

**Four Major Claims for SMARTER Balanced Assessment Consortium
Assessments of the
*Common Core State Standards for English Language Arts &
Literacy in History/Social Studies, Science, and Technical Subjects***

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

Claim #2 - Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim #3 - Students can employ effective speaking and listening skills for a range of purposes and audiences.

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

SBAC Update: The final version (December 2011) of the SMARTER Balanced Assessment Consortium ELA Content Specifications will incorporate a few more revisions based on member states' feedback.

- Four claims instead of 5 (see above) – with language use assessment targets being incorporated into claims 1, 2, and 3 for reporting purposes. These assessment targets were already part of claims 1, 2, and 3, but there was earlier discussion about how scores might be reported.
- Some fine tuning of assessment target wording
- Some fine tuning of reporting categories - TBD

The FINAL ELA Content Specifications will soon be available at:
<http://www.smarterbalanced.org/Resources.aspx>.

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

Students can produce effective and well-grounded writing for a range of purposes and audiences.

<p>35% of the assessment evidence will come from composing, revising, or editing narrative writing</p>	<p>35% of the assessment evidence will come from composing, revising, or editing informational writing</p>	<p>30% of the assessment evidence will come from composing, revising, or editing opinions on topics or texts</p>
<p>Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items as described and reported under Claim #4 (Research).</p>		
<p>1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors' craft appropriate to purpose (detailing characters, plot, setting, or an event) Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2¹) Writing Anchor Standards – Text Types/Purposes W-3 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>2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors' craft appropriate to purpose (detailing characters, plot, and setting) Standards: W-3a through W-3e; W-4, W-5, W-9 (DOK 3) W-3 (see above) Writing Anchor Standard – Production/Distribution W-4 <u>Produce clear and coherent writing in which the development and organization are</u></p>	<p>3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 (DOK 2) Writing Anchor Standards – Text Types/Purposes W-2 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>4. COMPOSE FULL TEXTS: Write full informational texts on a topic: organizing ideas by stating a focus, including supporting evidence (from text when appropriate to prompt) and elaboration, and a conclusion appropriate to purpose and audience Standards: W-2a through W-2e, W-4, W-5, W-9</p>	<p>6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, or develop supporting evidence /reasons and elaboration, or develop a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, and/or W-9 (DOK 2) Writing Anchor Standards – Text Types/Purposes W-1 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> W-9 (see left)</p> <p>7. COMPOSE FULL TEXTS: Write full persuasive/opinion pieces about topics or texts: organize ideas by stating a context and focus, develop supporting evidence /reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion appropriate to purpose and audience Standards: W-1a thru W1-d, W-4, W-5, W-9</p>

¹ Writing/revision pieces of 1-2 paragraphs, used to demonstrate application of basic organizational structures, narrative strategies, etc. are generally DOK 2 level items. Full planned compositions (introduction, body, supporting evidence, and conclusion), would be DOK level 3 at minimum.

<p>appropriate to task, purpose, and audience.</p> <p>W-5 With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p>Writing Anchor Standard – Research to Build and Present Knowledge</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p>	<p>(DOK 3, DOK 4)</p> <p>W-2 (see above)</p> <p>W-4 (see left)</p> <p>W-5 (see left)</p> <p>W-9 (see left)</p> <p>5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning</p> <p>Standards: W-2a, W-2b (see above) (DOK 2)</p>	<p>(DOK 3, DOK 4)</p> <p>W-1 (see above);</p> <p>W-4 (see left)</p> <p>W-5 (see left)</p> <p>W-9 (see left)</p>
<p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) and syntax appropriate to the purpose and audience when revising or composing texts</p> <p>Standards: W-2d, W-3d, L-3a, L-6 (DOK 1)</p> <p>W-2d, W-3d (see above)</p> <p>Language Anchor Standards – Knowledge of Language</p> <p>L-3a <u>Choose words and phrases to convey ideas precisely.</u></p> <p>Language Anchor Standards – Vocabulary Acquisition and Use</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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</u></p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts</p> <p>Standards: L-1, L-2, L-3b (DOK 1)</p> <p>Language Anchor Standards – Conventions of Standard English</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>Language Anchor Standards – Knowledge of Language</p> <p>L-3b <u>Choose punctuation for effect.</u></p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts Standards: W-6 (DOK 1)</p> <p>Writing Anchor Standards – Production/ Distribution</p> <p>W-6 With some guidance and support from adults, <u>use technology, including the Internet, to produce and publish writing</u> as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p>		

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

Students can produce effective and well-grounded writing for a range of purposes and audiences.

30% of the assessment evidence will come from composing, revising, or editing narrative writing

35% of the assessment evidence will come from composing, revising, or editing informational writing

35% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on topics or texts

Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims #4 (Research).

1. **WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) **Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e** (DOK 2)

Writing Anchor Standards – Text Types/Purposes
W-3

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, 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, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

2. **COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) **Standards: W-3, W-4, W-5, W-9** (DOK 3)

Writing Anchor Standards – Text Types/Purposes

W-3 (see above)

Writing Anchor Standard – Production/

3. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/tone, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience **Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f** (DOK 2)

Writing Anchor Standards – Text Types/Purposes

W-2

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 and supports the information or explanation presented.

4. **COMPOSE FULL TEXTS:** Write full informational texts: organizing ideas by stating and maintaining a focus, developing a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion

6. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience **Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e** (DOK 2)

Writing Anchor Standards – Text Types/Purposes

W-1

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7. **COMPOSE FULL TEXTS:** Write full arguments: about topics or texts: establishing and supporting a claim, organizing and citing supporting (text) evidence from credible sources, and providing a conclusion appropriate to purpose and audience **Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9** (DOK 3, DOK 4)

W-1 (see above);

W-4 (see left)

W-5 (see left)

<p>Distribution</p> <p>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Writing Anchor Standards – Research to Build and Present Knowledge</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>appropriate to purpose and audience Standards: W- 2a, 2b, 2c, 2e, 2f, W-4, W-5, W-8, W-9</p> <p>(DOK 3, DOK 4)</p> <p>W-2 (see above); W-4 (see left)</p> <p>W-5 (see left)</p> <p>W-9 (see left)</p> <p>5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style</p> <p>Standards: W-2a (see above) (DOK 2)</p>	<p>W-9 (see left)</p>
<p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when revising or composing texts Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2)</p> <p>W-2d, W-3d (see above)</p> <p>Language Anchor Standards – Knowledge of Language</p> <p>L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>Language Anchor Standards – Vocabulary Acquisition and Use</p> <p>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.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts Standards: L-1, L-2, L-3 (DOK 1)</p> <p>Language Anchor Standards – Conventions of Standard English</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>Language Anchor Standards – Knowledge of Language</p> <p>L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts Standards: W-6 (DOK 1)</p> <p>Writing Anchor Standards – Production/ Distribution</p> <p>W-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

Students can produce effective and well-grounded writing for a range of purposes and audiences.

20% of the assessment evidence will come from composing, revising, or editing narrative writing	40% of the assessment evidence will come from composing, revising, or editing informational writing	40% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on topics or texts
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Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #4 (and #5) or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims #4 (Research).

<p>1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator point of view, use dialogue to advance the action) Standards: W- 3a, W-3b, W-3d, and/or W-3e (DOK 2)</p> <p>Writing Anchor Standards – Text Types/Purposes W-3</p> <p>a. <u>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</u> create a smooth progression of experiences or events.</p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u></p> <p>d. <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></p> <p>2. COMPOSE FULL TEXTS: The CC places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the</p>	<p>3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2)</p> <p>Writing Anchor Standards – Text Types/Purposes W-2</p> <p>a. <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</u> include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. <u>Develop the topic</u> thoroughly <u>by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></p> <p>c. <u>Use appropriate and varied transitions and syntax</u> to link the major sections of the text, <u>create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p>d. <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</p> <p>e. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented</u> (e.g., articulating implications or the significance of the topic).</p> <p>4. COMPOSE FULL TEXTS: Write full informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and</p>	<p>6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence (from texts when appropriate) and counter claims using credible sources, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e (DOK 2)</p> <p>Writing Anchor Standards – Text Types/Purposes W-1</p> <p>a. <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p> <p>b. <u>Develop claim(s) and counterclaims</u> fairly and thoroughly, <u>supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p>c. <u>Use words, phrases, and clauses as well as varied syntax</u> to link the major sections of the text, <u>create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p>d. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>7. COMPOSE FULL TEXTS: Write full persuasive pieces/arguments: about topics or</p>
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<p>SBAC summative assessment; however the use of narrative strategies may be included as a scoring criterion for other writing genres at high school.</p>	<p>elaboration with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, and W-9 (DOK 3, DOK 4) W-2 (see above)</p> <p>Writing Anchor Standards – Production/Distribution W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> W-5 <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</u></p> <p>Writing Anchor Standards – Research to Build and Present Knowledge</p> <p>Writing Anchor Standards – Research to Build and Present Knowledge W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style Standards: W-2a (see above) (DOK 2)</p>	<p>texts: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-8, and W-9 (DOK 3, DOK 4)</p> <p>W-1 (see above) W-4 (see left) W-5 (see left) W-9 (see left)</p> <p>Writing Anchor Standards – Research to Build and Present Knowledge W-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u></p>
<p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when revising or composing texts Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2)</p> <p>W-2d, W-3d (see above)</p> <p>Language Anchor Standards – Knowledge of Language L-3a <u>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <p>Language Anchor Standards – Vocabulary Acquisition and Use L-6 <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts Standards: L-1, L-2 (DOK 1)</p> <p>Language Anchor Standards – Conventions of Standard English 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></p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts Standards: W-6 (DOK 1)</p> <p>Writing Anchor Standards – Production/ Distribution W-6 <u>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</u></p>		

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

Students can engage in research / inquiry to investigate topics and to analyze, integrate, and present information.

1. **PLAN/RESEARCH:** Conduct short research projects to answer a multi-step question or to investigate different aspects (subtopics) of a broader topic or concept
Standards: SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4-when multiple sources are used)

Speaking-Listening Anchor Standards - Comprehension and Collaboration

SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL-3 Identify the reasons and evidence a speaker provides to support particular points.

Speaking-Listening Anchor Standards - Presentation of Knowledge and Ideas

SL-4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing Anchor Standards - Production and Distribution of Writing

W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Anchor Standards - Research to Build and Present Knowledge

W-7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

2. **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources
Standards: RI-9; W-8 W-9 (DOK 2)

Reading Anchor Standards - Integration of Knowledge and Ideas

RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Anchor Standards - Research to Build and Present Knowledge

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.

3. **EVALUATE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion)
Standards: W-9 (DOK 2)

Writing Anchor Standards - Research to Build and Present Knowledge

W-9 (see above)

4. **USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
Standards: RI-9; W-8, W-9 (DOK 3)

Reading Anchor Standards - Integration of Knowledge and Ideas

RI-9 (see above)

Writing Anchor Standards - Writing Research to Build and Present Knowledge

W-8 (see above)

W-9 (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use language, vocabulary (including academic and domain-specific vocabulary), and syntax appropriate to the purpose and audience
Standards: W-2d, W-3d, L-3a, L-6 (DOK 1)

Writing Anchor Standards – Text Types and Purposes

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.

Language Anchor Standards – Knowledge of Language

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

Language Anchor Standards – Vocabulary Acquisition and Use

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 and that are basic to a particular topic

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message
Standards: L-1, L-2, (DOK 1)

Language Anchor Standards – Conventions of Standard English

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

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations
Standards: W-6 (DOK 1)

Writing Anchor Standards - Production and Distribution of Writing

W-6 (see above)

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.

1. **PLAN/RESEARCH:** Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives
Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7 (DOK 3, DOK 4)

Speaking-Listening Anchor Standards - Comprehension and Collaboration

SL-2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Speaking-Listening Anchor Standards - Presentation of Knowledge and Ideas

SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

SL-5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-7, WLiteracy-7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)
Standards: RI-9; RLiteracy (History; Sci/Tech)-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)

Reading and Reading Literacy Anchor Standards - Integration of Knowledge and Ideas

RI-9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RLiteracy-7 (Sci/Tech) 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).

RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text

RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic

RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Reading Literacy Anchor Standards - Key Ideas and Details

RLiteracy (History; Sci/Tech) -1, 2, 3 (as appropriate to research task or topic)

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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

3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses
Standards: W-8; WLiteracy-8 (DOK 3)

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 (see above)

4. **USE EVIDENCE:** Cite evidence to support analyses, arguments, or critiques
Standards: RI-9; RLiteracy- 1-3 and 5-9; W-8, W-9; WLiteracy-8, 9 (DOK 3, DOK 4)

Reading and Reading Literacy Anchor Standards - Integration of Knowledge and Ideas

RI-9 (see above)

RLiteracy (History; Sci/Tech) -7, 8, 9 (see above)

Reading Literacy Anchor Standards – Key Ideas and Details

RLiteracy (History; Sci/Tech) - 1-3 (as appropriate to research task or topic)

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 (see above)

W-9, WLiteracy-9 (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience
Standards: W-2d, W-3d, L-6 (DOK 1, 2)

Writing Anchor Standards – Text Types and Purposes

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 capture the action and convey experiences and events.

Language Anchor Standards – Vocabulary Acquisition and Use

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.

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message
Standards: L-1, L-2 (DOK 1)

Language Anchor Standards – Conventions of Standard English

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.

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations
Standards: W-6; WLiteracy-6, W-8, WLiteracy-8 (DOK 1, DOK 2)

Writing and Writing Literacy Anchor Standards - Production and Distribution of Writing

W-6, WLiteracy-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 (see above)

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

Students can engage in research / inquiry to investigate topics, and analyze, integrate, and present information.

1. **PLAN/RESEARCH:** Devise an approach and conduct short focused research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives
Standards: SL-2, SL-4, SL-5; W-6 W-7; WLit-7 (DOK 3, DOK 4)

Speaking-Listening Anchor Standards - Comprehension and Collaboration

SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Speaking-Listening Anchor Standards - Presentation of Knowledge and Ideas

SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL-5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-7, WLiteracy-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic
Standards: RLiteracy (History; Science/Tech)-1-3 and 7, 8, 9; SL-2; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 4)

Reading Literacy Anchor Standards - Integration of Knowledge and Ideas

RLiteracy-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RLiteracy-8 (History) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RLiteracy-8 (Science/Tech) Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RLiteracy- 9 (History) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RLiteracy- 9 (Science/Tech) Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Reading Literacy Anchor Standards - Key Ideas and Details

RLiteracy-1, 2, 3 (as appropriate to research task or topic)

Speaking-Listening Anchor Standards - Comprehension and Collaboration

SL-2 (see above)

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

3. **EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources **Standards: W-8; WLit-8** (DOK 4)

Writing and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

W-8, WLiteracy-8 (see above)

4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures
Standards: RLiteracy-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)

Reading Literacy Anchor Standards - Key Ideas and Details

RLiteracy-1, 2, 3 (as appropriate to research task or topic)

Reading Literacy, Writing, and Writing Literacy Anchor Standards - Research to Build and Present Knowledge

RLiteracy (History; Science/Tech) -7, 8, 9 (see above)

W-8, WLiteracy-8 (see above)

W-9, WLiteracy-9 (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience

Standards: W-2d, W-3d; L-6 (DOK 1, 2)

Writing Anchor Standards – Text Types and Purposes

W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Language Anchor Standards – Vocabulary Acquisition and Use

L-6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and persuasive texts)

Standards: L-1, L-2 (DOK 1)

Language Anchor Standards – Conventions of Standard English

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

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations

Standards: W-6; WLiteracy-6 (DOK 1, DOK 2)

Writing and Writing Literacy Anchor Standards - Production and Distribution of Writing

W-6, WLiteracy-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information