, or procedures.
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.
Standards	RI-2

Target 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.
Standards	RI-4; L-4; L-5c

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify details within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify details within the text or texts that support that inference.
Standards	RI-3; RI-6; RI-7; RI-8; RI-9

Target 12: ANALYSIS WITHIN OR ACROSS TEXTS	Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
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.
Standards	RI-5; RI-7

Target 14: LANGUAGE USE	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Standards	L-5; L-5a; L-5b

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific narrative techniques (e.g., dialogue sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	   a. establishing a 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
	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 concrete words and phrase and sensory details to convey events/experiences
	   c. using precise language to narrate events

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 1b: REVISE BRIEF TEXTS	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	  a. establishing a 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
	2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as
	  a. including dialogue to convey events/experiences
	  b. including 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*

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 3a: WRITE BRIEF TEXTS	Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory texts by
	   a. stating a focus (main idea)
	   b. writing in body paragraphs
	   c. using transition words and phrases to link ideas
	   d. including a conclusion that is appropriate to the audience and related to the information or explanation presented
	2. (Elaboration) The student will use information provided in an informative/explanatory stimulus to apply elaboration techniques such as
	   a. developing and elaborating the focus (main idea) using supporting evidence
	   b. using precise language and domain specific vocabulary

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as:
	   a. stating a focus (main idea)
	   b. writing in body paragraphs
	   c. using transition words and phrases to link ideas
	   d. including a conclusion that is appropriate to the audience and related to the information or explanation presented
	2. (Elaboration) The student will revise complex informational/explanatory text by identifying the best use of elaboration techniques such as:
	   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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b

Target 6a: WRITE BRIEF TEXTS	Demonstrate ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

Evidence Required	1. (Organization) The student will use information provided in an opinion stimulus to organize the text by
	  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
	2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as
	  a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided)

Standards	W-1a; W-1b; W-1c; W-1d; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise opinion text by identifying improved organizational elements such as
	  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
	2. (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as
	
	  a. developing the opinion with supporting evidence/reasons and elaboration
	
	  b. deleting details that do not support the opinion

Standards	W-1a; W-1b; W-1c; W-1d; W-9b

Target 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.
Evidence Required	1. The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience. 2. The student will identify and use the best concrete words and phrases. 3. The student will identify and use effective sensory details to convey experiences and events.
Standards	W-2d; W-3d; L-3a; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.		
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	The student will identify, edit to correct, and/or edit for correct use of Grade 3: 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: **LISTEN / INTERPRET**	Interpret and use information delivered orally.
Evidence Required	1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.
Standards	SL-2; SL-3

Grade 5

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

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.
Evidence Required	1. The student will determine or summarize a theme, main idea, or author's message or purpose presented in a text. 2. The student will determine or summarize key ideas and events in a text.
Standards	RL-2

Target 3: WORD MEANINGS	Determine intended or precise meanings of words, including multiple meanings of 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5c

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
Evidence Required	1. The student will analyze or compare the use of or the relationship between literary elements (e.g., 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 (e.g., dialogue, setting, conflict, character actions/interactions, point(s) of view) within one text.
Standards	RL-3; RL-6

Target 6: TEXT STRUCTURES & FEATURES	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
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.
Standards	RL-4; L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RI-7

Target 9: **CENTRAL IDEAS**	Identify central ideas, key events, procedures, or topics and subtopics.
Evidence Required	1. The student will determine or summarize a central idea or topic/subtopics in a text. 2. The student will determine or summarize key events or a procedure in a text.
Standards	RI-2

Target 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.
Standards	RI-4; L-4; L-5c

Target 11: **REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify details within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify details within the text or texts that support that inference.
Standards	RI-3; RI-6; RI-7; RI-8; RI-9

Target 12: **ANALYSIS WITHIN OR ACROSS TEXTS**	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topic).
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.
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.
Standards	RI-5

Target 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.
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.
Standards	L-5; L-5a; L-5b

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific narrative techniques (e.g., dialogue sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, or an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	   a. establishing a 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
	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 concrete words, phrases, and sensory details to convey events/experience
	   c. using precise language to narrate events

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 1b: REVISE BRIEF TEXTS	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	   a. establishing a 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
	2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as
	   a. including dialogue to convey events/experiences
	   b. including 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

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 3a: WRITE BRIEF TEXTS	Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Evidence Required	1. (Organization) The student will use information provided in an informational/explanatory stimulus to organize informational/explanatory texts by
	   a. introducing a topic clearly
	   b. making general observations
	   c. grouping related information
	   d. using transition words, phrases and clauses to link ideas
	   e. including a conclusion or section related to the information or explanation presented
	2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as
	   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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as
	   a. introducing a topic clearly
	   b. making general observations
	   c. grouping related information
	   d. using transition words, phrases and clauses to link ideas
	   e. including a conclusion or section related to the information or explanation presented
	2. (Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as
	   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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-9b

Target 6a: WRITE BRIEF TEXTS	Demonstrate 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.

Evidence Required	1. (Organization) The student will use information provided in an opinion stimulus to organize the text by
	   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
	2. (Elaboration) The student will use information provided in an opinion stimulus to apply elaboration techniques such as
	   a. developing the opinion with logically ordered supporting evidence/reasons and elaboration (from notes provided)
	   b. vocabulary

Standards	W-1a; W-1b; W-1c; W-1d; W-9b

Target 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.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized opinion text by
	   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
	2. (Elaboration) The student will use information provided in a stimulus to revise well-developed opinion text by applying elaboration techniques such as
	   a. developing the opinion with logically ordered supporting evidence/reasons and elaboration
	   b. deleting details that do not support the opinion

Standards	W-1a; W-1b; W-1c; W-1d; W-9b

Target 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.
Evidence Required	1. The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience 2. The student will identify and use the best concrete words and phrases. 3. The student will identify and use effective sensory details to convey experiences and events.
Standards	W-2d; W-3d

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.		
	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	The student will identify, edit to correct, and/or edit for correct use of 1. perfect verb tense. 2. verb tense to convey various times, sequences, states, and conditions. 3. inappropriate shifts in verb tense.* 4. correlative conjunctions. 5. punctuation to separate items in a series.* 6. comma to separate an introductory element from the rest of a sentence. 7. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 8. the underlining, quotation marks, or italics to indicate titles of works. 9. spelling grade-appropriate words correctly.	The student will identify, edit to correct, and/or edit for correct use of 10. subject-verb agreement. 11. pronoun-antecedent agreement. 12. inappropriate sentence fragments run-on sentences. 13. frequently confused words (to/too/two; there/their).	The student will identify, edit to correct, and/or edit for correct use of Grade 4: 14. relative pronouns. 15. relative adverbs. 16. progressive verb tenses. 17. modal auxiliaries to convey various conditions. 18. order of adjectives within a sentence according to conventional patterns. 19. capitalization. 20. commas and quotation marks to mark direct speech and quotations. 21. comma before a coordinating conjunction in a compound sentence. 22. spelling grade appropriate words correctly. Grade 3: 23. a regular plural noun. 24. an irregular plural noun. 25. an abstract noun. 26. a regular verb. 27. an irregular verb.

			28. simple verb tenses.
			29. a comparative adjective.
			30. a superlative adjective.
			31. a comparative adverb.
			32. a superlative adverb.
			33. a coordinating conjunction.
			34. a subordinating conjunction.
			35. capitalization of titles.
			36. a comma in an address.
			37. commas and quotation marks in dialogue.
			38. possessives.
			39. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words
			40. use of spelling patterns and generalizations
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Interpret and use information delivered orally.
Evidence Required	1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.
Standards	SL-2; SL-3

Grade 6

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

Target 2: CENTRAL IDEAS	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
Evidence Required	1. The student will determine or summarize a theme, central idea, or author's message purpose presented in a text. 2. The student will determine or summarize key ideas and events in a text.
Standards	RL-2; RL-6

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 determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5b; L-5c; L-6

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.
Evidence Required	1. The student will analyze the relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) within one text.
Standards	RL-3; RL-6

Target 6: TEXT STRUCTURES & FEATURES	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
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.
Standards	RL-1; RL-4; L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RH-1; RST-1; RH-3

Target 9: CENTRAL IDEAS	Summarize central ideas, key events, procedures, or topics and subtopics.
Evidence Required	1. The student will determine or summarize a central idea or topic/subtopics in a text. 2. The student will determine or summarize key events or a procedure in a text.
Standards	RI-2; RH-2; RST-2

Target 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 the academic vocabulary common to complex texts in all disciplines.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in 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.
Standards	RI-4; RH-4; RST-4; L-4; L-5b; L-5c; L-6

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
Standards	RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9

Target 12: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures or genre-specific features to analyze or integrate information.
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.
Standards	RI-5; RH-5; RST-5; RI-7

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.
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.
Standards	L-5; L-5a

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	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, use dialogue when describing an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	    a. establishing a context and/or setting
	    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
	    c. using precise language to narrate events

Standards	W-3a; W-3b; W-3c; w-3d; W-3e; W-9a

Target 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, use dialogue when describing an event).
Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by a. establishing a context and/or setting b. introducing a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative
Standards	W-3a; W-3b; W-3c; w-3d; W-3e; W-9a

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

Evidence Required	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by
	   a. introducing and clearly stating a focus (thesis)
	   b. maintaining a clear focus
	   c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast,
	   d. cause/effect)
	   e. providing appropriate transitional strategies for coherence
	   f. providing a conclusion that follows from the information or explanation presented
	2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as
	   a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required form (essay, report, etc.)
	   b. using precise language and domain specific vocabulary
	   c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as
	  a. introducing and clearly stating a focus (thesis)
	  b. 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
	2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as
	  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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

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

Evidence Required	1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by
	    a. establishing a clear claim
	    b. organizing reasons and evidence to support claims, so as to build a logical argument
	    c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons
	    d. using appropriate vocabulary for argument
	    e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)
	2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as
	    a. referencing and/or integrating relevant reasons (from notes provided) to support claims
	    b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
	    c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 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(s) presented.

Evidence Required	1. (Organization) The student will revise arguments by identifying improved organizational elements such as
	   a. establishing a clear claim
	   b. organizing reasons and evidence to support 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)
	2. (Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as
	   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

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 8: LANGUAGE & VOCABULARY USE	Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Evidence Required	1. The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing. 3. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. 4. The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose.
Standards	W-2d; W-3d; L-3b; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.		
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. subjective pronouns 2. objective pronouns 3. possessive pronouns. 4. intensive pronouns. 5. inappropriate shifts in pronoun number and person.* 6. vague or ambiguous or unclear pronoun references.* 7. commas to set off nonrestrictive or parenthetical elements.* 8. parentheses to set off nonrestrictive or parenthetical elements.* 9. dashes to set off nonrestrictive or parenthetical elements.* 10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 11. subject-verb agreement. 12. pronoun-antecedent agreement. 13. inappropriate sentence fragments, run-on sentences. 14. frequently confused words (to/too/two; there/their). 15. inappropriate shifts in verb tense. 16. punctuation to separate items in a series.	The student will identify, edit to correct, and/or edit for correct use of Grade 5: 17. perfect verb tense. 18. verb tense to convey various times, sequences, states, and conditions. 19. correlative conjunctions. 20. comma to separate an introductory element from the rest of a sentence. 21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 22. underlining, quotations marks, or italics to indicate titles of works. Grade 4: 23. relative pronouns. 24. relative adverbs. 25. progressive verb tenses. 26. modal auxiliaries to convey various conditions. 27. correct order of

			adjectives within a sentence according to conventional patterns. 28. capitalization. 29. commas and quotation marks to mark direct speech and quotations. 30. comma before a coordinating conjunction in a compound sentence.
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Analyze, interpret, and use information delivered orally.
Evidence Required	1. The student will identify, interpret, or analyze the point of view, purpose, 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.
Standards	SL-2; SL-3

Grade 7

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

Target 2: CENTRAL IDEAS	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
Evidence Required	1. The student will determine or summarize a theme, central idea, or author's purpose presented in a text using supporting evidence. 2. The student will determine or summarize key events in a text using supporting evidence.
Standards	RL-2; RL-6

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 determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5b; L-5c; L-6

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.
Evidence Required	1. The student will analyze the relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) within one text.
Standards	RL-3; RL-6

Target 6: TEXT STRUCTURES & FEATURES	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
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.
Standards	RL-1; RL-4; L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RH-1; RST-1; RH-3

Target 9: CENTRAL IDEAS	Summarize central ideas, key events, procedures, or topics and subtopics.
Evidence Required	1. The student will determine or summarize a central idea or topic/subtopics in a text using supporting evidence. 2. The student will determine or summarize key events or a procedure in a text.
Standards	RI-2; RH-2; RST-2

Target 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.
Standards	RI-4; RH-4; RST-4; L-4; L5-b; L-5c; L-6

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
Standards	RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9

Target 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.
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RI-5; RH-5; RST-5; RI-7

Target 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.
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.
Standards	L-5; L-5a

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	  a. establishing a context and/or setting and/or point of view
	  b. introducing a narrator and character(s)
	  c. organizing narrative with a logical sequence of events/experiences
	  d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts
	  e. providing closure that follows logically from the narrative
	2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as
	  a. including dialogue to convey events/experiences
	  b. including descriptive details and sensory language to convey events/experiences precisely

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 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, use dialogue when describing an event).

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	   a. establishing a context and/or setting 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 stimulus to revise well-developed narratives that apply narrative techniques such as
	   a. including dialogue to convey events/experiences
	   b. including descriptive details and sensory language to convey events/experiences precisely
	   c. identifying details that should be deleted because they are inconsistent with the rest of the narrative

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a

Target 3a: WRITE BRIEF TEXTS	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 and supports the information or explanation presented.
Evidence Required	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by a. introducing and clearly stating a focus (thesis) b. previewing what is to follow c. maintaining a clear focus 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 follows from and supports the information or explanation presented 2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required form (essay, report, etc.) b. using precise language and domain-specific vocabulary c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose
Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as
	  a. introducing and clearly stating a focus (thesis)
	  b. previewing what is to follow
	  c. maintaining a clear focus
	  d. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)
	  e. providing appropriate transitional strategies for coherence and to clarify relationships
	  f. providing a conclusion that is related to and supports the information or explanation presented
	2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as
	  a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.)
	  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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 6a: WRITE BRIEF TEXTS	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 and supports the argument(s) presented.
Evidence Required	1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by a. establishing a clear claim b. organizing reasons and evidence to support claims, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) 2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as a. referencing and/or integrating relevant reasons (from notes provided) to support claims b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims c. acknowledging alternate or opposing viewpoints d. d. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose)
Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 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.

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

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 8: LANGUAGE & VOCABULARY USE	Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Evidence Required	1. The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing. 3. The student will identify and use the best word or words to precisely convey events, experiences or ideas in a text. 4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. 5. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.
Standards	W-2d; W-3d; L-3a; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.		
	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	The student will identify, edit to correct, and/or edit for correct use of 1. misplaced modifiers.* 2. dangling modifiers.* 3. commas separating coordinate adjectives. 4. spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 5. subject-verb agreement. 6. pronoun-antecedent agreement. 7. inappropriate sentence fragments, run-on sentences. 8. frequently confused words (to/too/two; there/their).vague or ambiguous or unclear pronoun references. 9. inappropriate shifts in verb tense. 10. punctuation to separate items in a series. 11. inappropriate shifts in pronoun number and person. 12. vague or ambiguous or unclear pronoun references. 13. punctuation to set off nonrestrictive/ parenthetical elements.	The student will identify, edit to correct, and/or edit for correct use of Grade 6: 14. subjective pronouns 15. objective pronouns 16. possessive pronouns. 17. intensive pronouns. 18. commas to set off nonrestrictive or parenthetical elements. 19. parentheses to set off nonrestrictive or parenthetical elements. 20. dashes to set off nonrestrictive or parenthetical elements. Grade 5: 21. perfect verb tenses. 22. a verb tense to convey various times, sequences, states, and conditions. 23. correlative conjunctions. 24. a comma to separate an introductory element from the rest of a sentence. 25. a comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 26. the underlining, quotation marks, or italics to indicate titles of works.
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Analyze, interpret, and use information delivered orally.
Evidence Required	1. The student will identify, interpret, or analyze the point of view, purpose, 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 or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.
Standards	SL-2; SL-3

Grade 8

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

Target 2: CENTRAL IDEAS	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
Evidence Required	1. The student will determine or summarize a theme, central idea, or author's purpose presented in a text using supporting evidence. 2. The student will determine or summarize key events in a text using supporting evidence.
Standards	RL-2; RL-6

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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Standards	RL-4; L-4; L-5b; L-5c; L-6

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 5: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) within or across texts.
Evidence Required	1. The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within one text.
Standards	RL-3; RL-6

Target 6: TEXT STRUCTURES & FEATURES	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
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.
Standards	RL-1; RL-4; L-5

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RH-1; RST-1; RH-3

Target 9: CENTRAL IDEAS	Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.
Evidence Required	1. The student will determine or summarize a central idea or topic/subtopics in a text using supporting evidence. 2. The student will determine or summarize key events or a procedure in a text.
Standards	RI-2; RH-2; RST-2

Target 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in an informational text.
Standards	RI-4; RH-4; RST-4; L-4; L5-b; L-5c; L-6

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
Standards	RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9

Target 12: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.
Evidence Required	1. The student will analyze the interaction between elements of a text (events, people, ideas, topics) within a text or across two different texts. 2. The student will analyze how conflicting information reveals the author's point of view within a text or across two different texts.
Standards	RI-3; RI-6

Target 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.
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.
Standards	RI-5; RH-5; RST-5; RI-7

Target 14: LANGUAGE USE	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Standards	L-5; L-5a

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).

Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize narratives that engage and orient the reader by
	   a. establishing a context and/or setting and/or point of view
	   b. introducing a narrator and character(s)
	   c. organizing narrative with a logical sequence of events/experiences
	   d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts
	   e. providing closure that follows logically from the narrative
	2. (Elaboration) The student will use information provided in a narrative stimulus to apply narrative techniques such as
	   a. including dialogue to convey events/experiences precisely
	   b. including descriptive details and sensory language to convey events/experiences

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a; W-9b

Target 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).

Evidence Required	1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
	   a. establishing a context and/or setting 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 stimulus to revise well-developed narratives that apply narrative techniques such as
	   a. including dialogue to convey events/experiences
	   b. including descriptive details and sensory language to convey events/experiences precisely
	   c. identifying details that should be deleted because they are inconsistent with the rest of the narrative

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a; W-9b

Target 3a: WRITE BRIEF TEXTS	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 and supports the information or explanation presented.

Evidence Required	1. (Organization) The student will use information provided in a stimulus to organize informational/explanatory text by
	  a. introducing and clearly stating a focus (thesis)
	  b. previewing what is to follow
	  c. maintaining a clear focus (Note: details that are out of order are organization – 1b: details that do not belong are elaboration – 2d)
	  d. organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)
	  e. providing appropriate transitional strategies for coherence
	  f. maintaining a consistent and appropriate tone
	  g. providing a conclusion that follows from and supports the information or explanation presented
	2. (Elaboration) The student will use information provided in an informational/explanatory stimulus to apply elaboration techniques such as
	  a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required form (essay, report, etc.)
	  b. using precise language and domain specific vocabulary
	  c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 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.
Evidence Required	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. previewing what is to follow c. maintaining a clear focus d. organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing) e. providing appropriate transitional strategies for coherence f. maintaining a consistent and appropriate tone g. providing a conclusion that is related to and supports the information or explanation presented 2. (Elaboration) The student will revise complex informational/explanatory text by identifying best use of elaboration techniques such as a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.) b. using precise language and domain specific vocabulary c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting details that do not support the thesis/controlling idea
Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 6a: WRITE BRIEF TEXTS	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 and supports the argument(s) presented.

Evidence Required	1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by
	   a. establishing a clear claim
	   b. organizing reasons and evidence to support claims, so as to build a logical argument
	   c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence
	   d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)
	2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as
	   a. referencing and/or integrating relevant reasons to support claims (from notes provided)
	   b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
	   c. acknowledging alternate or opposing claims
	   d. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 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.

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 claim, building a logical argument
	  c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence
	  d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)
	2. (Elaboration) The student will revise arguments by identifying 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 claims
	  d. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose
	  e. deleting details that do not support the claim

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 8: LANGUAGE & VOCABULARY USE	Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Evidence Required	1. The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies construct-relevant word(s)/phrases) to convey the precise or intended meaning of a text especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing. 3. The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose. 4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic. 5. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.
Standards	W-2d; W-3d; L-3a; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.		
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. verbs in the active voice. 2. verbs in the passive voice. 3. verbs in the indicative mood. 4. verbs in the imperative mood. 5. verbs in the interrogative mood. 6. verbs in the conditional mood. 7. verbs in the subjunctive mood. 8. inappropriate shifts in verb voice and mood.* 9. use of commas to indicate a pause or break. 10. use of ellipses to indicate a pause or break. 11. use of dashes to indicate a pause or break. 12. use of ellipses to indicate an omission. 13. spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 14. subject-verb agreement. 15. pronoun-antecedent agreement. 16. inappropriate sentence fragments, run-on sentences. 17. frequently confused words (to/too/two; there/their). 18. inappropriate shifts in verb tense. 19. punctuation to separate items in a series. 20. inappropriate shifts in pronoun number and person. 21. vague or ambiguous or unclear pronoun references. 22. commas to set off nonrestrictive/ parenthetical elements. 23. parentheses to set off nonrestrictive/ parenthetical elements. 24. dashes to set off nonrestrictive/ parenthetical elements. 25. misplaced modifiers. 26. dangling modifiers.	The student will identify, edit to correct, and/or edit for correct use of Grade 7: 27. commas separating coordinate adjectives. Grade 6: 28. subjective pronouns 29. objective pronouns 30. possessive pronouns. 31. intensive pronouns.
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Analyze, interpret, and use information delivered orally.
Evidence Required	1. The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (e.g., soundness of reasoning, relevance, sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.
Standards	SL-2; SL-3

Grades 9-10

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

Claim 1/Targets 1-7 – Reading Literary Texts

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.
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.
Standards	RL-1

Target 2: CENTRAL IDEAS	Identify or summarize central ideas, key events, or the sequence of events presented in a text.
Evidence Required	1. The student will determine or summarize a theme, central idea, or author's purpose presented in a text using supporting evidence. 2. The student will determine or summarize key events in a text using supporting evidence.
Standards	RL-2

Target 3: WORD MEANINGS	Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, analogies, and words with multiple meanings of academic/tier 2 words, based on context, word patterns, word relationships, etymology, dialectical English, idiomatic expressions, or use of specialized 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.
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.
Standards	RL-4; L-4; L-5b; L-6

Target 4: REASONING & 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).
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.
Standards	RL-3; RL-6; RL-9

Target 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.
Evidence Required	1. The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) across two different texts. 2. The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within one text.
Standards	RL-3; RL-6

Target 6: TEXT STRUCTURES & FEATURES	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Standards	RL-5

Target 7: LANGUAGE USE	Interpret or analyze the figurative or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Standards	RL-1; RL-4; L-5a

Claim 1/Targets 8-14 – Reading 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.
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.
Standards	RI-1; RH-1; RST-1; RH-3

Target 9: **CENTRAL IDEAS**	Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
Evidence Required	1. The student will determine or summarize a central idea or topic/subtopics in a text using supporting evidence. 2. The student will determine or summarize key events or a procedure in a text.
Standards	RI-2; RH-2; RST-2

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), with primary focus on the academic vocabulary common to complex texts in all disciplines.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in 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.
Standards	RI-4; RH-4; RST-4; L-4

Target 11: REASONING & 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, relevance of evidence or elaboration to support claims, concepts, ideas).
Evidence Required	1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. 2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
Standards	RI-3; RI-6; RH-6; RST-6; RI-7; RI-8; RH-8; RST-8; RI-9

Target 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.
Evidence Required	1. The student will analyze the interaction between elements of a text (e.g., 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.
Standards	RI-3; RI-6

Target 13: TEXT STRUCTURES & 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.
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.
Standards	RI-5; RH-5; RST-5; RI-7; RH-7; RST-7

Target 14: LANGUAGE USE	Analyze the figurative or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Standards	L-5a

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

Claim 2/Targets 1, 3, 6, 8, 9

Target 1a: WRITE BRIEF TEXTS	Demonstrate ability to use specific 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).
Evidence Required	1. (Organization) The student will use information provided in a narrative stimulus to organize 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 to sequence events so that they build on one another to create a coherent whole 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 narrative stimulus to 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
Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a; W-9b

Target 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).

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 to sequence events so that they build on one another to create a coherent whole
	  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

Standards	W-3a; W-3b; W-3c; W-3d; W-3e; W-9a; W-9b

Target 3a: WRITE BRIEF TEXTS	Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; 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).

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 to manage the complexity of the topic
	   c. establishing and maintaining appropriate formal style and objective tone

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 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).

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 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

Standards	W-2a; W-2b; W-2c; W-2d; W-2e; W-2f; W-9b

Target 6a: WRITE BRIEF TEXTS	Demonstrate ability to apply a variety of strategies in texts 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.

Evidence Required	1. (Organization) The student will use information provided in an argumentative stimulus to organize arguments by
	   a. establishing a precise claim
	   b. organizing reasons and evidence to support claims, so as to build a logical argument
	   c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence
	   d. using appropriate vocabulary for argument
	   e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)
	2. (Elaboration) The student will use information provided in an argumentative stimulus to apply elaboration techniques such as
	   a. referencing and/or integrating relevant reasons (from notes provided) to support claims/counterclaims
	   b. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims/counterclaims
	   c. acknowledging alternate or opposing claims
	   d. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 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.

Evidence Required	1. (Organization) The student will revise arguments by identifying improved organizational elements such as
	   a. establishing a precise 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 claims, counterclaims, reasons, and evidence
	   d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)
	2. (Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as
	   a. including relevant reasons to support claims/counterclaims
	   b. including relevant and credible evidence to support reasons/claims/counterclaims
	   c. acknowledging alternate or opposing claims
	   d. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose
	   e. deleting details that do not support the claim

Standards	W-1a; W-1b; W-1c; W-1d; W-1e; W-9b

Target 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.
Evidence Required	1. The student will identify and use a better word or words to make vague language in text more precise. 2. The student will identify and use the best academic or grade-level or below domain-specific construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing. 3. The student will identify and use precise words or phrases (including figurative/sensory language and telling details) to convey a vivid picture of setting, character, events, experiences or ideas in a text in narrative writing. 4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.
Standards	W-2d; W-3d; L-6

Target 9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.		
Evidence Required *Indicates a skill that is from the Language Progression Chart and will be repeated in subsequent grades.	New-to-grade conventions	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. parallel structure.* 2. a semicolon to link two or more closely related independent clauses. 3. a colon to introduce a list or quotation. 4. spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 5. subject-verb agreement. 6. pronoun-antecedent agreement. 7. inappropriate sentence fragments, run-on sentences. 8. frequently confused words (to/too/two; there/their). 9. inappropriate shifts in verb tense. 10. inappropriate shifts in pronoun number and person. 11. vague or ambiguous or unclear pronoun references. 12. commas to set off nonrestrictive/ parenthetical elements. 13. parentheses to set off nonrestrictive/ parenthetical elements. 14. dashes to set off nonrestrictive/ parenthetical elements. 15. misplaced modifiers. 16. dangling modifiers. 17. inappropriate shifts in verb voice and mood.	The student will identify, edit to correct, and/or edit for correct use of Grade 8: 18. verbs in the active voice. 19. verbs in the passive voice. 20. verbs in the indicative mood. 21. verbs in the imperative mood. 22. verbs in the interrogative mood. 23. verbs in the conditional mood. 24. verbs in the subjunctive mood. 25. use of commas to indicate a pause or break. 26. use of ellipses to indicate a pause or break. 27. use of dashes to indicate a pause or break. 28. use of ellipses to indicate an omission. Grade 7: 29. commas separating coordinate adjectives.
Standards	L-1; L-2		

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

Claim 3/Target 4 – Listening

Target 4: LISTEN / INTERPRET	Analyze, interpret, and use information delivered orally.
Evidence Required	1. The student will identify, interpret, or analyze the point of view, purpose, 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., 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.
Standards	SL-2; SL-3