



English Language Arts Assessment

English Language Arts (ELA) Grade 4 Threshold Achievement Level Descriptors (ALD)

With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Target Sampling ELA/Literacy Grades 3 - 5

| Component | Claim | Content Category | Targets | Items | Total Items | | | |
|-------------------------|----------------------|--|--|--------------|---|---|---|--|
| Computer Adaptive (CAT) | 1: Reading | Literary | 2: Central Ideas | 1 - 2 | 7 - 8 | Approximately 50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. | | |
| | | | 4: Reasoning and Evaluation | 1 - 2 | | | | |
| | | | 1: Key Details | 3 - 6 | | | | |
| | | | 3: Word Meanings | | | | | |
| | | | 5: Analysis with/across Texts | | | | | |
| | | | 6: Text Structures and Features | | | | | |
| | | | 7: Language Use | | | | | |
| | Informational | 9: Central Ideas | 1 - 2 | 7 - 8 | Approximately 50% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics. | | | |
| | | 11: Reasoning and Evaluation | 1 - 2 | | | | | |
| | | 8: Key Details | 3 - 6 | | | | | |
| | | 10: Word Meanings | | | | | | |
| | | 12: Analysis with/across Texts | | | | | | |
| | | 13: Text Structures and Features | | | | | | |
| | 14: Language Use | | | | | | | |
| 2: Writing | Organization/Purpose | 1b/3b/6b: Revise Brief Texts | 2 | 6 | | Approximately 35% of the assessment evidence will come from revising, and/or editing narrative writing. | | |
| | Evidence/Elaboration | 1b/3b/6b: Revise Brief Texts | | | | | | |
| | | 8: Language and Vocabulary Use | | | | | 1 | Approximately 35% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources. |
| | Conventions | 9: Edit/Clarify | | | | | 3 | |
| 3: Listening | Listening | 4: Listen/Interpret | 8-9 | | | 8-9 | | |
| 4: Research | Research | 2: Interpret and Integrate Information | 8 | | | 8 | | |
| | | 3: Analyze Information/Sources | | | | | | |
| | | 4: Use Evidence | | | | | | |
| Performance Task (PT) | 2: Writing | Organization/Purpose | 2/4/7: Compose Full Texts | 1 Full Write | Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. The Writing PT score is derived from a single student response scored on three distinct traits, 1) Organization/Purpose, 2) Evidence/Elaboration and 3) Conventions. | | | |
| | | Evidence/Elaboration | 2/4/7: Compose Full Texts | | | | | |
| | | | 8: Language and Vocabulary Use | | | | | |
| | Conventions | 9: Edit/Clarify | | | | | | |
| | 4: Research | Research | 2: Interpret and Integrate Information | | | 0-1 Machine Scored 0-1 Short Text | | Students will receive on an additional research item in the ELA PT. Either a machine scored item or a short text item will be assigned and reported under Claim #4 (Research). |
| | | | 3: Analyze Information/Sources | | | | | |
| | | | 4: Use Evidence | | | | | |

Underlined content from the Oregon Common Core Standards shows what each assessment target could assess.

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

Content Category: Literary Text

| | | | | | | | |
|---------------------------|---|---|---|---|---|--|--|
| Assessment Targets | <p>2: Central Ideas Identify or determine a theme or central idea from details in the text, or summarize the text.</p> | <p>4: Reasoning and Evaluation Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.</p> | <p>1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> | <p>3: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p> | <p>5: Analysis within/across Texts Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.</p> | <p>6: Text Structures and Features Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.</p> | <p>7: Language Use Determine the meaning of words and phrases by demonstrating understanding of figurate language and nuances in word meanings used in context.</p> |
| | Content Standards | | | | | | |

| | | | | | | |
|---|---|---|--|---|---|---|
| <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL-6 Compare and contrast the point of view from which different stories is narrated, including the difference between first- and third person narrations.</p> <p>RL-9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L-4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL-6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> | <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> |
|---|---|---|--|---|---|---|

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity.
- Identify or summarize some central ideas/key events in texts of low-to-moderate complexity.
- Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity.
- Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity.
- Interpret, specify, or compare how information is presented across texts of low-to moderate complexity.
- Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity.
- Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.

3

- Use details and information from texts of moderate complexity to support answers and inferences.
- Identify or summarize central ideas/key events in texts of moderate complexity.
- Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity.
- Use supporting evidence to justify/explain own inferences in texts of moderate complexity.
- Interpret, specify, or compare how information is presented across texts of moderate complexity.
- Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
- Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.

4

- Use explicit details and implicit information from the text to support answers and inferences in highly complex texts.
- Begin to consistently identify and summarize central ideas/key events in highly complex texts.
- Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts.
- Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts.
- Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts.
- Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts.
- Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.

| Content Category: Informational Text | | | | | | | |
|--------------------------------------|--|--|--|---|--|--|--|
| Assessment Targets | 9: Central Ideas | 11: Reasoning and Evidence | 8: Key Details | 10: Word Meanings | 12: Analysis within/across Texts | 13: Text Structures and Features | 14: Language Use |
| | Identify or determine an main idea and the key details that support it, or summarize key details using evidence from the text. | Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/ timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation. | Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. | Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts. | Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information. | Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs). |
| Content Standards | | | | | | | |
| | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</u></p> <p><u>RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p><u>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p><u>RI-8 Explain how an author uses reasons and evidence to support particular points in a text.</u></p> <p><u>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</u></p> <p><u>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><u>L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></p> <p><u>L-4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</u></p> <p><u>L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p><u>L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</u></p> <p><u>RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>RI-5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</u></p> <p><u>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> | <p><u>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><u>L-5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u></p> <p><u>L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> |

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity.
- Identify some central ideas, key events, and procedures with support.
- Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity.
- Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity.
- Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity.
- Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity.
- Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.

3

- Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided.
- Identify or summarize central ideas, key events, and procedures in texts of moderate complexity.
- Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.
- Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.
- Interpret, explain, or connect information presented within or across texts of moderate complexity.
- Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.
- Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.

4

- Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided.
- Identify and summarize central ideas, key details, and procedures in highly complex texts.
- Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts.
- Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts.
- Begin to interpret, explain, or connect information presented within or across highly complex texts.
- Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts.
- Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.

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

Content Category: CAT Items

| | Organization/Purpose | Evidence/Elaboration | Conventions | |
|--------------------|--|--|--|---|
| Assessment Targets | <p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. 6b: Revise one or more paragraphs demonstrating ability to state opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p> | <p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. 6b: Revise one or more paragraphs demonstrating ability to state opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p> | <p>8: Language and Vocabulary Use : Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> | <p>9: Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> |

Content Standards

W-1 (Targets 6a and 6b)

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

W-2 (Targets 3a and 3b)

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W-3 (Targets 1a and 1b)

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

L-3a Choose words and phrases to convey ideas precisely.

L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic. (e.g., *wildlife, conservation, and endangered when discussing animal preservation*).

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-3b Choose punctuation for effect.

Content Category: Performance Task

| Organization/Purpose | Evidence/Elaboration | Conventions | |
|--|--|--|---|
| <p>COMPOSE FULL TEXTS: 2. Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events). 4. Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented. 7. Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> | <p>COMPOSE FULL TEXTS: 2. Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events). 4. Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented. 7. Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> | <p>8: Language and Vocabulary Use : Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> | <p>9: Edit/Clarify: Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> |

Content Standards

| | | |
|--|--|--|
| <p>W-1 (Target 7) a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</u> b. <u>Provide reasons that are supported by facts and details.</u> c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u> d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> | <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> | <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> |
| <p>W-2 (Target 4) a. <u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u> b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> c. <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u> d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> | <p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> L-3a <u>Choose words and phrases to convey ideas precisely.</u></p> | <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> L-3b <u>Choose punctuation for effect.</u></p> |
| <p>W-3 (Target 2) a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u> c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u> d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> | <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.</u></p> | |
| <p>W-4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> | | |
| <p>W-5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u></p> | | |
| <p>W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> | | |
| <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | | |

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft.
- Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft.
- Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.
- Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion.
- With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning.
- Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.
- Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion.
- With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids).
- Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).

3

- Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose.
- Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose.
- Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience.
- Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion.
- Use some text features in informational text to enhance meaning without support.
- Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience.
- Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion.
- Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support.
- Use tools of technology to gather information, make revisions, or produce texts.

4

- Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
- Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.
- Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience.
- Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion.
- Begin to use text features in information texts to enhance meaning.
- Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion.
- Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion.
- Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts.
- Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
- Begin to use multiple tools of technology to gather information, make revisions, or produce texts.

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

Content Category: Listening

Assessment Targets

- 1: Not assessed
- 2: Not assessed
- 3: Not assessed
- 4: **Listen/Interpret:** Interpret and use information delivered orally.

Content Standards

- SL-2** Paraphrase portions of a text read aloud or information presented in diverse media and formats.
- SL-3** Identify the reasons and evidence a speaker provides to support particular points.

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

- 2**
 - Interpret and use information delivered orally or audio-visually with some support (e.g., some directive feedback).
- 3**
 - Interpret and use information delivered orally or audio-visually without support.
- 4**
 - Begin to critically interpret and use information delivered orally or audio-visually.

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Content Category: Research

| | | | |
|---------------------------|--|--|--|
| Assessment Targets | <p>2: Interpret and Integrate Information: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.</p> | <p>3: Analyze Information/Sources: Distinguish relevant/irrelevant information.</p> | <p>4: Use Evidence: Cite evidence to support opinions, ideas or analyses.</p> |
|---------------------------|--|--|--|

Content Standards

| | | |
|---|---|---|
| <p>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p>RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-1b Provide reasons that are supported by facts and details.</p> <p>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
|---|---|---|

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

| | |
|-----------------|--|
| <p>2</p> | <ul style="list-style-type: none"> •Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. •Locate some information to support ideas and select some information from data or print and non-print text sources. •Distinguish relevant-irrelevant information with support (e.g., some directive feedback). •Generate some conjectures or opinions. |
| <p>3</p> | <ul style="list-style-type: none"> •Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. •Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. •Distinguish relevant-irrelevant information without support. •Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected. |
| <p>4</p> | <ul style="list-style-type: none"> •Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. •Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. •Begin to distinguish relevant-irrelevant information. •Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed. |

