

## **ELA Content Emphases**

The pattern of emphasis for the Targets that compose the Claims is adapted from the work of national assessment initiatives. Individual standards, while important, are impossible to accurately measure with limited testing time. By assessing the Target level, it is possible to highlight student comprehension of the connected material contained in the Standards. To capture the focus, coherence, and rigor of the Standards, it is necessary to vary the emphasis on particular Targets. All of the content is eligible for assessment, and the balance of tested content is derived from the expectations of the Standards.

The Claims are the broadest categories of knowledge, skills, and abilities that can have inferences drawn about them. In ELA, each Claim contains one or more sections that each indicate a Focus on a particular skill or area of the larger content. Claims are built from Targets; Targets are drawn from the Standards. The distribution of texts and items is relatively equal among the foci for each claim.

The Goal Depth of Knowledge (an index of cognitive complexity) is provided as a general reference for the projected maximum DOK of items. Typically, items are at DOK 1 or 2, with some DOK 3 items as supported by the text. DOK 4 is generally reserved for performance tasks, such as composition.

The Relative Emphasis for each Target is based on the work of the national assessment initiatives and the relative frequency with which items aligned to that Target would appear on an item-adaptive test. The Relative Emphasis should **NOT** be interpreted as a basis for making curricular decisions. Targets with a Low Relative Emphasis may include concomitant skills of other Medium or High Targets in the same grade, or they may be important building-block skills and are key to success in later grades.

## Content Emphases for Grades 3-5

Claim (% of Test)	Focus	Target	Goal DOK	Relative Emphasis
1. Reading (60-65%)	Literary Texts	1: Key Details	2	Medium
		2: Central Ideas	2	High
		3: Word Meanings	2	Medium
		4: Reasoning & Evidence	3	High
		5: Analysis Within Or Across Texts	3	Low
		6: Text Structures & Features	3	
		7: Language Use	3	
	Informational Texts	8: Key Details	2	Medium
		9: Central Ideas	2	High
		10: Word Meanings	2	Medium
		11: Reasoning & Evidence	3	High
		12: Analysis Within Or Across Texts	3	Low
		13: Text Structures & Features	3	
		14: Language Use	3	
2. Writing (25-30%)	Write / Revise	1/3/6: Write / Revise Brief Texts	2	High
	Language / Vocabulary	8: Language & Vocabulary Use	1	High
	Conventions	9: Edit	1	High
3. Listening (10-15%)	Listen	4: Listen / Interpret	3	High

### **Grade 3, Claim 1 Targets**

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.
<b>Target 3</b>	Determine intended meanings of words, including multiple meanings of academic/tier 2 words, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme; author's message or purpose).
<b>Target 5</b>	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
<b>Target 6</b>	Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
<b>Target 7</b>	Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Identify central ideas, key events, or procedures and details that support them.
<b>Target 10</b>	Determine intended 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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).
<b>Target 12</b>	Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).
<b>Target 13</b>	Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.

<b>Target 14</b>	Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context
------------------	---

### **Grade 3, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).
<b>Target 1b</b>	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.
<b>Target 3a</b>	Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.
<b>Target 3b</b>	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 details, or an appropriate conclusion.
<b>Target 6a</b>	Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
<b>Target 6b</b>	Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
<b>Target 8</b>	Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

### **Grade 3, Claim 3 Target**

<b>Target 4</b>	Interpret and use information delivered orally.
-----------------	---

## Grade 4, Claim 1 Targets

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.
<b>Target 3</b>	Determine intended meanings of words, including multiple meanings of 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), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme; author's message or purpose).
<b>Target 5</b>	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
<b>Target 6</b>	Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
<b>Target 7</b>	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Identify central ideas, key events, or procedures.
<b>Target 10</b>	Determine intended 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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).
<b>Target 12</b>	Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
<b>Target 13</b>	Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.

<b>Target 14</b>	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
------------------	--

### **Grade 4, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).
<b>Target 1b</b>	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).
<b>Target 3a</b>	Demonstrate ability to organize ideas in informational/explanatory texts 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.
<b>Target 3b</b>	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.
<b>Target 6a</b>	Demonstrate ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
<b>Target 6b</b>	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.
<b>Target 8</b>	Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

### **Grade 4, Claim 3 Target**

<b>Target 4</b>	Interpret and use information delivered orally.
-----------------	---

## Grade 5, Claim 1 Targets

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.
<b>Target 3</b>	Determine intended or precise meanings of words, including multiple meanings of 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, thesaurus), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme; author's message or purpose).
<b>Target 5</b>	Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.
<b>Target 6</b>	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
<b>Target 7</b>	Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Identify central ideas, key events, procedures, or topics and subtopics.
<b>Target 10</b>	Determine intended 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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).
<b>Target 12</b>	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topic).
<b>Target 13</b>	Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.

<b>Target 14</b>	Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
------------------	---

### **Grade 5, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, or an event).
<b>Target 1b</b>	Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.
<b>Target 3a</b>	Demonstrate ability to organize ideas in informational/explanatory texts 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.
<b>Target 3b</b>	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.
<b>Target 6a</b>	Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
<b>Target 6b</b>	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.
<b>Target 8</b>	Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

### **Grade 5, Claim 3 Target**

<b>Target 4</b>	Interpret and use information delivered orally.
-----------------	---

## Content Emphases for Grades 6-8

Claim (% of Test)	Focus	Target	Goal DOK	Relative Emphasis
1. Reading (60-65%)	Literary Texts	1: Key Details	2	Low
		2: Central Ideas	2	High
		3: Word Meanings	2	Low
		4: Reasoning & Evidence	3	High
		5: Analysis Within Or Across Texts	3	Low
		6: Text Structures & Features	3	
		7: Language Use	3	
	Informational Texts	8: Key Details	2	Medium
		9: Central Ideas	2	High
		10: Word Meanings	2	Medium
		11: Reasoning & Evidence	3	High
		12: Analysis Within Or Across Texts	3	Low
		13: Text Structures & Features	3	
		14: Language Use	3	
2. Writing (25-30%)	Write / Revise	1/3/6: Write / Revise Brief Texts	2	High
	Language / Vocabulary	8: Language & Vocabulary Use	2	High
	Conventions	9: Edit	1	High
3. Listening (10-15%)	Listen	4: Listen / Interpret	3	High

## Grade 6, Claim 1 Targets

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
<b>Target 3</b>	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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).
<b>Target 5</b>	Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.
<b>Target 6</b>	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
<b>Target 7</b>	Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Summarize central ideas, key events, procedures, or topics and subtopics.
<b>Target 10</b>	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), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).
<b>Target 12</b>	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.

<b>Target 13</b>	Relate knowledge of text structures or genre-specific features to analyze or integrate information.
<b>Target 14</b>	Interpret figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

### **Grade 6, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, use dialogue when describing an event).
<b>Target 1b</b>	Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, use dialogue when describing an event).
<b>Target 3a</b>	Demonstrate ability to apply a variety of strategies in 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.
<b>Target 3b</b>	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.
<b>Target 6a</b>	Demonstrate ability to apply a variety of strategies in texts 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(s) presented.
<b>Target 6b</b>	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(s) presented.

<b>Target 8</b>	Strategically use 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 texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

### **Grade 6, Claim 3 Target**

<b>Target 4</b>	Analyze, interpret, and use information delivered orally.
-----------------	---

## **Grade 7, Claim 1 Targets**

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
<b>Target 3</b>	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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).
<b>Target 5</b>	Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.
<b>Target 6</b>	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
<b>Target 7</b>	Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Summarize central ideas, key events, procedures, or topics and subtopics.
<b>Target 10</b>	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), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

<b>Target 12</b>	Analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.
<b>Target 13</b>	Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
<b>Target 14</b>	Interpret figurative language (e.g., clichés, puns, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

### **Grade 7, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).
<b>Target 1b</b>	Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, use dialogue when describing an event).
<b>Target 3a</b>	Demonstrate ability to apply a variety of strategies in 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 and supports the information or explanation presented.
<b>Target 3b</b>	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 related to the information or explanation presented.
<b>Target 6a</b>	Demonstrate ability to apply a variety of strategies in texts 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 and supports the argument(s) presented.

<b>Target 6b</b>	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 and supports the argument(s) presented.
<b>Target 8</b>	Strategically use 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 texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

### **Grade 7, Claim 3 Target**

<b>Target 4</b>	Analyze, interpret, and use information delivered orally.
-----------------	---

## Grade 8, Claim 1 Targets

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, the sequence of events, or the author's purpose presented in a text.
<b>Target 3</b>	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., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).
<b>Target 5</b>	Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) within or across texts.
<b>Target 6</b>	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
<b>Target 7</b>	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.
<b>Target 10</b>	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), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).
<b>Target 12</b>	Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.

<b>Target 13</b>	Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation.
<b>Target 14</b>	Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

### **Grade 8, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).
<b>Target 1b</b>	Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).
<b>Target 3a</b>	Demonstrate ability to apply a variety of strategies in 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 and supports the information or explanation presented.
<b>Target 3b</b>	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 related to the information or explanation presented.
<b>Target 6a</b>	Demonstrate ability to apply a variety of strategies in texts 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 and supports the argument(s) presented.
<b>Target 6b</b>	Apply a variety of strategies when 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, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

<b>Target 8</b>	Strategically use 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 texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

### **Grade 8, Claim 3 Target**

<b>Target 4</b>	Analyze, interpret, and use information delivered orally.
-----------------	---

## Content Emphases for High School

Claim (% of Test)	Focus	Target	Goal DOK	Relative Emphasis
1. Reading (60-65%)	Literary Texts	1: Key Details	2	Medium
		2: Central Ideas	2	High
		3: Word Meanings	2	Medium
		4: Reasoning & Evidence	3	High
		5: Analysis Within Or Across Texts	3	Low
		6: Text Structures & Features	3	
		7: Language Use	3	
	Informational Texts	8: Key Details	2	High
		9: Central Ideas	2	High
		10: Word Meanings	2	High
		11: Reasoning & Evidence	3	High
		12: Analysis Within Or Across Texts	3	Low
		13: Text Structures & Features	3	
		14: Language Use	3	
2. Writing (25-30%)	Write / Revise	1/3/6: Write / Revise Brief Texts	2	High
	Language / Vocabulary	8: Language & Vocabulary Use	2	High
	Conventions	9: Edit	1	High
3. Listening (10-15%)	Listen	4: Listen / Interpret	3	High

## Grade 10, Claim 1 Targets

<b>Target 1</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 2</b>	Identify or summarize central ideas, key events, or the sequence of events presented in a text.
<b>Target 3</b>	Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, analogies, and words with multiple meanings of academic/tier 2 words, based on context, word patterns, word relationships, etymology, dialectical English, idiomatic expressions, or use of specialized resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.
<b>Target 4</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).
<b>Target 5</b>	Analyze interrelationships among literary elements (e.g., characterization, conflict, ordering of actions, setting, dialogue, point of view) within or across texts.
<b>Target 6</b>	Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
<b>Target 7</b>	Interpret or analyze the figurative or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
<b>Target 8</b>	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
<b>Target 9</b>	Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
<b>Target 10</b>	Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/technical/tier 3 words, analogies, and connotation/denotation, based on context, word patterns, relationships, etymology, dialectical English, idiomatic expressions, or use of specialized resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
<b>Target 11</b>	Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

<b>Target 12</b>	Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, or rhetorical features.
<b>Target 13</b>	Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information), to integrate information or analyze the impact on meaning or presentation.
<b>Target 14</b>	Analyze the figurative or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.

### **Grade 10, Claim 2 Targets**

<b>Target 1a</b>	Demonstrate ability to use specific narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).
<b>Target 1b</b>	Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator's point of view, or using dialogue when describing an event or to advance action).
<b>Target 3a</b>	Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).
<b>Target 3b</b>	Apply a variety of strategies when writing 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 that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).
<b>Target 6a</b>	Demonstrate ability to apply a variety of strategies in texts that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

<b>Target 6b</b>	Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
<b>Target 8</b>	Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
<b>Target 9</b>	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

### **Grade 10, Claim 3 Target**

<b>Target 4</b>	Analyze, interpret, and use information delivered orally.
-----------------	---

**End of Document**