# Smarter Balanced Assessment Consortium
# Claims, Targets, and Standard Alignment for ELA

**KEY DATA SYSTEMS**

The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcomes achieved with mastery of the standards within it.  Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards.

The following tables layout the claims and targets for claims 1-4.  Each target may feature a standard or a variety of standards that make up the skill(s) of the target.  Each target lists Depth of Knowledge level(s), item type(s) in which the target may be assessed as well as the Interim Assessment Block (IAB) that the target may be assessed in.

Item Types:
- MC – Multiple Choice, Single Correct Response
- MS – Multiple Choice, Multiple Correct Response
- HT – Hot Text, Select Text and Reorder Text
- EBSR – Evidence-based Selected Response
- MA – Matching Tables
- CR – Constructed Response

Depth of Knowledge:
- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

NOTE:
<u>Underlined standard content notes what each assessment target could assess.</u>
<u>Underlined standard title notes that more than one text or more than one text format is needed for assessment items.</u>

| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **1**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Block 1:** Read Literary Texts | 2 | MC, MS, HT |
| | **2**: **Central Ideas:** Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Block 1:** Read Literary Texts | 2, 3 | MC, MS, EBSR, HT |
| | | **6.RL.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | 3 | CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br> **6.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <br> **6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and conten*t, choosing flexibly from a range of strategies. <br> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br> b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). <br> c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <br> d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <br> **6.L.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <br> **6.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). <br> **6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Block 1:** Read Literary Texts | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **4**: **Reasoning and Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RL.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text. **6.RL.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | **Block 1:** Read Literary Texts | 3, 4 | EBSR, HT, CR |
| | **5**: **Analysis Within or Across Texts:** Describe and explain relationships among literary elements (e.g., character, plot, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RL.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text. | **Block 1:** Read Literary Texts | 3, 4 | MC, MS, EBSR, HT |
| | **6**: **Text Structures and Features:** Analyze text structures and the impact of those choices on meaning or presentation. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RL.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **Block 1:** Read Literary Texts | 2, 3 | MC, MS |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **7**: **Language Use:** Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone. | **6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br> **6.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <br> **6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <br> **6.L.5a** Interpret figures of speech (e.g., personification) in context. | **Block 1:** Read Literary Texts | 3 | MC, MS |
| | **8**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br> **6.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. <br> **6.RST.1** Cite specific textual evidence to support analysis of science and technical texts. <br> **6.RH.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered) | **Block 2:** Read Informational Texts | 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | 9: **Central Ideas:** Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **6.RH.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **6.RST.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | **Block 2:** Read Informational Texts | 2,3 | MC, MS, EBSR, HT |
| | | | | 3 | CR |
| | **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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **6.RH.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **6.RST.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. | **Block 2:** Read Informational Texts | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|-----------|
| 1.Reading | **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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines. | **6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. <br>   **a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br>   **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). <br>   **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <br>   **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <br> **6.L.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <br> **6.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). <br> **6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Block 2:** Read Informational Texts | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **11**: **Reasoning and Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **6.RH.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **6.RST.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **6.RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **6.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. **6.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **6.RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | **Block 2:** Read Informational Texts | 3, 4 | EBSR, HT, CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **1.Reading** | **12**: **Analysis Within or Across Texts:** Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | **Block 2:** Read Informational Texts | 3, 4 | MC, MS, EBSR, HT |
| | **13**: **Text Structures and Features:** Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation. | **6.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **6.RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **6.RH.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). **6.RST.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | **Block 2:** Read Informational Texts | 2, 3 | MC, MS |
| | **14**: **Language Use:** Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. | **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **6.L.5a** Interpret figures of speech (e.g., personification) in context. | **Block 2:** Read Informational Texts | 3 | MC, MS |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **2.Writing** | **1a: Write Brief Texts:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). | **6.W.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **6.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **6.W.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. | **Block 3:** Brief Writes | 3 | WR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **2.Writing** | **3a**: **Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of 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. | **6.W.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **6.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2e** Establish and maintain a formal style. **6.W.2f** Provide a concluding statement or section that follows from the information or explanation presented. **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 3:** Brief Writes | 3 | WR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| 2.Writing | **6a: Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. | **6.W.1a** Introduce claim(s) and organize the reasons and evidence clearly. **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **6.W.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **6.W.1d** Establish and maintain a formal style. **6.W.1e** Provide a concluding statement or section that follows from the argument presented. **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 3:** Brief Writes | 3 | WR |

| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **2.Writing** | **1b: Revise Brief Texts:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). | **6.W.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **6.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **6.W.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. **6.L.3a** Vary sentence patterns for meaning, reader/listener interest, and style. **6.L.3b** Maintain consistency in style and tone. | **Block 4:** Revision | 2 | MC, MS, HT |

| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| 2.Writing | **3b**: **Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of 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. | **6.W.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **6.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2e** Establish and maintain a formal style. **6.W.2f** Provide a concluding statement or section that follows from the information or explanation presented. **6.L.3a** Vary sentence patterns for meaning, reader/listener interest, and style. **6.L.3b** Maintain consistency in style and tone. | **Block 4:** Revision | 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **2.Writing** | **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. | **6.W.1a** Introduce claim(s) and organize the reasons and evidence clearly. **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **6.W.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **6.W.1d** Establish and maintain a formal style. **6.W.1e** Provide a concluding statement or section that follows from the argument presented.  **L-3a** Vary sentence patterns for meaning, reader/listener interest, and style **L-3b** Maintain consistency in style and tone. | **Block 4:** Revision | 2 | MC, MS, HT |
|  | **8: Language and Vocabulary Use:** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. | **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.L.3b** Maintain consistency in style and tone. **6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Block 5:** Language and Vocabulary Use | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **2.Writing** | **9: Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. | **6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>**6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **Block 6:** Editing | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **2.Writing** | **2. Compose Full Texts (Narrative)** Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). | **6.W.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **6.W.3b** Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. **6.W.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. **6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **6.W.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 11:** Narrative Performance Task | 4 | Narrative Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **2.Writing** | **4. Compose Full Texts (Explanatory)** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. | **6.W.2/WHST.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **6.W.2/WHST.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2/WHST.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **6.W.2/WHST.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2/WHST.2e** Establish and maintain a formal style. **6.W.2/WHST.2f** Provide a concluding statement or section that follows from the information or explanation presented. **6.W.4, WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **6.W.5, WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **6.W.8, WHST.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.W.9, WHST.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 9:** Explanatory Performance Task | 4 | Explanatory Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| 2.Writing | **7. Compose Full Texts (Argument)** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. | **6.W.1, WHST.1a** Introduce claim(s) and organize the reasons and evidence clearly. **6.W.1, WHST.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **6.W.1, WHST.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **6.W.1, WHST.1d** Establish and maintain a formal style. **6.W.1, WHST.1e** Provide a concluding statement or section that follows from the argument presented. **6.W.4, WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **6.W.5, WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **6.W.8, WHST.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.W.9, WHST.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 10:** Argument Performance Task | 4 | Argumentative Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **3.Listening** | **4**: **Listen/Interpret:** Analyze, interpret, and use information delivered orally. | **6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <br> **6.SL.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | **Block 7:** Listen and Interpret | 1, 2, 3 | MC, MS, EBSR, MA |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **4.Research** | **2: Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). | **6.RI.1** <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u>. | **Block 8:** Research | **CAT:** 2 | MC, MS, HT |
| | | **6.RI.6** <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</u>.<br>**6.RI.8** <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</u>.<br>**6.RI.9** <u>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</u>.<br>**6.RH.1** <u>Cite specific textual evidence to support analysis of primary and secondary sources</u>.<br>**6.RST.1** <u>Cite specific textual evidence to support analysis of science and technical texts</u>.<br>**6.RH.2** <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</u>.<br>**6.RST.2** <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions</u>.<br>**6.RH.7** <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</u>. | **Block 9:** Explanatory Performance Task<br><br>**Block 10:** Argument Performance Task<br><br>**Block 11:** Narrative Performance Task | **PT:** 3 | MC, MS, HT, MA |
| | | **6.RST.7** <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)</u>. | | **PT:** 4 | CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **4.Research** | **2: Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). | **6.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. | **Block 8:** Research | **CAT:** 2 | MC, MS, HT |
| | | **6.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **6.RH.9** Analyze the relationship between a primary and secondary source on the same topic. **6.RST.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **Block 9:** Explanatory Performance Task  **Block 10:** Argument Performance Task  **Block 11:** Narrative Performance Task | **PT:** 3 | MC, MS, HT, MA |
| | | **6.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **6.WHST.9** Draw evidence from informational texts to support analysis reflection, and research. | | **PT:** 4 | CR |

| Claim | Target | Standards | IAB | DOK | Item Types |
|---|---|---|---|---|---|
| **4.Research** | **3: Evaluate Information/Sources:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. | **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **Block 8:** Research | **CAT:** 2 | MC, MS, HT |
| | | | **Block 9:** Explanatory Performance Task  **Block 10:** Argument Performance Task | **PT:** 3 | MC, MS, HT, MA |
| | | | **Block 11:** Narrative Performance Task | **PT:** 4 | CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|-----------|
| **4.Research** | **4: Use Evidence:** Cite evidence to support arguments, ideas, or analyses. | **6.RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). <br>**6.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. <br>**6.RST.1** Cite specific textual evidence to support analysis of science and technical texts. <br>**6.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <br>**6.RST.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <br>**6.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. <br>**6.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | **Block 8:** Research | **CAT:** 2 | MC, MS, HT, MA |
| | | | **Block 9:** Explanatory Performance Task <br><br> **Block 10:** Argument Performance Task | **PT:** 3 | MC, MS, HT, MA |
| | | | **Block 11:** Narrative Performance Task | **PT:** 4 | CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------|--------|-----------|-----|-----|------------|
| **4.Research** | **4: Use Evidence:** Cite evidence to support arguments, ideas, or analyses. | **6.RH.9** Analyze the relationship between a primary and secondary source on the same topic. <br> **6.RST.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. <br> **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | **Block 8:** Research | **CAT:** 2 | MC, MS, HT, MA |
| | | **6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. <br> **6.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <br> **6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Block 9:** Explanatory Performance Task <br><br> **Block 10:** Argument Performance Task | **PT:** 3 | MC, MS, HT, MA |
| | | **6.WHST.9** Draw evidence from informational texts to support analysis reflection, and research. | **Block 11:** Narrative Performance Task | **PT:** 4 | CR |

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