

Alum Rock Union School District
ELA 6 Assessment Matrix 2026–2027

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Cycle 1 (Dates) A: DRS:	<u>Claim 1/Target 1</u> Key Details RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Claim 1/Target 2</u> Central Ideas 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. a. Engage and orient the reader	<u>Claim 2/Target 1b</u> Revise Brief Texts W.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<u>Claim 1/Target 3</u> Word Meaning 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 specific word choices on meaning and tone.	<u>Claim 2/Target 9</u> Edit L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
Cycle 2 (Dates) Nov? A: DRS:	<u>Claim 1/Target 8</u> Key Details RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Claim 1/Target 11</u> Reasoning & Evidence RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<u>Claim 2/Target 6b</u> Revise Brief Texts W.1a Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.	<u>Claim 1/Target 10</u> Word Meanings RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<u>Claim 1/Target 14</u> Language Use L.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.
Cycle 3 (Dates) Jan? A: DRS:	<u>Claim 1/Target 9</u> Central Ideas RI.2 Determine a central idea of	<u>Claim 1/Target 12</u> Analysis Within or Across Text RI.3	<u>Claim 2/Target 3b</u> Revise Brief Texts W.2b Write	<u>Claim 3/Target 4</u> Listen & Interpret SL.2 Interpret information presented in diverse	<u>Claim 2/Target 8</u> Language & Vocab Use L.3b Use knowledge of language and its conventions when

	a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	media and formats and explain how it contributes to a topic, text, or issue under study.	writing, speaking, reading, or listening. b. Maintain consistency in style and tone.
Cycle 4 (Dates) A: DRS:	<u>Claim 1/Target 4</u> Reasoning & Evidence 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.	<u>Claim 1/Target 5</u> Analysis Within or Across Text 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.	<u>Claim 2/Target 1b</u> Revise Brief Texts W.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	<u>Claim 2/Target 6b</u> Revise Brief Texts L.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.	<u>Claim 2/Target 8</u> Language & Vocab Use W.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Cycle 5 (Dates) A: DRS:	<u>Claim 1/Target 11</u> Reasoning & Evidence RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons	<u>Claim 1/Target 12</u> Analysis Within or Across Text RI. 3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	<u>Claim 2/Target 6b</u> Revise Brief Texts W.1b Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with	<u>Claim 3/Target 4</u> Listen & Interpret SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence	<u>Claim 2/Target 9</u> Edit L.2a Demonstrate command of the conventions of standard English capitalization, punctuation,

	and evidence from claims that are not.	elaborated in a text (e.g., through examples or anecdotes). (revisiting)	clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	from claims that are no	and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
Review					
Ramp Up Unit (Dates) Vert. Articulation					

A- Assessment Window DRS- Data Reflection Session Date

6th Grade ELA Standards

CLAIM 1: Reading

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. (DOK 2)	Claim 1/Target 1 Key Details RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Target 2 – Central Idea Determine theme or central idea or provide a summary (DOK 2, 3)	Claim 1/Target 2 Central Ideas RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Claim 1/Target 2 Central Ideas 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.			

<p>Target 3 – Word Meaning</p> <p>Determine intended or precise meanings of words, including academic, domain-specific, and words with multiple meanings, based on context (DOK 1, 2)</p>	<p>Claim 1/Target 3 Word Meaning RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Claim 1/Target 3 Word Meaning RL.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p>		<p>Claim 1/Target 3 Word Meaning L.4a</p> <p>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.</p> <p>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.</p>	<p>Claim 1/Target 3 Word Meaning L.4b</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>
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	<p>Claim 1/Target 3 Word Meaning L.4c</p> <p>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.</p> <p>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.</p>	<p>Claim 1/Target 3 Word Meaning L.4d</p> <p>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.</p> <p>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). 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.</p>	<p>Claim 1/Target 3 Word Meaning L.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>Claim 1/Target 3 Word Meaning L.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>Claim 1/Target 3 Word Meaning L.6</p> <p>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.</p>
<p>Target 4 - Reasoning & Evidence</p> <p>Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation. (DOK 3, 4)</p>	<p>Claim 1/Target 4 Reasoning & Evidence RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Claim 1/Target 4 Reasoning & Evidence RL.3</p> <p>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.</p>	<p>Claim 1/Target 4 Reasoning & Evidence RL.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Claim 1/Target 4 Reasoning & Evidence RL.9</p> <p>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.</p>	

<p>Target 5 – Analysis Within or Across Text</p> <p>Describe and explain relationships among literary elements within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. (DOK 3, 4)</p>	<p>Claim 1/Target 5 Analysis Within or Across Text RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Claim 1/Target 5 Analysis Within or Across Text RL.3</p> <p>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.</p>	<p>Claim 1/Target 5 Analysis Within or Across Text RL.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>		
<p>Target 6 – Text Structures & Features</p> <p>Analyze text structures and the impact of those choices on meaning or presentation. (DOK 2, 3)</p>	<p>Claim 1/Target 6 Text Structures & Features RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Claim 1/Target 6 Text Structures & Features RL.5</p> <p>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.</p>			
<p>Target 7 – Language Use</p> <p>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. (DOK 3)</p>	<p>Claim 1/Target 7 Language Use: RL.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Claim 1/Target 7 Language Use: RL.4</p> <p>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.</p>	<p>Claim 1/Target 7 Language Use: L-5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p>		

Target 8 – Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion (DOK 2)	<u>Claim 1/Target 8</u> Key Details RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Claim 1/Target 8</u> Key Details RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	<u>Claim 1/Target 8</u> Key Details 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).	<u>Claim 1/Target 8</u> Key Details RST.1 Cite specific textual evidence to support analysis of science and technical texts.	
Target 9 – Central Ideas Determine a central idea and the key details that support it, or provide a summary (DOK 2, 3)	<u>Claim 1/Target 9</u> Central Ideas RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Claim 1/Target 9</u> Central Ideas 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.	<u>Claim 1/Target 9</u> Central Ideas 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.	<u>Claim 1/Target 9</u> Central Ideas RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	

<p>Target 10 – Word Meanings</p> <p>Determine intended meanings of words including academic, domain-specific, and words with multiple meanings, based on context (DOK 1, 2)</p>	<p><u>Claim 1/Target 10</u> Word Meanings RI. 1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>Claim 1/Target 10</u> Word Meanings RI.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>		<p><u>Claim 1/Target 10</u> Word Meanings L.4a</p> <p>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.</p> <p>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.</p>	<p><u>Claim 1/Target 10</u> Word Meanings L.4b</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>
	<p><u>Claim 1/Target 10</u> Word Meanings L.4c</p> <p>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.</p> <p>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.</p>	<p><u>Claim 1/Target 10</u> Word Meanings L.4d</p> <p>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.</p> <p>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).</p>	<p><u>Claim 1/Target 10</u> Word Meanings L.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><u>Claim 1/Target 10</u> Word Meanings L.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p><u>Claim 1/Target 10</u> Word Meanings L.6</p> <p>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.</p>

	<u>Claim 1/Target 10</u> Word Meanings 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.	<u>Claim 1/Target 10</u> Word Meanings 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.			
Target 11 – Reasoning & Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation. (DOK 3, 4)	<u>Claim 1/Target 11</u> Reasoning & Evidence RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<u>Claim 1/Target 11</u> Reasoning & Evidence 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).	<u>Claim 1/Target 11</u> Reasoning & Evidence RI. 6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<u>Claim 1/Target 11</u> Reasoning & Evidence 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.	<u>Claim 1/Target 11</u> Reasoning & Evidence 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.
	<u>Claim 1/Target 11</u> Reasoning & Evidence 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).	<u>Claim 1/Target 11</u> Reasoning & Evidence 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).	<u>Claim 1/Target 11</u> Reasoning & Evidence RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	<u>Claim 1/Target 11</u> Reasoning & Evidence RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<u>Claim 1/Target 11</u> Reasoning & Evidence RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Target 12 – Analysis Across Text Analyze or compare connections within or across texts (e.g., individuals, ideas, events), or how information within or across texts reveals author’s point of view or purpose. (DOK 3, 4)	Claim 1/Target 12 Analysis Within or Across Text RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Claim 1/Target 12 Analysis Within or Across Text 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).	Claim 1/Target 12 Analysis Within or Across Text RI. 6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.		
Target 13 – Text Structure or Text 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. (DOK 2, 3)	Claim 1/Target 13 Text Structure or Text Features RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Claim 1/Target 13 Text Structure or Text Features 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. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA	Claim 1/Target 13 Text Structure or Text Features 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.	Claim 1/Target 13 Text Structure or Text Features RH. 5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Claim 1/Target 13 Text Structure or Text Features RST. 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Target 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. (DOK 3)	Claim 1/Target 14 Language Use RI. 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Claim 1/Target 14 Language Use L. 5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.			

CLAIM 2: Writing

<p>Target 1b – Revise Brief Text</p> <p>Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising (DOK 2)</p>	<p>Claim 2/Target 1b Revise Brief Texts L.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Claim 2/Target 1b Revise Brief Texts L.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>			
	<p>Claim 2/Target 1b Revise Brief Texts W.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p>	<p>Claim 2/Target 1b Revise Brief Texts W.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p>	<p>Claim 2/Target 1b Revise Brief Texts W.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.</p>	<p>Claim 2/Target 1b Revise Brief Texts W.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>Claim 2/Target 1b Revise Brief Texts W.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

<p>Target 3b – Revise Brief Text</p> <p>Apply a variety of strategies when revising one or more paragraphs of explanatory text. (DOK 2)</p>	<p>Claim 2/Target 3b Revise Brief Texts L.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Claim 2/Target 3b Revise Brief Texts L.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.8</p> <p>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.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
	<p>Claim 2/Target 3b Revise Brief Texts W.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Claim 2/Target 3b Revise Brief Texts W.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>e. Establish and maintain a formal style.</p>

	<p>Claim 2/Target 3b Revise Brief Texts W.2f</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>				
<p>Target 6b – Revise Brief Text</p> <p>Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources (DOK 2)</p>	<p>Claim 2/Target 6b Revise Brief Texts L.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Claim 2/Target 6b Revise Brief Texts L.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.8</p> <p>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.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

	<p>Claim 2/Target 6b Revise Brief Texts W.1a</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.1b</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.1c</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.1d</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>d. Establish and maintain a formal style.</p>	<p>Claim 2/Target 6b Revise Brief Texts W.1e</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<p>Target 8 – Language Use & Vocabulary</p> <p>Strategically use precise language, vocabulary, and style appropriate to the purpose and audience when revising or composing texts. (DOK 1, 2)</p>	<p>Claim 2/Target 8 Language & Vocab Use L.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	<p>Claim 2/Target 8 Language & Vocab Use L.6</p> <p>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.</p>	<p>Claim 2/Target 8 Language & Vocab Use W.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Claim 2/Target 8 Language & Vocab Use W.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	

<p>Target 9 – Edit</p> <p>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. (DOK 1, 2)</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves), correctly. CA</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
	<p><u>Claim 2/Target 9</u></p> <p>Edit L.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p><u>Claim 2/Target 9</u></p> <p>Edit L.2b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>			

CLAIM 3: Speaking and Listening					
Target 4 – Listen & interpret Analyze, interpret, and use information delivered orally. (DOK 1, 2, 3)	Claim 3/Target 4 Listen & Interpret SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	Claim 3/Target 4 Listen & Interpret SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not			
CLAIM 4: Research					
Target 2 – Interpret & Integrate Information Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). (DOK 2)	Claim 4/Target 2 Analyze/Integrate Information RI. 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Claim 4/Target 2 Analyze/ Integrate Information RI. 6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Claim 4/Target 2 Analyze/Integrate Information 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.	Claim 4/Target 2 Analyze/Integrate Information 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).	

	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information W. 8</p> <p>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.</p>	<p><u>Claim 4/Target 2</u> Analyze/ Integrate Information W. 9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information WHST. 8</p> <p>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.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information WHST. 9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	
	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RH. 1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><u>Claim 4/Target 2</u> Analyze/ Integrate Information RH. 2</p> <p>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.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RH. 7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RH. 8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RH. 9</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>

	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RST.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts.</p>	<p><u>Claim 4/Target 2</u> Analyze/ Integrate Information RST. 2</p> <p>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RST. 7</p> <p>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).</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RST. 8</p> <p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><u>Claim 4/Target 2</u> Analyze/Integrate Information RST. 9</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
<p>Target 3 - Analyze Information/Sources</p> <p>Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. (DOK 2)</p>	<p><u>Claim 4/Target 3</u> Evaluate Information/Sources W. 8</p> <p>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.</p>	<p><u>Claim 4/Target 3</u> Analyze Information/Sources WHST. 8</p> <p>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.</p>			

<p>Target 4 – Use Evidence</p> <p>Cite evidence to support arguments, ideas, or analyses. (DOK 2)</p>	<p><u>Claim 4/Target 4</u> Use Evidence RI.9</p> <p>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).</p>	<p><u>Claim 4/Target 4</u> Use Evidence W.1b</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><u>Claim 4/Target 4</u> Use Evidence W.8</p> <p>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.</p>	<p><u>Claim 4/Target 4</u> Use Evidence W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
	<p><u>Claim 4/Target 4</u> Use Evidence RH.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><u>Claim 4/Target 4</u> Use Evidence RH.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>Claim 4/Target 4</u> Use Evidence RH.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><u>Claim 4/Target 4</u> Use Evidence RH.9</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>	
	<p><u>Claim 4/Target 4</u> Use Evidence RST.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts.</p>	<p><u>Claim 4/Target 4</u> Use Evidence RST.7</p> <p>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).</p>	<p><u>Claim 4/Target 4</u> Use Evidence RST.8</p> <p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><u>Claim 4/Target 4</u> Use Evidence RST.9</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	

	<p><u>Claim 4/Target 4</u> Use Evidence WHST.8</p> <p>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.</p>	<p><u>Claim 4/Target 4</u> Use Evidence WHST.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>			
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Notes:

Begin the year with literary text as it is engaging and starts year with a way to easily engage students.