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| **Grade 3 Reading LITERARY****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| 1. KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences Standards: RL-1, RL-3 (DOK 1, DOK 2) | RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RL-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 2. CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text Standards: RL 2 (DOK 2) | RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words),based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary) Standards: RL-4; L-4, L-5c, L-6 (DOK 1, DOK 2) | RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.L-4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable comfortable/uncomfortable, care/careless,* *heat/preheat*).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.L-5c Distinguish shades of meaning among related words that describe statesof mind or degrees of certainty (e.g., *knew, believed, suspected, heard).* |
| 4. REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations,feelings; point of view, author’s lesson or message Standards: RL- 2, RL-3, RL-6 (DOK 3) | RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.RL-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*Craft and Structure*RL-6 Distinguish their own point of view from that of the narrator or those of the characters |
| 5. ANALYSIS WITHIN OR ACROSSTEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme) Standards: RL- 9**12** (DOK 2, 4) | RL-9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect informationStandards: RL-5, RL-7 (DOK 2) | RL-5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.*Integration of Knowledge and Ideas*RL-7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| 7. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context Standards: RL-4; L-5a (DOK 2) | RL-4 Determine the meaning of words and phrases as they are used in a text,distinguishing literal from non-literal language.L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). |

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| **Grade 3 Reading Informational****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| 8. KEY DETAILS: Use explicit details andimplicit information from the text to supportanswers or inferences about informationpresented.Standards: RI-1, RI-3(DOK 1, DOK 2) | RI-1 Ask and answer questions to demonstrate understanding of a text,referring explicitly to the text as the basis for the answersRI-3 Describe the relationship between a series of historical events,scientific ideas or concepts, or steps in technical procedures in a text,using language that pertains to time, sequence, and cause/effect. |
| 9. CENTRAL IDEAS: Identify or summarizecentral ideas/ key events, or procedures anddetails that support them.Standards: RI-2(DOK 2) | RI-2 Determine the main idea of a text; recount the key details andexplain how they support the main idea. |
| 10. WORD MEANINGS: Determine intendedmeanings of words, including domain-specific(tier 3) words and academic (tier 2) wordswith multiple meanings, based on context,word relationships, word structure (e.g.,common roots, affixes), or use of resources(e.g., beginning dictionary, glossary)Standards: RI-4; L-4, L-6(DOK 1, DOK 2) | RI-4 Determine the meaning of general academic and domain-specificwords and phrases in a text relevant to a *grade 3 topic or subject area*L-4 Determine or clarify the meaning of unknown and multiple-meaningword and phrases based on *grade 3 reading and content,* choosingflexibly from a range of strategies.a. Use sentence-level context as a clue to the meaning of a word orphrase.b. Determine the meaning of the new word formed when a known affixis added to a known word (e.g., *agreeable/disagreeable,**comfortable/uncomfortable, care/careless, heat/preheat*).c. Use a known root word as a clue to the meaning of an unknown wordwith the same root (e.g., *company, companion*).d. Use glossaries or beginning dictionaries, both print and digital, todetermine or clarify the precise meaning of key words and phrases. |
| 11. REASONING & EVIDENCE: Usesupporting evidence to interpret and explainhow information is presented or connectedwithin or across texts (author’s point of view,ideas and supporting details, relationships)Standards: RI-6, RI-8, RI-9(DOK 3, DOK 4) | RI-6 Distinguish their own point of view from that of the author of atext.RI-8 Describe the logical connection between particular sentences andparagraphs in a text (e.g., comparison, cause/effect, first/second/third ina sequence)RI-9 Compare and contrast the most important points and key detailspresented in two texts on the same topic. |
| 12. ANALYSIS WITHIN OR ACROSSTEXTS: Specify, integrate, or compareinformation within or across texts (e.g., causeeffect,integrate information)Standards: RI-9(DOK 2, DOK 3) | RI-9 Compare and contrast the most important points and key detailspresented in two texts on the same topic. |
| 13. TEXT STRUCTURES/ FEATURES:Relate knowledge of text structures or textfeatures (e.g., graphics, bold text, headings) toobtain, interpret, or explain informationStandards: RI-5, RI-7(DOK 2) | RI-5 Use text features and search tools (e.g., key words, sidebars,hyperlinks) to locate information relevant to a given topic efficiently.RI-7 Use information gained from illustrations (e.g., maps, photographs)and the words in a text to demonstrate understanding of the text (e.g.,where, when, why, and how key events occur). |
| 14. LANGUAGE USE: Interpret use oflanguage by distinguishing literal from nonliteralmeanings of words and phrases used incontextStandards: L-5, L-5a, L-5b(DOK 2, DOK 3) | L-5 Demonstrate understanding of word relationships and nuances inword meanings.L-5a. Distinguish the literal and non-literal meanings of words andphrases in context (e.g., *take steps*).L-5b. Identify real-life connections between words and their use (e.g.,describe people who are *friendly* or *helpful*). |

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| **Grade 4 Reading LITERARY****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **1. KEY DETAILS:** Use explicit details andimplicit information from the text to supportanswers or basic inferences**Standards: RL-1, RL-3**(DOK 1, DOK 2) | **RL-1** Refer to details and examples in a text when explaining what the text saysexplicitly and when drawing inferences from the text.**RL-3** Describe in depth a character, setting, or event in a story or drama, drawing onspecific details in the text (e.g., a character’s thoughts, words, or actions). |
| **2. CENTRAL IDEAS:** Identify or summarizecentral ideas/ key events **Standards: RL-2**(DOK 2) | **RL-2** Determine a theme of a story, drama, or poem from details in the text; summarizethe text. |
| **3. WORD MEANINGS:** Determine intendedmeanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)**Standards: RL-4; L-4, L-5c**(DOK 1, DOK 2) | **RL-4** Determine the meaning of words and phrases as they are used in a text, includingthose that allude to significant characters found in mythology (e.g., Herculean).**L-4** Determine or clarify the meaning of unknown and multiple-meaning words andphrases based on *grade 4 reading and content,* choosing flexibly from a range ofstrategies.**a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to themeaning of a word or phrase.**b**. Use common, grade-appropriate Greek and Latin affixes and roots as clues to themeaning of a word (e.g., *telegraph, photograph, autograph*).**c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**L-5c** Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms). |
| **4. REASONING & EVALUATION:** Usesupporting evidence to justify/ explaininferences (character development-actions/traits; first or third person point of view; theme; author’s message)**Standards: RL-2, RL-3, RL-6**(DOK 3, DOK 413) | **RL-2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.**RL-3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).**RL-614** Compare and contrast the point of view from which different stories arenarrated, including the difference between first- and third-person narrations. |
| **Use the specific text (or two texts) to determine two additional assessment targets (#5, #6, or #7) to****be assessed in relation to the text(s).** |
| **5. ANALYSIS WITHIN OR ACROSS****TEXTS:** Interpret, specify, or compare howinformation is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)**Standards: RL-6, RL-7, RL-9**(DOK 3, DOK 4) | **RL-6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**RL-7** Make connections between the text of a story or drama and a visual or oralpresentation of the text, identifying where each version reflects specific descriptions and directions in the text.**RL-9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| **6. TEXT STRUCTURES & FEATURES:**Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts.**Standards: RL-5**(DOK 2, DOK 3) | **RL-5** Explain major differences between poems, drama, and prose, and refer to thestructural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts ofcharacters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| **7. LANGUAGE USE:** Determine or interpretfigurative language, literary devices, or connotative meanings of words and phrasesused in context and the impact of those wordchoices on meaning and tone**Standards: L5, L-5a, L-5b****(**DOK 2, DOK 3) | **L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**L-5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. |

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| **Grade 4 Reading INFORMATIONAL****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **8. KEY DETAILS:** Use explicit details andimplicit information from the text to supportanswers or basic inferences about informationpresented**Standards: RI-1, RI-3**(DOK 1, DOK 2) | **RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**RI-3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| **9. CENTRAL IDEAS:** Identify or summarizecentral ideas, key events, or procedures**Standards: RI-2**(DOK 2) | **RI-2** Determine the main idea of a text and explain how it is supported by key details;summarize the text. |
| **10. WORD MEANINGS:** Determine intendedmeanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)**Standards: RI-4; L-4, L-5c, L-6**(DOK 1, DOK 2) | **RI-4** Determine the meaning of general academic and domain‐specific words or phrases in a text relevant to a *grade 4 topic or subject area*.**L-4** Determine or clarify the meaning of unknown and multiple‐meaning words andphrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.**a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaningof a word or phrase.**b**. Use common, grade‐appropriate Greek and Latin affixes and roots as clues to themeaning of a word (e.g., *telegraph, photograph, autograph*).**c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**L-5c** Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms).**L-6** Acquire and use accurately grade‐appropriate general academic and domain‐specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). |
| **11. REASONING & EVALUATION:** Usesupporting evidence to justify or interpret howinformation is presented or integrated (author’sreasoning, type of account, visual/graphic information, concepts, ideas)**Standards: RI-3, RI-6, RI-8, RI-9**(DOK 3, DOK 4) | **RI-3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technicaltext, including what happened and why, based on specific information in the text.**RI-6** Compare and contrast a firsthand and secondhand account of the same event ortopic; describe the differences in focus and the information provided.**RI-8** Explain how an author uses reasons and evidence to support particular points in atext.**RI-9** Integrate information from two texts on the same topic in order to write or speakabout the subject knowledgeably. |
| **Use the specific text (or two texts) to determine two additional assessment targets (#12, #13, or #14) to be****assessed in relation to the text(s).** |
| **12. ANALYSIS WITHIN OR ACROSS****TEXTS:** Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information)**Standards: RI-7, RI-9**(DOK 2, DOK 3) | **RI-7** Interpret information presented visually, orally, or quantitatively (e.g., in charts,graphs, diagrams, time lines, animations, or interactive elements on Web pages) andexplain how the information contributes to an understanding of the text in which itappears.**RI-9** Integrate information from two texts on the same topic in order to write or speakabout the subject knowledgeably. |
| **13. TEXT STRUCTURES/ FEATURES:**Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information**Standards: RI-5, RI-7**(DOK 2) | **RI-5** Describe the overall structure (e.g., chronology, comparison, cause/effect,problem/solution) of events, ideas, concepts, or information in a text or part of a text.**RI-7** Interpret information presented visually, orally, or quantitatively (e.g., in charts,graphs, diagrams, time lines, animations, or interactive elements on Web pages) andexplain how the information contributes to an understanding of the text in which itappears. |
| **14. LANGUAGE USE:** Determine or interpretfigurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone**Standards: RI-4; L-5, L-5a, L-5b****(**DOK 2, DOK 3) | **L-4** Determine or clarify the meaning of unknown and multiple‐meaning words andphrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.**L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**L-5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture)in context.**L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. |

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| **Grade 5 Reading LITERARY****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **1. KEY DETAILS:** Use explicit details and implicit information from the text to support answers or inferences about informationpresented **Standards: RL-1, RL-3**(DOK 1, DOK 2) | **RL-1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**RL-3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **2. CENTRAL IDEAS:** Identify or summarize central ideas/ key events**Standards: RL-2** (DOK 2) | **RL-2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| **3. WORD MEANINGS:** Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), oruse of resources (e.g., dictionary, thesaurus)**Standards: RL-4; L-4, L-5c**(DOK 1, DOK 2) | **RL-4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**L-4** Determine or clarify the meaning of unknown and multiple‐meaning words an phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b. Use common, grade‐appropriate Greek and Latin affixes and roots as clues to themeaning of a word (e.g., *photograph, photosynthesis*)c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**L-5c** Use the relationship between particular words (e.g., synonyms, antonyms,homographs) to better understand each of the words. |
| **4. REASONING & EVIDENCE:** Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/ interactions, point of view)**Standards: RL-2, RL-3, RL-6** (DOK 3) | **RL-2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**RL-3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**RL-6** Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **5. ANALYSIS WITHIN OR ACROSS****TEXTS:** Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events)**Standards: RL-6, RL-9** (DOK 3, DOK 415) | **RL-6** Describe how a narrator’s or speaker’s point of view influences how events are described.**RL-9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **6. TEXT STRUCTURES & FEATURES:**Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text**Standards: RL-5, RL-7** (DOK 2, DOK 3) | **RL-5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**RL-7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| **7. LANGUAGE USE:** Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.**Standards: RL-4; L-5, L-5a, L-5b (**DOK 2,DOK 3) | **RL-4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L-5a** Interpret figurative language, including similes and metaphors, in context.**L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. |

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| **Grade 5 Reading INFORMATIONAL****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **8. KEY DETAILS:** Use explicit details and implicit information from texts to support answers or inferences about information presented**Standards: RI-1, RI-3, RI- 716**(DOK 1, DOK 2) | **RI-1** Quote accurately from a text when explaining what the text says explicitly andwhen drawing inferences from the text.**RI-3** Explain the relationships or interactions between two or more individuals,events, ideas, or concepts in a historical, scientific, or technical text based on specificinformation in the text.**RI-7** Draw on information from multiple print or digital sources, demonstrating theability to locate an answer to a question quickly or to solve a problem efficiently. |
| **9. CENTRAL IDEAS:** Summarize centralideas, key events, procedures, or topicsand subtopics**Standards: RI-2** (DOK 2) | **RI-2** Determine two or more main ideas of a text and explain how they are supportedby key details; summarize the text. |
| **10. WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)**Standards: RI-4; L-4, L-5c**(DOK 1, DOK 2) | **RI-4** Determine the meaning of general academic and domain‐specific words andphrases in a text relevant to a *grade 5 topic or subject area*.**L-4** Determine or clarify the meaning of unknown and multiple‐meaning words andphrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to themeaning of a word or phrase.b. Use common, grade‐appropriate Greek and Latin affixes and roots as clues to themeaning of a word (e.g., *photograph, photosynthesis*).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print anddigital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.**L-5c** Use the relationship between particular words (e.g., synonyms, antonyms,homographs) to better understand each of the words.**L‐6** Acquire and use accurately grade‐appropriate general academic and domainspecificwords and phrases, including those that signal contrast, addition, and otherlogical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in**addition*). |
| **11. REASONING & EVIDENCE:** Usesupporting evidence to justify interpretations ofinformation presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas)**Standards: RI-3, RI-6, RI-8 RI-9**(DOK 3, DOK 4) | **RI-3** Explain the relationships or interactions between two or more individuals,events, ideas, or concepts in a historical, scientific, or technical text based on specificinformation in the text.**RI-6** Analyze multiple accounts of the same event or topic, noting importantsimilarities and differences in the point of view they represent.**RI-8** Explain how an author uses reasons and evidence to support particular points ina text, identifying which reasons and evidence support which point(s).**RI-9** Integrate information from several texts on the same topic in order to write orspeak about the subject knowledgeably. |
| **12. ANALYSIS WITHIN OR ACROSS****TEXTS:** Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)**Standards: RI-3, RI-6** (DOK 3, DOK 4) | **RI-3** Explain the relationships or interactions between two or more individuals,events, ideas, or concepts in a historical, scientific, or technical text based on specificinformation in the text.**RI-6** Analyze multiple accounts of the same event or topic, noting importantsimilarities and differences in the point of view they represent. |
| **13. TEXT STRUCTURES & FEATURES:**Relate knowledge of text structures to compare or connect information across texts**Standards: RI-5** (DOK 2 where short texts areused, DOK 4) | **RI-5** Compare and contrast the overall structure (e.g., chronology, comparison,cause/effect, problem/solution) of events, ideas, concepts, or information in two ormore texts. |
| **14. LANGUAGE USE:** Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context.**Standards: L-4, L-5, L-5a, L-5b**(DOK 2, DOK 3) | **L-4** Determine or clarify the meaning of unknown and multiple‐meaning words andphrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.**L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L-5a** Interpret figurative language, including similes and metaphors, in context.**L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. |

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| **Grade 6 Reading LITERATURE****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **1. KEY DETAILS:** Use explicit details and implicit information from the text to support inferences or analyses of the information presented**Standards: RL-1, RL-3**(DOK 2) | **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL-3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **2. CENTRAL IDEAS:** Summarize central ideas/ key events**Standards: RL-2** (DOK 2) | **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. |
| **3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools)**Standards: RL-4; L-4, L-5b, L-5c, L-6** (DOK1, DOK 2) | **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. .**L-4** Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.**L-5b** Use the relationship between particular words (e.g., cause/effect, part/whole,item/category) to better understand each of the words.**L-5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).**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. |
| **4. REASONING & EVIDENCE:**Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot)**Standards: RL-2, RL-3, RL-6** (DOK 3) | **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.**RL-3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well ashow the characters respond or change as the plot moves toward a resolution.**RL-6** Explain how an author develops the point of view of the narrator orspeaker in a text. |
| **5. ANALYSIS WITHIN OR ACROSS****TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)**Standards: RL-6, RL-717, RL-9** (DOK 3,DOK 418) | **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.**RL-6** Explain how an author develops the point of view of the narrator or speaker in a text.**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. |
| **6. TEXT STRUCTURES & FEATURES:**Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements – lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation**Standards: RL-5, RL-7** (DOK 2, DOK 4) | **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.**RL-7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| **7. LANGUAGE USE:** Interpret figurativelanguage use (e.g., personification, metaphor),literary devices, or connotative meanings of words and phrases used in context and theirimpact on reader interpretation**Standards: RL-4; L-5, L-5a, 5c**(DOK 2, DOK 3) | **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.**L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L-5a** Interpret figures of speech (e.g., personification) in context.**L-5c** Distinguish among the connotations (associations) of words with similardenotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). |

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| **Grade 6 Reading INFORMATIONAL****Texts Assessment Targets** | **Underlined content (from related CC standards) shows what each assessment target could assess** |
| **8. KEY DETAILS:** Use explicit details andimplicit information from texts to supportinferences or analyses of the informationpresented**Standards: RI-1, RH-1, RST-1, RI-3, RH-3**(DOK 2) | **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well asinferences drawn from the text.**RH-1** Cite specific textual evidence to support analysis of primary and secondarysources.**RST-1** Cite specific textual evidence to support analysis of science and technicaltexts.**RH-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).**RI-3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well ashow the characters respond or change as the plot moves toward a resolution.**RH-3** Identify key steps in a text’s description of a process related to history/socialstudies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| **9. CENTRAL IDEAS:** Summarize centralideas, key events, procedures, or topicsand subtopics**Standards: RI-2, RH-2, RST-2** (DOK 2) | **RI-2** Determine a central idea of a text and how it is conveyed through particulardetails; provide a summary of the text distinct from personal opinions or judgments.**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.**RST-2** Determine the central ideas or conclusions of a text; provide an accuratesummary of the text distinct from prior knowledge or opinions. |
| **10. WORD MEANINGS:** Determine intendedor precise meanings of words, includingdomain-specific (tier 3) words and words withmultiple meanings (academic/tier 2 words),based on context, word relationships (e.g.,antonyms, homographs), word structure (e.g.,common Greek or Latin roots, affixes), or useof resources (e.g., dictionary, glossary, digitaltools)**Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-****5c, L-6**(DOK 1, DOK 2) | **RI-4** Determine the meaning of words and phrases as they are used in a text, includingfigurative, connotative, and technical meanings.**RH-4** Determine the meaning of words and phrases as they are used in a text, includingvocabulary specific to domains related to history/social studies.**RST-4** Determine the meaning of symbols, key terms, and other domain-specific wordsand phrases as they are used in a specific scientific or technical context relevant to *grades 6–**8 texts and topics*.**L-4** Determine or clarify the meaning of unknown and multiple‐meaning words andphrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position orfunction in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade‐appropriate Greek or Latin affixes and roots as clues to themeaning of a word (e.g., *audience, auditory, audible*).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print anddigital, to find the pronunciation of a word or determine or clarify its precise meaningor its part of speech.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., bychecking the inferred meaning in context or in a dictionary).**L-5b** Use the relationship between particular words (e.g., cause/effect, part/whole,item/category) to better understand each of the words.L-5c Distinguish among the connotations (associations) of words with similar denotations(definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). |
| **11. REASONING & EVIDENCE:** Usesupporting evidence to justify interpretations oranalyses of information presented or howinformation is integrated within a text (point ofview; interactions among events, concepts,people, or ideas; author’s reasoning andevidence)**Standards: RI-3, RI-6, RH-6, RST-6, RI-****8, RH-8, RST-8**(DOK 3) | **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).**RI-6** Determine an author’s point of view or purpose in a text and explain how it isconveyed in the text.**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).**RST-6** Analyze the author’s purpose in providing an explanation, describing a procedure, ordiscussing an experiment in a text, identifying important issues that remain unresolved.**RI-8** Trace and evaluate the argument and specific claims in a text, distinguishingclaims that are supported by reasons and evidence from claims that are not.**RH-8** Distinguish among fact, opinion, and reasoned judgment in a text.**RST-8** Distinguish among facts, reasoned judgment based on research findings, andspeculation in a text. |
| **12. ANALYSIS WITHIN OR ACROSS****TEXTS:** Analyze or compare how informationis presented in one or more texts (events,people, ideas, topics); or how conflictinginformation across texts reveals authorinterpretation of the topic or potential bias**Standards: RI-3, RH-3, RI-9** (DOK 3, DOK4) | **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).**RH-3** Identify key steps in a text’s description of a process related to history/socialstudies (e.g., how a bill becomes law, how interest rates are raised or lowered).**RI-9** Compare and contrast one author’s presentation of events with that of another(e.g., a memoir written by and a biography on the same person). |
| **13. TEXT STRUCTURES & FEATURES:**Relate knowledge of text structures or genrespecificfeatures to analyze or integrateinformation**Standards: RI-5, RH-5, RST-5, RI-7**(DOK 2, DOK 4) | **RI-5** Analyze how a particular sentence, paragraph, chapter, or section fits into theoverall structure of a text and contributes to the development of the ideas.**RH-5** Describe how a text presents information (e.g., sequentially, comparatively,causally).**RST-5** Analyze how the text structures information or ideas into categories or hierarchies,demonstrating understanding of the information or ideas.**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. |
| **14. LANGUAGE USE:** Interpret intent orimpact of figurative language (e.g., hyperbole,personification, analogies), use of literarydevices, or connotative meanings of words andphrases used in context**Standards: RI-4; L-5, L-5a, L-5c****(**DOK 2, DOK 3) | **RI-4** Determine the meaning of words and phrases as they are used in a text, includingfigurative, connotative, and technical meanings.**L-5** Demonstrate understanding of figurative language, word relationships, and nuances inword meanings.**L-5a** Interpret figures of speech (e.g., personification) in context.**L-5c** Distinguish among the connotations (associations) of words with similardenotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). |