



English Language Arts Assessment

English Language Arts (ELA) Grade 6 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 6-8

Component	Claim	Content Category	Targets	Items	Total Items	
Computer Adaptive (CAT)	1: Reading	Literary	<u>2: Central Ideas</u>	1	4	Approximately 30% of text-related assessment evidence will come from reading and may include stories, poems, plays, myths, or legends.
			<u>4: Reasoning and Evaluation</u>	1		
			<u>1: Key Details</u>	2		
			<u>3: Word Meanings</u>			
			<u>5: Analysis with/across Texts</u>			
			<u>6: Text Structures and Features</u>			
			<u>7: Language Use</u>			
	Informational	<u>9: Central Ideas</u>	2-5	10-12	Approximately 70% of text-related assessment evidence will come from reading texts and may include science, social studies, and technical texts/topics.	
		<u>11: Reasoning and Evaluation</u>				
		<u>8: Key Details</u>	7-10			
		<u>10: Word Meanings</u>				
		<u>12: Analysis with/across Texts</u>				
		<u>13: Text Structures and Features</u>				
		<u>14: Language Use</u>				
2: Writing	Organization/Purpose	<u>1b/3b/6b: Revise Brief Texts</u>	1	6		Approximately 30% of the assessment evidence will come from revising, and/or editing narrative writing. Approximately 35% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources. Approximately 35% of the assessment evidence will come from revising, and/or editing argumentative writing based on evidence from given sources.
	Evidence/Elaboration	<u>1b/3b/6b: Revise Brief Texts</u>	1			
		<u>8: Language and Vocabulary Use</u>	1			
	Conventions	<u>9: Edit/Clarify</u>	3			
3: Listening	Listening	<u>4: Listen/Interpret</u>	8-9	8-9		
4: Research	Research	<u>2: Analyze/ Integrate Information</u>	8	8		
		<u>3: Evaluate Information/Sources</u>				
		<u>4: Use Evidence</u>				
2: Writing	Organization/Purpose	<u>2/4/7: Compose Full Texts</u>	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	<u>2/4/7: Compose Full Texts</u>				
		<u>8: Language and Vocabulary Use</u>				
	Conventions	<u>9: Edit/Clarify</u>				
4: Research	Research	<u>2: Interpret and Integrate Information</u>	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).		
		<u>3: Analyze Information/Sources</u>				
		<u>4: Use Evidence</u>				

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	2: Central Ideas Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	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., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	3: Word Meanings Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g. common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	5: Analysis within/across Texts Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	6: Text Structures and Features Analyze text structures and the impact of those choices on meaning or presentations.	7: Language Use Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.
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Content Standards

<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>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.</u></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>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></p> <p><u>RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.</u></p> <p><u>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></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>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></p> <p><u>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><u>L-4a 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.</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>audience, auditory audible</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 its precise meaning or its part of speech.</u></p> <p><u>L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u></p> <p><u>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</u></p> <p><u>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</u></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>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></p> <p><u>RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.</u></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u></p>	<p><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>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</u></p> <p><u>RL-5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u></p> <p><u>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><u>L-5a Interpret figures of speech (e.g., personification) in context.</u></p>
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

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- Cite some textual evidence to support conclusions drawn from text.
- Use some explicit and limited implicit information to support emerging inferences or analyses.
- Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.
- Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context.
- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.
- Identify and begin to compare how information is presented within or across texts.
- Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
- Interpret the intent of some common figurative language.

3

- With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity.
- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
- Accurately summarize central ideas and key events.
- With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
- Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects.
- With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view.
- With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

4

- Cite specific, relevant textual evidence to support conclusions drawn from text.
- Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.
- Summarize central ideas and key events in texts of high complexity.
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
- Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

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
	Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g. common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	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.	Interpret understanding of figurative language, word relationships, and nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.
Content Standards							
	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn 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>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></p> <p><u>RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>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></p> <p><u>RI-6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p><u>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></p> <p><u>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></p> <p><u>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></p> <p><u>RI-8 Trace and evaluate the argument and specific</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><u>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><u>RH-3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p><u>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></p> <p><u>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.</u></p> <p><u>L-4 Determine or clarify the meaning of unknown and multiple-meaning</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>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></p> <p><u>RI-6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>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.</u></p>	<p><u>RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn 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 Interpret figurative language, including similes and metaphors, in context.</u></p>

	<p>claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RI-9 <u>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p>		<p>words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L-4a <u>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.</u></p> <p>L-4b <u>Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</u></p> <p>L-4c <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify its precise meaning or its part of speech.</u></p> <p>L-4d <u>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).</u></p> <p>L-5b <u>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</u></p> <p>L-6 <u>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.</u></p>		<p>RH-5 <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u></p> <p>RST-5 <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u></p> <p>RI-7** <u>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></p>	
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Cite some textual evidence to support conclusions drawn from text.
- Begin to use explicit and limited implicit information to support emerging inferences or analyses.
- Partially summarize central ideas and some key events.
- Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.
- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.
- Identify and begin to compare how information is presented within or across texts.
- Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
- Partially interpret intent of some common figurative language.

3

- With some consistency, identify relevant textual evidence to support conclusions drawn from text.
- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
- Accurately summarize central ideas and key events.
- Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
- Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects.
- Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.
- Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.

4

- Cite specific, relevant textual evidence to support conclusions drawn from text.
- Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.
- Summarize central ideas and key events in texts of high complexity.
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
- Evaluate text structures across 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: Apply narrative techniques (e.g., dialogue, description), appropriate text structures, and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). 3b: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. 6b Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument 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 opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</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 claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W-2 (Targets 3a and 3b)

- 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W-3 (Targets 1a and 1b)

- 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.
- b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

L-3a Vary sentence patterns for meaning, reader/listener interest, and style*

W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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 precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story). 4. Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. 7. Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>COMPOSE FULL TEXTS: 2. Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story). 4. Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. 7. Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</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

<p>W-1 (Target 7) a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u> b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> d. Establish and <u>maintain a formal style.</u> e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p> <p>W-2 (Target 4) a. <u>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.</u> b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u> c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u> d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. Establish and <u>maintain a formal style.</u> f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p>W-3 (Target 2) a. <u>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.</u> b. <u>Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u> c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u> d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u> e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u> W-8 <u>Gather relevant information from 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.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u> L-6 Acquire and <u>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.</u></p>	<p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> L-3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u></p>
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2

- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources.
- With some support, use basic language appropriate to the purpose and audience when revising or composing text.
- Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate limited use of technology, including the Internet, to produce and publish writing.

3

- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Employ effective text features and visual components appropriate to purpose.
- Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.
- Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.

4

- Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Effectively use technology, including the Internet, to produce and publish writing.

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

Content Category: Listening

**Assessment
Targets**

4: Listen/Interpret: Interpret and use information delivered orally.

Content Standards

SL-2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

SL-3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

2

- Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.

3

- Engage and interact with media and source materials and account for elements that contribute to points of view.

4

- Effectively engage and interact with media and source materials and account for elements that contribute to points of view.

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: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p>	<p>3: Analyze Information/Sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection and research.</p>	<p>4: Use Evidence: Cite evidence to support opinions, ideas or analyses.</p>
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Content Standards

<p><u>RI-1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI-6</u> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>RI-8</u> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>RI-9</u> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9 (as appropriate to research task or topic)</p> <p><u>RLiteracy-1 (History)</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>RLiteracy-1 (Sci/Tech)</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>RLiteracy-2 (History)</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>RLiteracy-2 (Sci/Tech)</u> 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>RLiteracy-7 (History)</u> Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.</p> <p><u>RLiteracy-7 (Sci/Tech)</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><u>RLiteracy-8 (History)</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>RLiteracy-8 (Sci/Tech)</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><u>RLiteracy-9 (History)</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>RLiteracy-9 (Sci/Tech)</u> 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>W-8</u> 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>WLiteracy-8</u> 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 conclusion of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>W-9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>WLiteracy-9</u> Draw evidence from informational texts to support analysis, reflection and research.</p>	<p><u>W-8</u> 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>WLiteracy-8</u> 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.</p>	<p><u>RI-9</u> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><u>RLiteracy-1 (History)</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>RLiteracy-1 (Science)</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>RLiteracy-7 (History)</u> Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.</p> <p><u>RLiteracy-7 (Sci/Tech)</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><u>RLiteracy-8 (History)</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>RLiteracy-8 (Sci/Tech)</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><u>RLiteracy-9 (History)</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>RLiteracy-9 (Sci/Tech)</u> 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>W-1b</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><u>W-8</u> 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>WLiteracy-8</u> 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 conclusion of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>W-9 , WLiteracy-9</u> Draw evidence from informational texts to support analysis, reflection and research.</p>
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Demonstrate minimal research and evaluation skills.
- Draw broad conclusions from source materials.
- Construct a partial claim with limited use of evidence.
- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
- Develop an argument with a claim and minimal support.

3

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

4

- Employ multimodal resources to advance a sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate the uses and limitations of sources.
- Generate an authoritative claim.
- Evaluate and cite substantial, relevant evidence.