



<b>8.RC.6:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)	
<b>Reporting Category:</b> Reading Comprehension	<b>Subdomain:</b> Analyzing Informational Text & Media
<b>Assessed On:</b>	
<input type="checkbox"/> Checkpoint 1 <input checked="" type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
<a href="#">8.RC.6 Instructional Framework</a>	<a href="#">ILEARN Stimulus Specifications</a>
<b>Content Limits:</b> <ul style="list-style-type: none"><li>• Include items that are: <b>Passage Based and Standalone</b> ▾</li><li>• Avoid developing standalone items for the Approaching, At, and Above PLDs.</li><li>• Assess this standard using informational text.</li><li>• Include text that provides more than one claim or important point.</li><li>• Avoid asking students to evaluate or find evidence to support “ideas” in a text.</li><li>• Use the standard language “argument,” “claim,” “reasoning,” or “evidence” when writing items for this standard.</li></ul>	
<b>Clarifications:</b> <ul style="list-style-type: none"><li>• When evaluating an author’s argument, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</li><li>• In order to distinguish claims that are supported by evidence from claims that are not, students will need to understand that facts are strictly defined and can be proven true or false.</li><li>• Recognizing emotional pleas within an argument will be important for identifying those claims that may be unsupported. Emotional pleas often include opinions based on values, beliefs, or personal feelings.</li></ul>	
<b>Items Tagged as Reading Comprehension Items for Text-to-Speech:</b> Yes	
<b>Expected Academic Vocabulary:</b> Delineate, Evaluate, Argument, Claim, Reasons, Sound reasoning, Relevant evidence, Sufficient, Irrelevant, Emotional plea, Opinion	
<b>Proficiency Level Descriptors and Example Items</b>	
<b>Below Proficiency:</b> Identify one or more claims made in an argument; OR Identify one or more reasons or pieces of evidence used to support an author’s claim in a text; OR Identify claims that are supported by a specific reason or piece of evidence found in a text; OR Explain how an author introduces or supports a claim.	
Read the paragraph and answer the question.	DOK 1 - These items require students to determine a claim an author makes in a limited



<p>[Insert unique paragraph.]</p> <p>What is the author's claim about [paragraph topic]?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>What are <b>two</b> claims the author makes about [subject matter]?</p> <p>[Multiple Select]</p>	<p>text (1-2 paragraphs). This item stands alone and is not associated with a passage, or stimulus. The claim requires minimal interpretation or answer choices paraphrase a stated claim. The projected difficulty for these items is medium.</p>
<p>What is the claim the author makes in paragraph 2?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which <b>two</b> claims does the author make in the passage?</p> <p>[Multiple Select]</p>	<p>DOK 1 - These items require students to determine one or more claims an author makes in text. Claims made in the accompanying text may require a minimal amount of interpretation or answer choices may paraphrase claims made in the text. The projected difficulty for these items is medium.</p>
<p>How does the author support the claim that [insert claim]?</p> <ul style="list-style-type: none"><li>A. by including...</li><li>B. by citing...</li><li>C. by explaining...</li><li>D. by quoting...</li></ul> <p>OR</p> <p>Read the claim from paragraph 8.</p> <p>[Insert passage excerpt.]</p> <p>Which sentence <b>best</b> explains how the author supports this claim?</p>	<p>DOK 1 - These items require students to choose one or more statements that best explain how an author introduces or supports a claim. Items may be passage based or stand alone. The claim is provided in the item stem. The projected difficulty for these items is hard.</p>



<p>[Multiple Choice]</p> <p>OR</p> <p>Select <b>two</b> ways in which the author supports the claim that [insert claim].</p> <p>[Multiple Select]</p>	
<p>Which claim about [subject matter] is supported by the evidence provided in paragraph 3?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which claim from the paragraph is supported by sufficient evidence?</p> <p>[Multiple Choice]</p>	<p>DOK 1 - These items require students to identify one or more claims that are supported by specific textual evidence. Items may be passage based or stand alone. Answer options include multiple claims made in the passage. The projected difficulty for these items is hard.</p>
<p>Read the author's claim in paragraph 5.</p> <p>[Insert passage excerpt.]</p> <p>Which evidence is important to the author's claim that [insert claim]?</p> <p>[Multiple Choice or Hot Text Selectable]</p> <p>OR</p> <p>Which <b>two</b> sentences from the passage <b>best</b> support the author's claim that [insert claim]?</p> <p>[Multiple Select]</p> <p>OR</p> <p>OR</p>	<p>DOK 2 - These items require students to select one or more pieces of textual evidence that supports a given claim. Items may be passage based or stand alone. Students may have to differentiate between evidence used to support a given claim and evidence used to support alternate claims in the text. The projected difficulty for these items is easy.</p>



<p>Which sentence provides support for the claim that [insert claim]?</p> <p>[Multiple Choice]</p>														
<b>Approaching Proficiency:</b> Identify an author's claim in an argument, and provide supporting textual evidence; OR Distinguish between reasons or evidence in a text that support or do not support an author's argument or claim; OR Identify emotional pleas or opinions used to support an argument or claim.														
<p>Select the boxes to show whether each detail from the passage supports the author's claim that [insert claim].</p> <table><tr><th></th><th>Supports the Claim</th><th>Does Not Support the Claim</th></tr><tr><td>[Detail 1]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>[Detail 2]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>[Detail 3]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <p>[Table Match]</p>			Supports the Claim	Does Not Support the Claim	[Detail 1]	<input type="checkbox"/>	<input type="checkbox"/>	[Detail 2]	<input type="checkbox"/>	<input type="checkbox"/>	[Detail 3]	<input type="checkbox"/>	<input type="checkbox"/>	<p>DOK 2 - This item requires students to distinguish between evidence or details in a passage that support or do not support a given claim. The projected difficulty of this item is easy.</p>
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[Detail 1]	<input type="checkbox"/>	<input type="checkbox"/>												
[Detail 2]	<input type="checkbox"/>	<input type="checkbox"/>												
[Detail 3]	<input type="checkbox"/>	<input type="checkbox"/>												
<p>Which phrase/sentence from the passage shows where the author appeals to the reader's emotions to support an argument?</p> <p>[Multiple Choice or Hot Text Selectable]</p>		<p>DOK 2 - This item requires students to identify explicit textual evidence of an author's attempt to appeal to the emotions of readers. The projected difficulty of this item is medium.</p>												
<p>Which evidence is most important to the author's claim about [subject matter]?</p> <p>OR</p> <p>Which evidence supports the author's claim in paragraphs 6-10?</p> <p>[Multiple Choice or Hot Text Selectable]</p> <p>OR</p>		<p>DOK 3 - These items require students to select one or more pieces of textual evidence that supports a claim in a passage or section of text. The claim is not provided for students which increases the depth of knowledge required to engage with these items. The projected difficulty for these items is easy.</p>												



<p><b>Part A</b> Which claim does the author make about [subject matter]?</p> <p><b>Part B</b> Which sentence from the passage supports the claim in Part A?</p> <p>[Multiple Choice]</p>	
<p><b>At Proficiency:</b> Explain the strength or effectiveness of a given claim; OR Assess the support for claims in an argument, including the soundness, relevancy, or sufficiency of the reasons and evidence; OR Explain how specific reasons or evidence support an author's claim.</p>	
<p>Read this sentence from paragraph 8.</p> <p>[Insert passage excerpt.]</p> <p>How does this evidence support the claim that [insert claim]?</p> <p>A. It proves... B. It explains... C. It shows... D. It describes</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to choose a statement that best explains how specific reasons or evidence an author uses work to provide support for a claim. The claim is provided in the item stem. The projected difficulty for this item is easy.</p>
<p>Which evidence is <b>most</b> relevant to the author's claim that [insert claim]?</p> <p>[Multiple Choice or Hot Text Selectable]</p> <p>OR</p> <p>Which <b>two</b> details from the passage provide relevant support for the claim that [insert claim]?</p> <p>[Multiple Select]</p> <p>OR</p>	<p>DOK 2 - These items require students to evaluate the author's support for a particular claim by determining whether the provided evidence is relevant or sufficient. The claim is identified for the student. The projected difficulty for these items is medium.</p>



<p>Which statement from the passage makes a claim that is <b>not</b> supported by evidence?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which detail(s) from the passage is/are not relevant to the author’s claim that [insert claim]?</p> <p>[Multiple Choice, Multiple Select, or Hot Text Selectable]</p> <p>OR</p> <p>Complete the table to show whether or not each detail is relevant to the author’s claim that [insert claim].</p> <table><tr><td></td><td><b>Relevant to the Claim</b></td><td><b>Not Relevant to the Claim</b></td></tr><tr><td><b>[Evidence or Reasoning]</b></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><b>[Evidence or Reasoning]</b></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><b>[Evidence or Reasoning]</b></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <p>[Table Match]</p>		<b>Relevant to the Claim</b>	<b>Not Relevant to the Claim</b>	<b>[Evidence or Reasoning]</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>[Evidence or Reasoning]</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>[Evidence or Reasoning]</b>	<input type="checkbox"/>	<input type="checkbox"/>	
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<p>Read the claim from paragraph 8.</p> <p>[Insert passage excerpt.]</p> <p>Which sentence <b>best</b> explains why this claim is weak/strong?</p> <p>[Multiple Choice or Hot Text Selectable]</p>	<p>DOK 2 - This item requires students to explain the strength or effectiveness of a specific claim. Students evaluate the soundness of claims based on the author’s use of facts versus exaggerations or opinions as well as the relevancy or sufficiency of an author’s reasons or evidence presented in a text. The projected difficulty of this item is hard.</p>												



<p>Which evidence is <b>most</b> relevant to the author's claim in paragraph 10?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which <b>two</b> sentences contain relevant and supportive evidence for the author's claim in paragraphs 5-7?</p> <p>[Multiple Select]</p>	<p>DOK 3 - These items require students to evaluate the author's support for a particular claim by identifying evidence as relevant or irrelevant. The claim is not provided for the student, which increases the depth of knowledge required for this task. The projected difficulty for these items is easy.</p>
<p>How does the quotation from [Source] support the author's claim in paragraph 4?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Why might the [paraphrased description of information] in paragraph 7 be considered insufficient evidence for [author's claim or argument]?</p> <p>[Multiple Choice]</p>	<p>DOK 3 - These items require students to explain how an author supports a claim. The claim is not provided for students. Students must assess the author's method(s) for supporting the claim which may include an understanding of the sufficiency and relevancy of provided evidence. The claim is not provided which increases the depth of knowledge required for this task. The projected difficulty for these items is easy.</p>
<p><b>Part A</b></p> <p>Which claim made by the author is <b>most</b> supported by evidence in the passage?</p> <p>[Multiple Choice]</p> <p><b>Part B</b></p> <p>Which evidence from the passage <b>best</b> supports the answer in Part A?</p> <p>[Multiple Choice or Multiple Select]</p>	<p>DOK 3 - This item requires students to determine which claim is most supported by evidence in a passage, then justify their reasoning with one or more pieces of textual evidence. The projected difficulty for this item is easy.</p>



<b>Above Proficiency:</b> Analyze the strength or effectiveness of an argument or claim in a text, and support the analysis with textual evidence.	
<p><b>Part A</b> Read the claim from the passage.</p> <p>[Insert passage excerpt.]</p> <p>Which sentence <b>best</b> explains why this claim is weak/strong?</p> <p>[Multiple Choice]</p> <p><b>Part B</b> Select the sentence that weakens the claim in Part A.</p> <p>[Multiple Choice]</p>	<p>DOK 3 - This item requires students to explain the strength or effectiveness of a particular claim an author makes in their argument, then justify their reasoning with textual evidence. Students evaluate the soundness of claims based on the author's use of facts versus exaggerations or opinions as well as the relevancy or sufficiency of an author's reasons or evidence presented in a text. The projected difficulty of this item is medium.</p>
<p><b>Part A</b> How does the author effectively argue that [insert argument]?</p> <p>[Multiple Choice]</p> <p><b>Part B</b> Which sentence(s) <b>best</b> supports the answer in Part A?</p> <p>[Multiple Choice or Multiple Select]</p>	<p>DOK 3 - This item requires students to evaluate an author's central argument and explain the strength or effectiveness of that argument through an analysis of the soundness of an author's claims as well as the relevancy or sufficiency of the reasons or evidence presented in a text. Then, students identify one or more pieces of textual evidence to support their reasoning. The projected difficulty for this item is hard.</p>