

St. Ignatius School District



District Data Analysis

Testing Spring 2023

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Introduction

This report contains data analysis of the St. Ignatius School District student performance on the SMARTER Assessment. The SMARTER Assessment is given each year to grades 3 – 8 for ELA and Math. The first section of this report provides a summary of analysis results obtained from the data listed throughout this document. In addition, the first section compares and lists the conclusions from the data analysis. The report documents ELA and Math results for 2023 by grade level for students in the district compared to the student profile for the entire state of Montana. The analysis utilizes the percentage of students scoring proficient and advanced in the district compared to the state wide results for the same group. The next section provides the district with a year-by-year comparison of proficiency district wide in ELA and Math along with an overall view of results on the test over time. The following section shows the district sub group performance results for economically disadvantaged students, by gender for female and male students, results for special education students, and results by race. The report analyzes and shows student performance on the standards listed for both ELA and Math by looking at student performance at near, approaching and/or above the standards. The next step in the analysis compares results for each grade level over the years that the test has been administered and follows that by tracking results for a class through each grade level where they took the test. The percentage of students achieving proficient and advanced is used as a base line when comparing trends in each grade level. The report analyzes and shows student performance on the standards listed for both ELA and Math by looking at student performance for those above the standards. The report goes on to analyze and display areas of strength and weakness by students in each grade level for ELA and Math based on results from the assessment.

Differences in OPI Release of Smarter Balanced Results and Data

The OPI released official Smarter Balanced results may differ from the results found on the Cambiumast portal website. The reasons for the differences include the following: a) students listed for a school that did not participate in the test were given the lowest score and included in the novice category by the OPI for official calculations, but the system did not include them, b) students taking the alternate assessment were included in the OPI calculations, but not in the cambium numbers, and c) students taking the test that were not enrolled for the entire academic year are included in the cambium results and not in the OPI calculations. Since most of the data is found on the Smarter Balance website, that is the data analyzed in this report. Majority of data is weighted averages; some data has an error ratio of less than +/- 1%.

What's New In The Report This Year

We continued to include an SBAC page that compiles some of your SBAC results into a one page document that can be referred to so that schools can easily take this data and create new, current goals for their ARP ESSER 3 plan that has to be reviewed and updated every 6 months or at the discretion of each school district. This data can be used for your Goal Action Plan which has schools enter their Math Goal and ELA Goal based on the priorities you identified in the plan of the ARP ESSER 3 and can help assist you with the development of your school academic goals. We included a section on this page with “possible goals” to assist you; please remember that these are based on analytics only and do not include the potential of each class or the unknown academic challenges for each individual class or school. **The state of Montana has not released the overall compiled scores for all schools testing at the time of this report so that comparison is not available. What we have added for a comparison is a 5 year average of state scores. When this data is released we will send you a data page for your comparison.**

Summary of SMARTER Balance Data Analysis Results

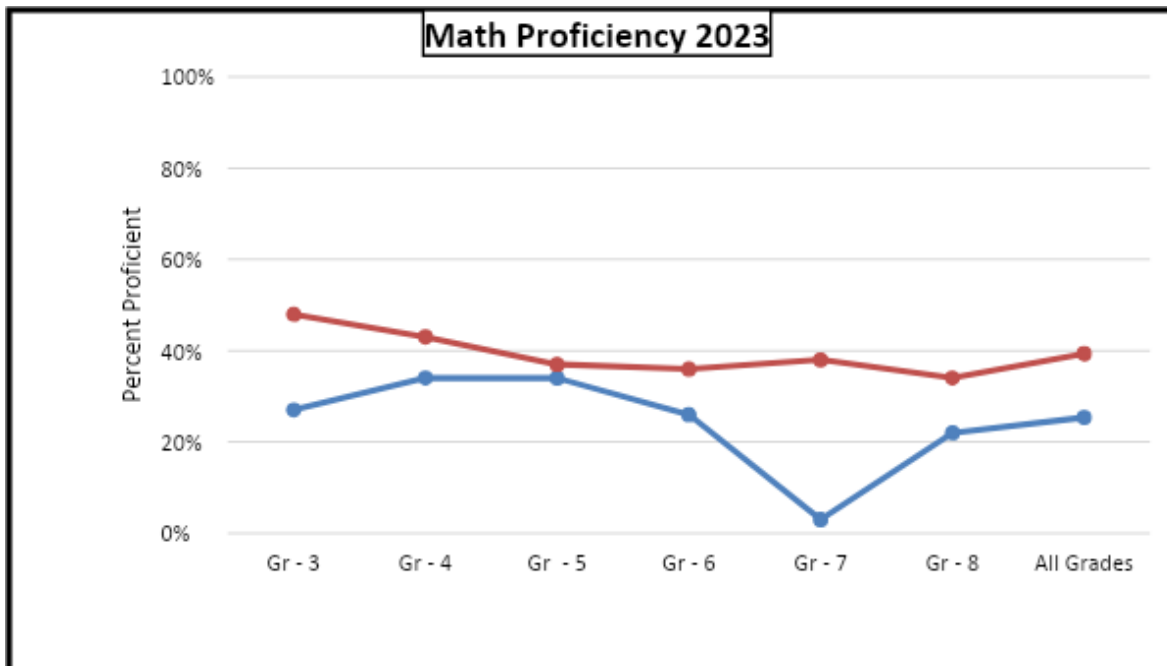
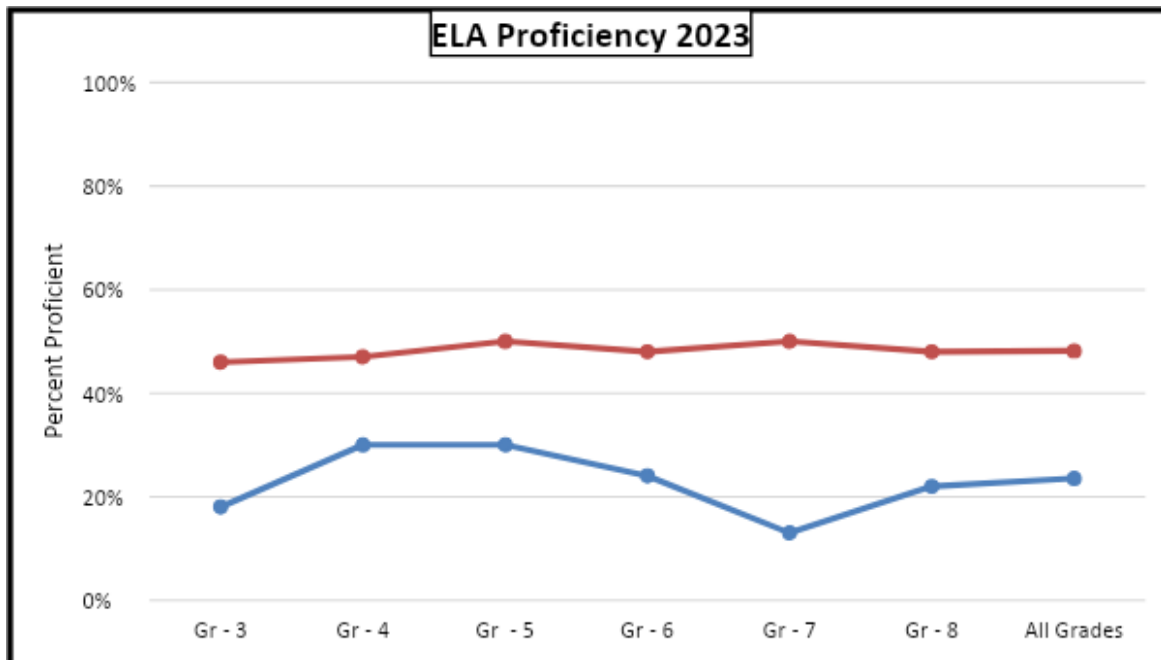
- District students scored 24% proficient in ELA compared to the state 5 year average at 48% and 25% proficient in Math compared to the state 5 year average at 39%.
- District ELA proficiency was 24% in 2023 up from 22% in 2022. District Math proficiency was 25% in 2023 up from 24% in 2022.
- Female students decreased from 30% proficient in 2022 to 28% in 2023 for ELA. Female students decreased in proficiency in Math in 2023 with 24% proficient compared to 27% proficient in 2022.
- Male students increased from 14% proficient in 2022 to 23% in 2023 for ELA and increased from 25% proficient in 2022 to 26% in 2023 for Math.
- All district students scored the highest in communicating & reasoning and the lowest in concepts and procedures on Math targets in 2023.
- All district students scored the highest in listening and the lowest in writing on ELA targets in 2023.
- See pages 29-43 for specific strengths and weaknesses in the ELA/Literacy Targets and Math Targets for district students in each grade.

Scores overall were consistent with years past. Special Education student scores are lower than the general population, these numbers should be shared with discretion/confidentiality. When analyzing individual grade levels year in and year out; grades 4 & 6 & 8 had some gains from previous years. When tracking a class, grade 5 had some good gains and grade 7 had some challenges. Specific strengths and weaknesses are indicated for each specific target area in the back of this report; please refer to that for specific classroom focus areas.

SMARTER Balance Assessment Results

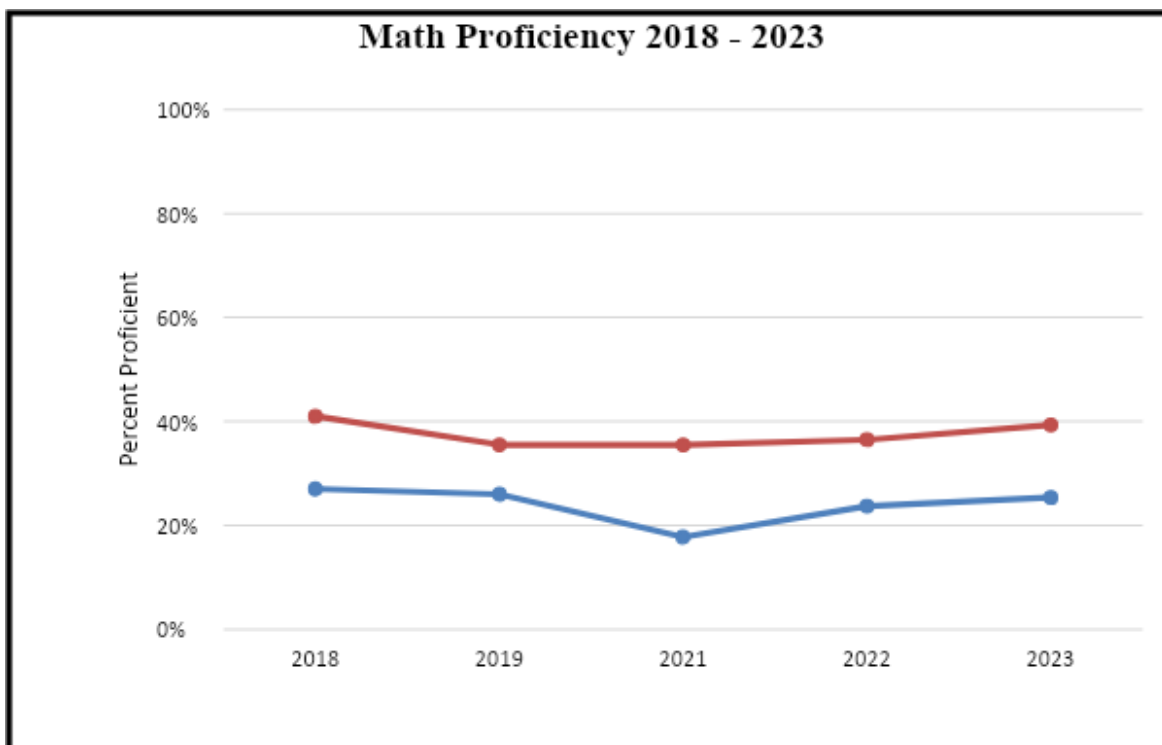
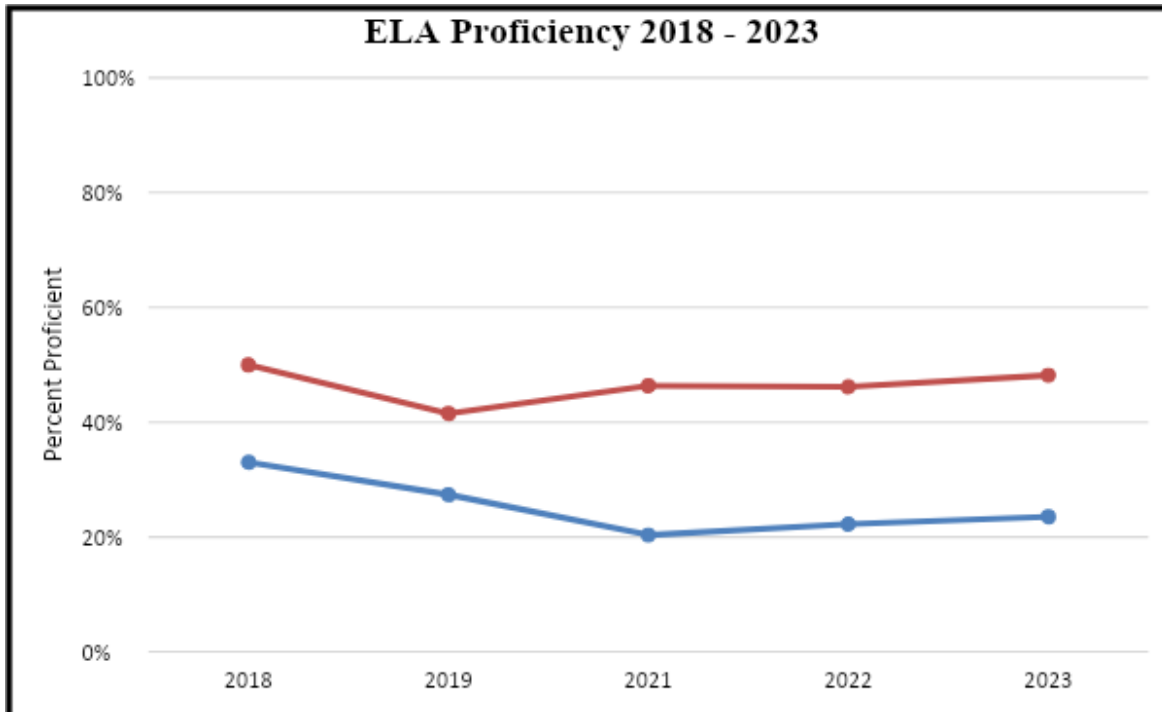
District ELA and Math Proficiency Compared to Montana for 2023

The following charts show the percent of proficient/advanced students in the district in 2023 by grade compared to the same group in Montana. District students scored 24% proficient in ELA compared to the state 5 year average at 48% and 25% proficient in Math compared to the state 5 year average at 39%.



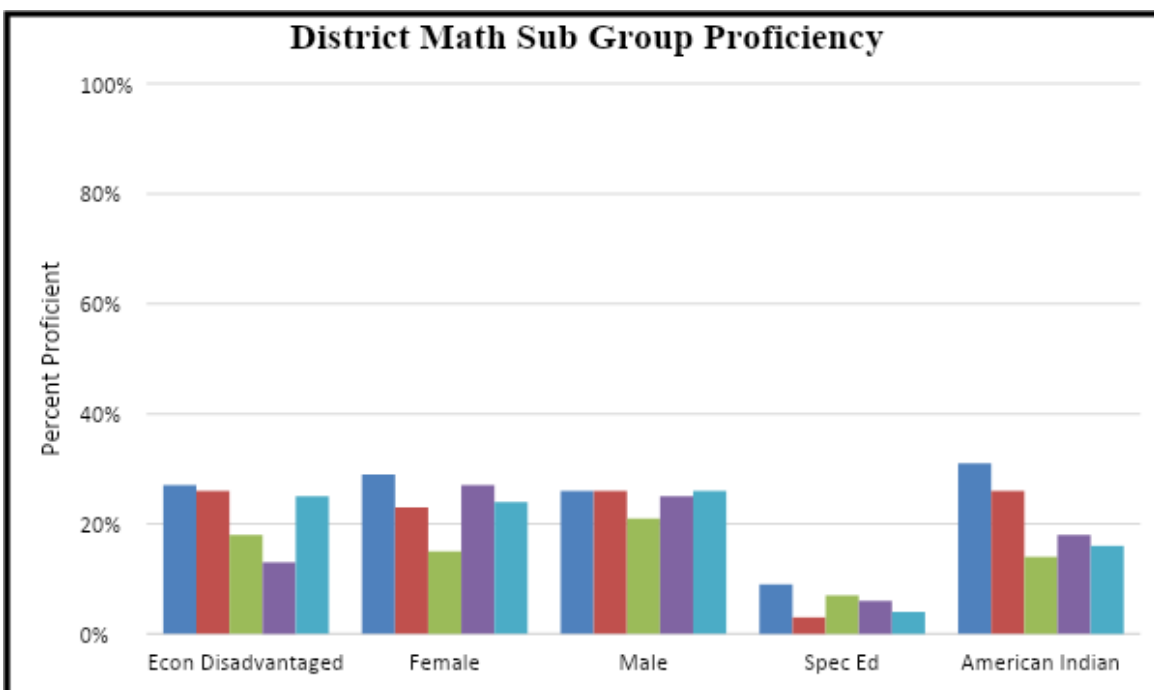
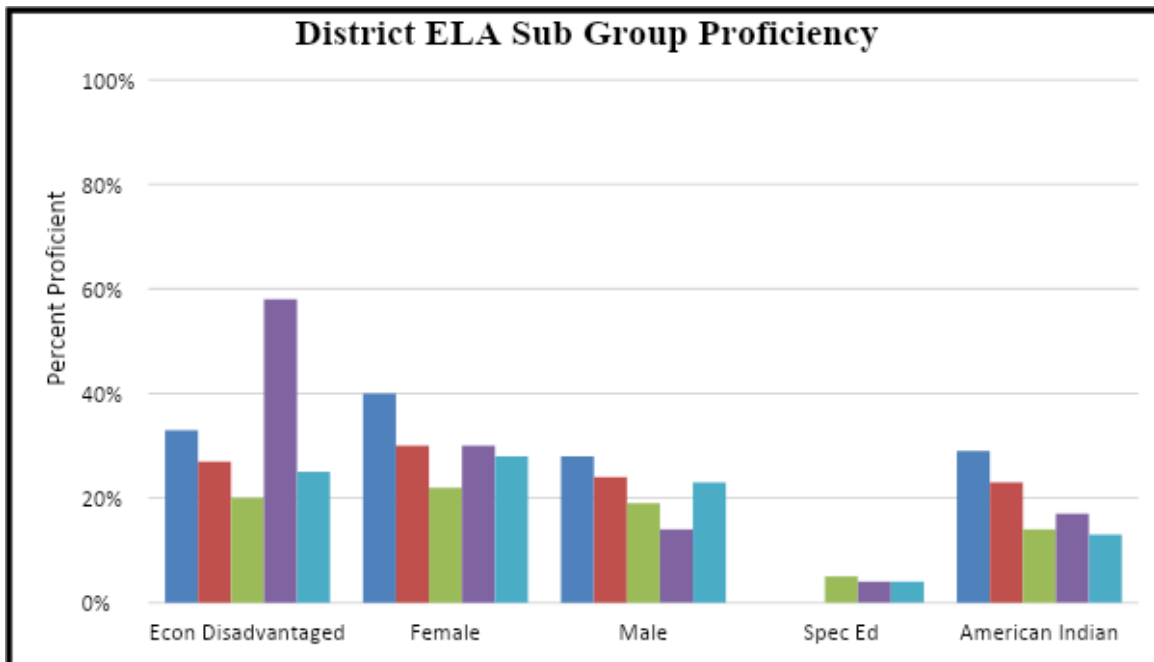
District ELA and Math Proficiency for 2018 to 2023

The charts show proficiency in ELA and Math over the five years of the SMARTER assessment compared to Montana. District ELA proficiency was 24% in 2023 up from 22% in 2022. District Math proficiency was 25% in 2023 up from 24% in 2022.



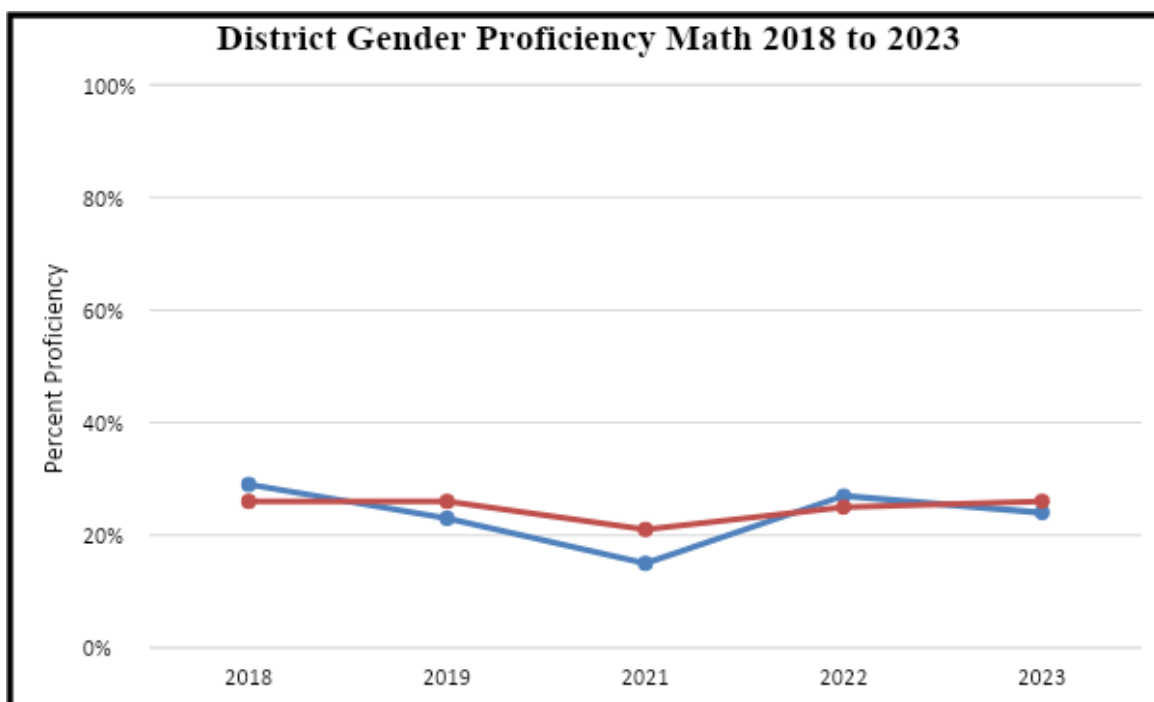
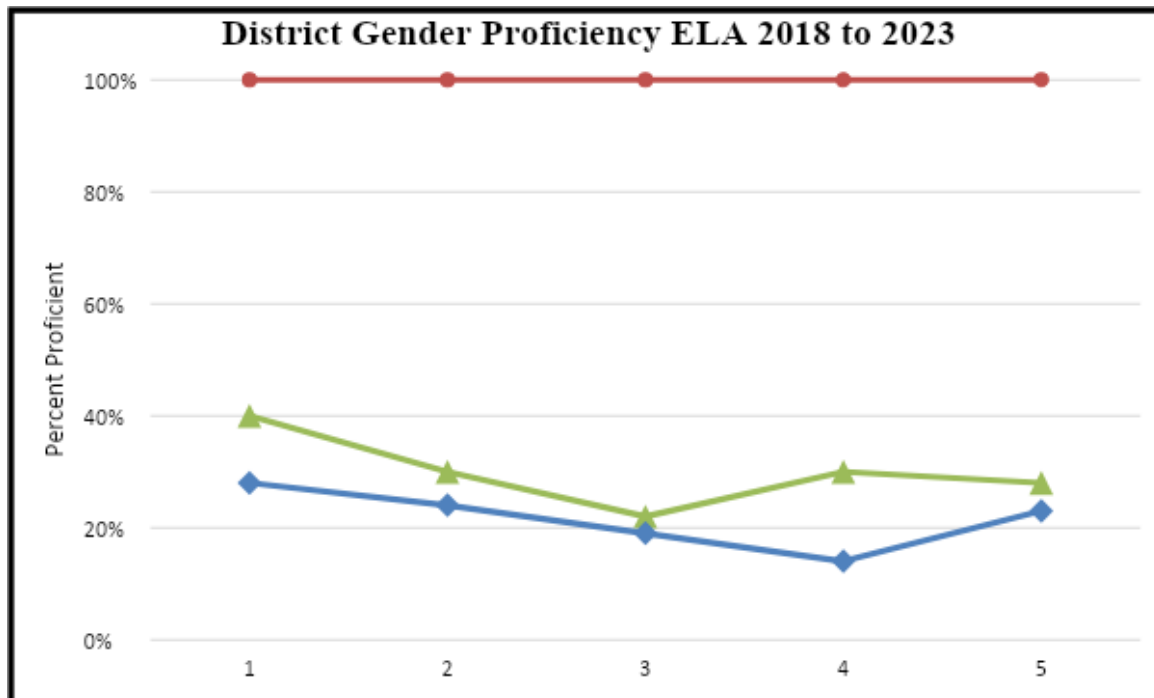
Proficiency of ELA and Math Sub Groups in the District

The following charts show sub group performance in the district in 2023 for ELA and Math compared to 2018, 2019, 2021, 2022 and 2023 results. Female student scores are down in ELA and down in Math in 2023. Male student scores are up in ELA and Math in 2023. SPED student numbers should be viewed with discretion as those student numbers are lower than the other sub-groups.



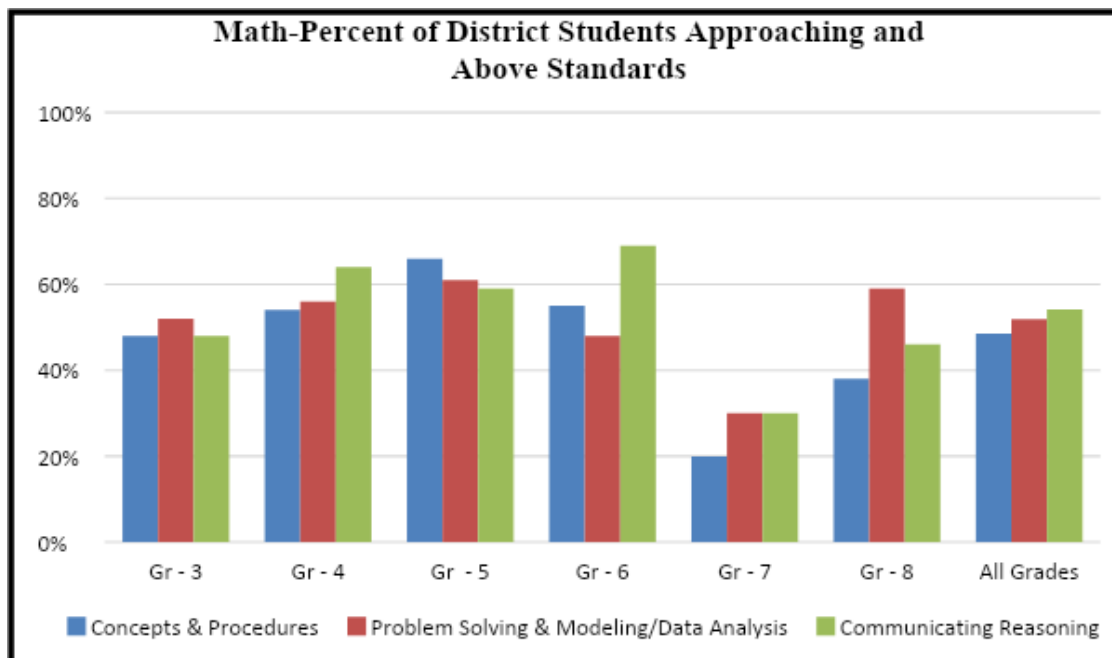
District Gender Proficiency for 2018 to 2023

The following charts show the proficiency of males and females for ELA and Math in the district. Female students decreased from 30% proficient in 2022 to 28% in 2023 for ELA. Female students decreased in Math from 27% proficiency in 2022 to 24% proficient in 2023. Male students increased from 14% proficient in 2022 to 23% in 2023 for ELA and have increased in Math from 25% proficient in 2022 to 26% in 2023 for Math.



Math Achievement Approaching and Above the Standards for 2023

The following charts show student performance approaching and above the standards for Math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. All district students scored the highest in communicating reasoning and the lowest in concepts and procedures on Math targets in 2023.

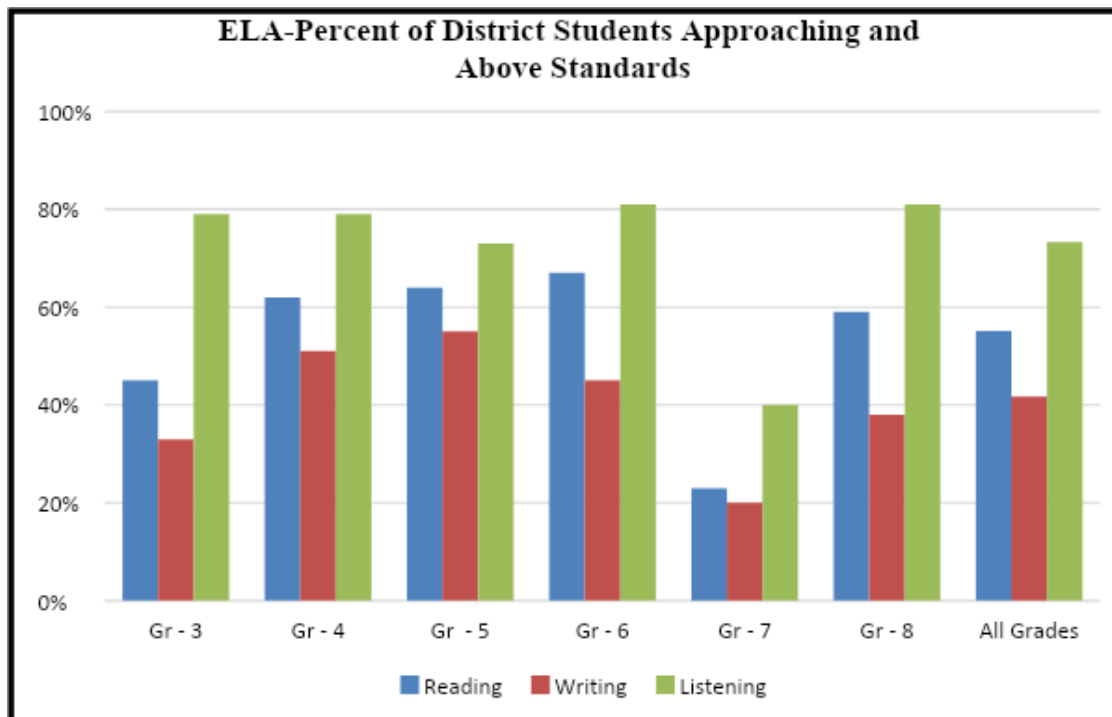


The following table shows the percentage of students approaching and above the standards for each of the specific Math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Gr - 3	48%	52%	48%
Gr - 4	54%	56%	64%
Gr - 5	66%	61%	59%
Gr - 6	55%	48%	69%
Gr - 7	20%	30%	30%
Gr - 8	38%	59%	46%
All Grades	48.5%	51.9%	54.1%

ELA Achievement Approaching and Above the Standards for 2023

The following charts show student performance approaching above the standards for ELA topics: reading, writing, listening, and research/inquiry. All district students scored the highest in listening and the lowest in writing on ELA targets in 2023.

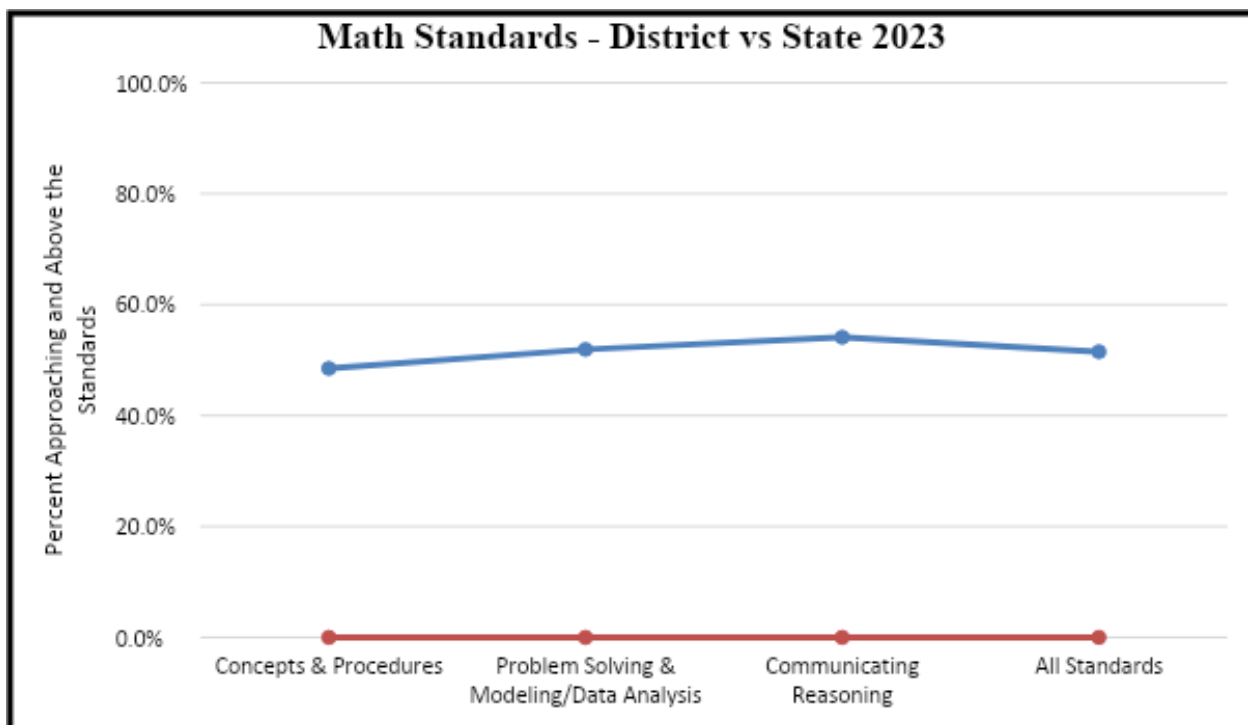
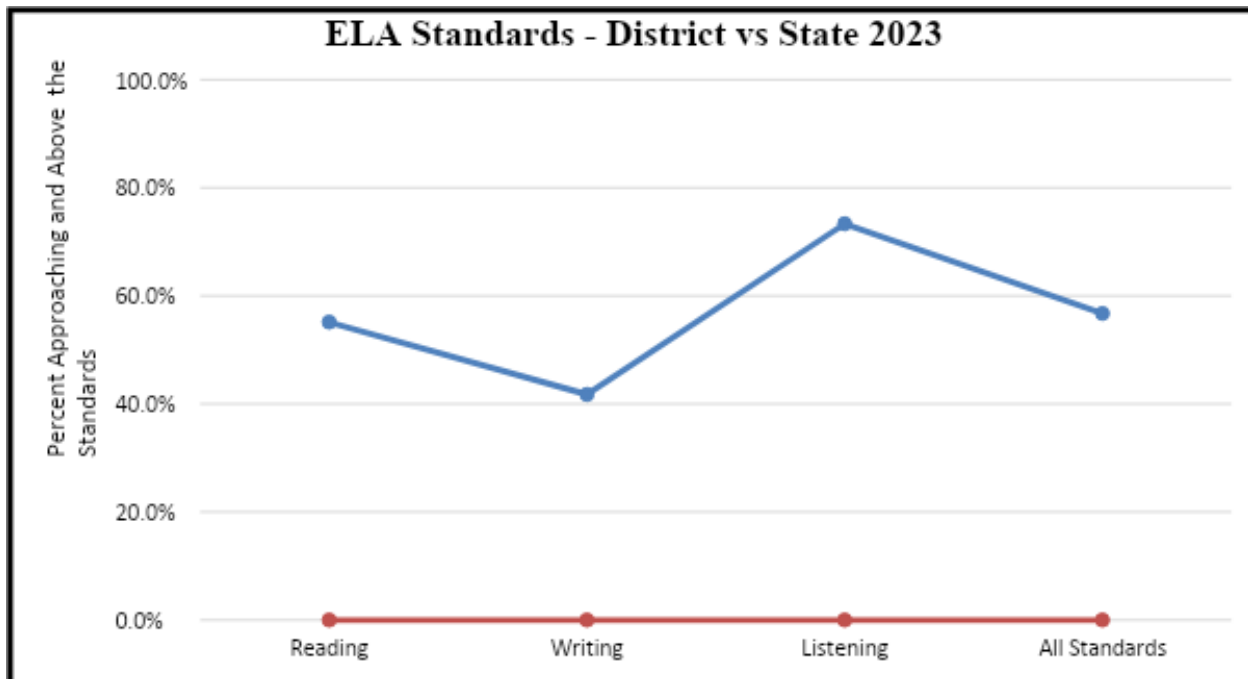


The following table shows the percentage of students approaching and above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>
Gr - 3	45%	33%	79%
Gr - 4	62%	51%	79%
Gr - 5	64%	55%	73%
Gr - 6	67%	45%	81%
Gr - 7	23%	20%	40%
Gr - 8	59%	38%	81%
All Grades	55.1%	41.8%	73.3%

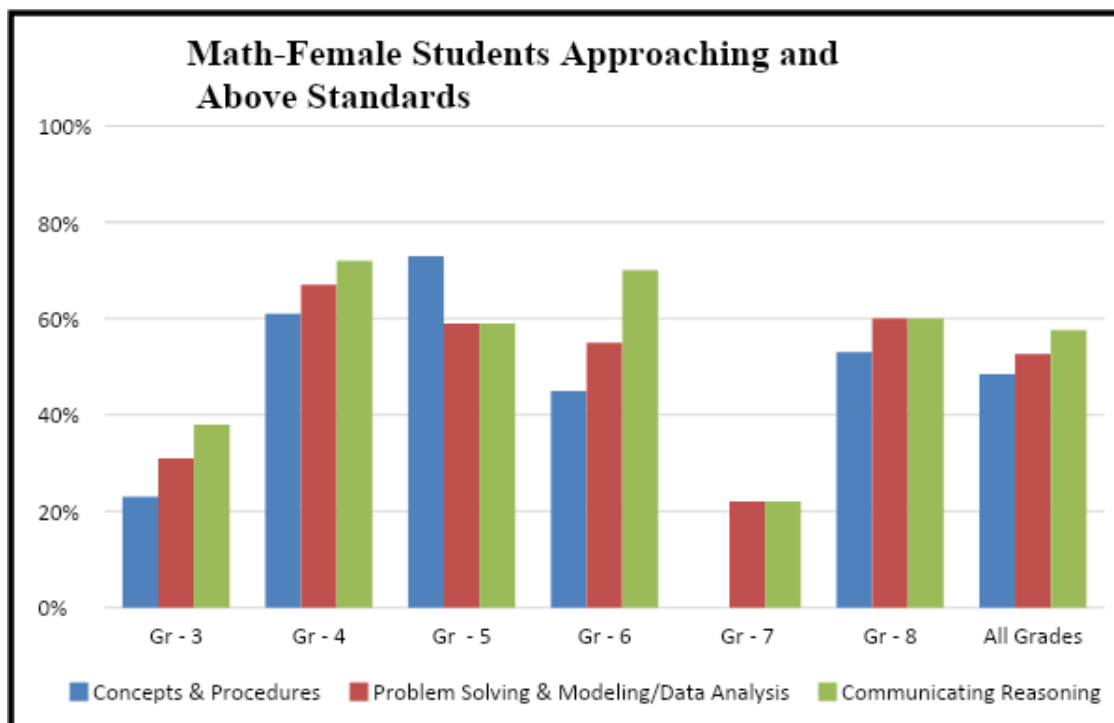
ELA and Math Achievement Approaching and Above the Standards for 2023

The following charts show student performance approaching and above the standards for ELA and Math standards compared to Montana. *The state of Montana has not released their data in all standards in Math and ELA for approaching and above the standards in 2023.*



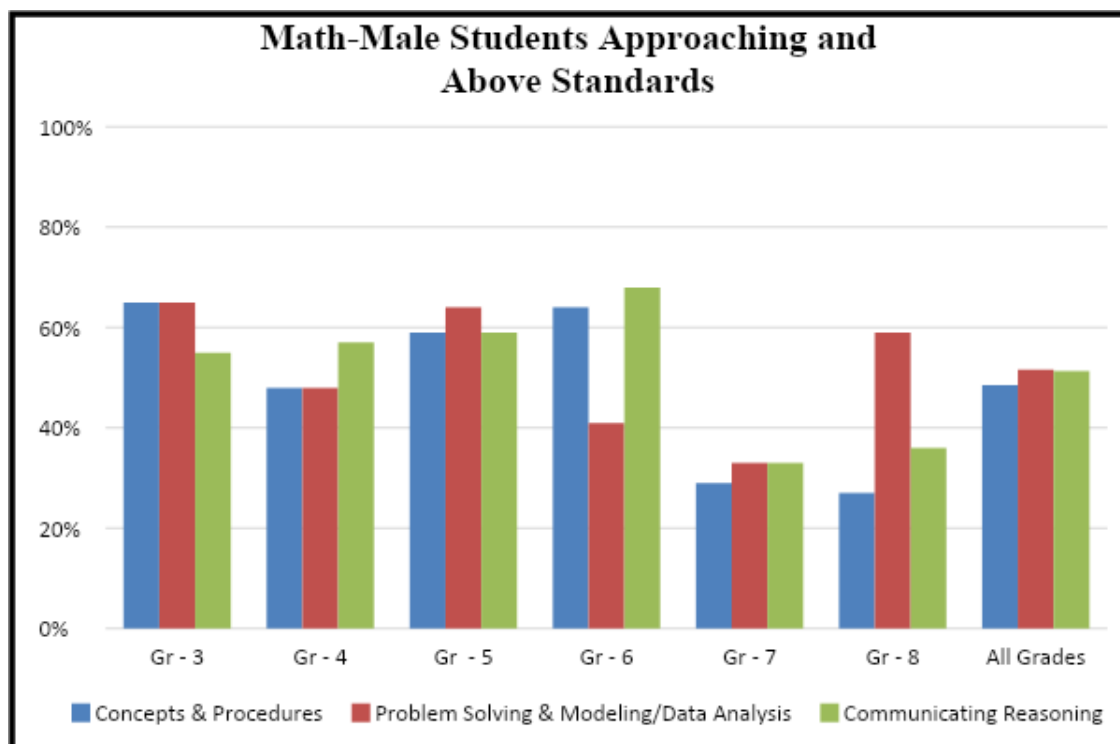
Math Achievement Approaching and Above the Standards in 2023 by Gender

The following charts show student performance by gender approaching and above the standards for Math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. Female students scored the highest in communicating reasoning and the lowest in concepts & procedures on Math targets. Male students scored the highest in problem solving & modeling/data analysis and the lowest in concepts and procedures on Math targets.



The following table shows the percentage of female students approaching and above the standards for each of the specific Math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Grade - 3	23%	31%	38%
Grade - 4	61%	67%	72%
Grade - 5	73%	59%	59%
Grade - 6	45%	55%	70%
Grade - 7	0%	22%	22%
Grade - 8	53%	60%	60%
All Grades	48.4%	52.6%	57.6%

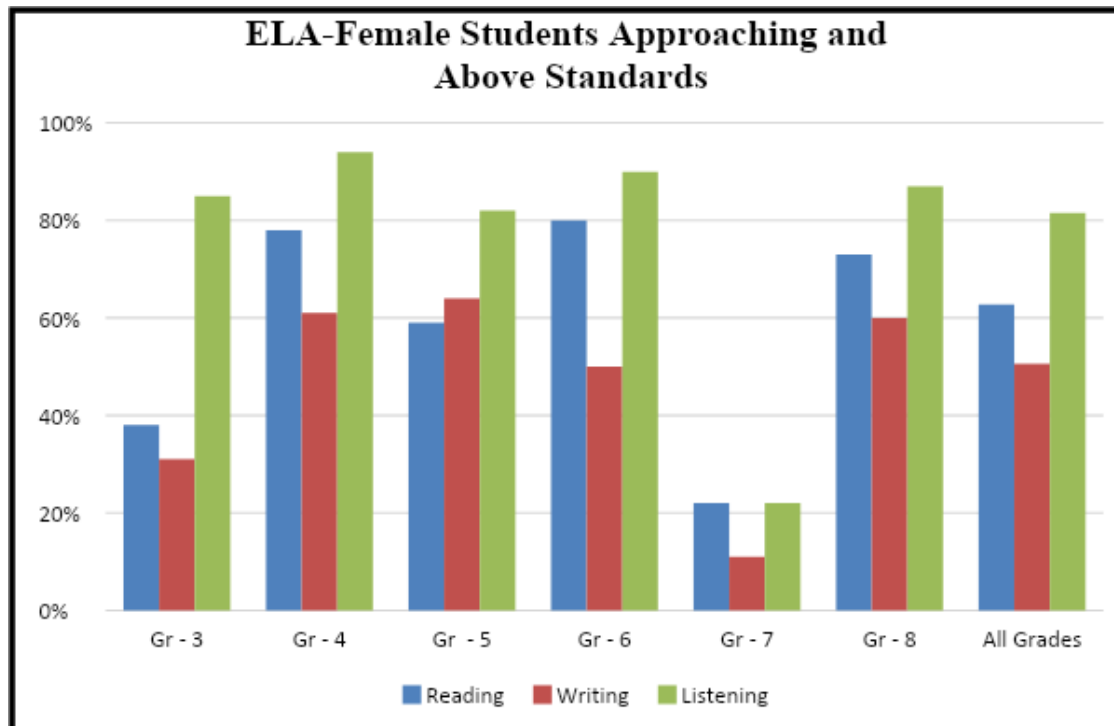


The following table shows the percentage of male students approaching and above the standards for each of the specific Math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Grade - 3	65%	65%	55%
Grade - 4	48%	48%	57%
Grade - 5	59%	64%	59%
Grade - 6	64%	41%	68%
Grade - 7	29%	33%	33%
Grade - 8	27%	59%	36%
All Grades	48.6%	51.6%	51.4%

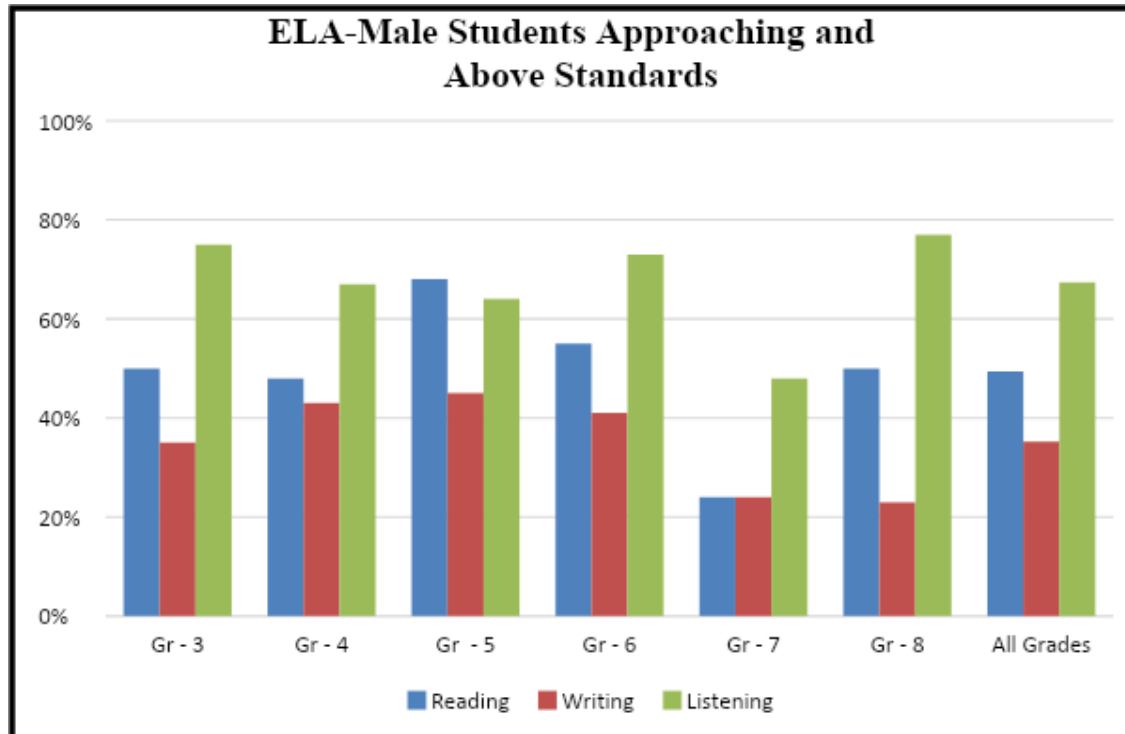
ELA Achievement Approaching and Above the Standards in 2023 by Gender

The following charts show student performance by gender approaching and above the standards for ELA topics: ELA, writing, listening, and research/inquiry. Female students scored the highest in listening and the lowest in writing on ELA targets. Male students scored the highest in listening and the lowest in writing on ELA targets.



The following table shows the percentage of female students approaching and above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>
Grade - 3	38%	31%	85%
Grade - 4	78%	61%	94%
Grade - 5	59%	64%	82%
Grade - 6	80%	50%	90%
Grade - 7	22%	11%	22%
Grade - 8	73%	60%	87%
All Grades	62.8%	50.6%	81.5%

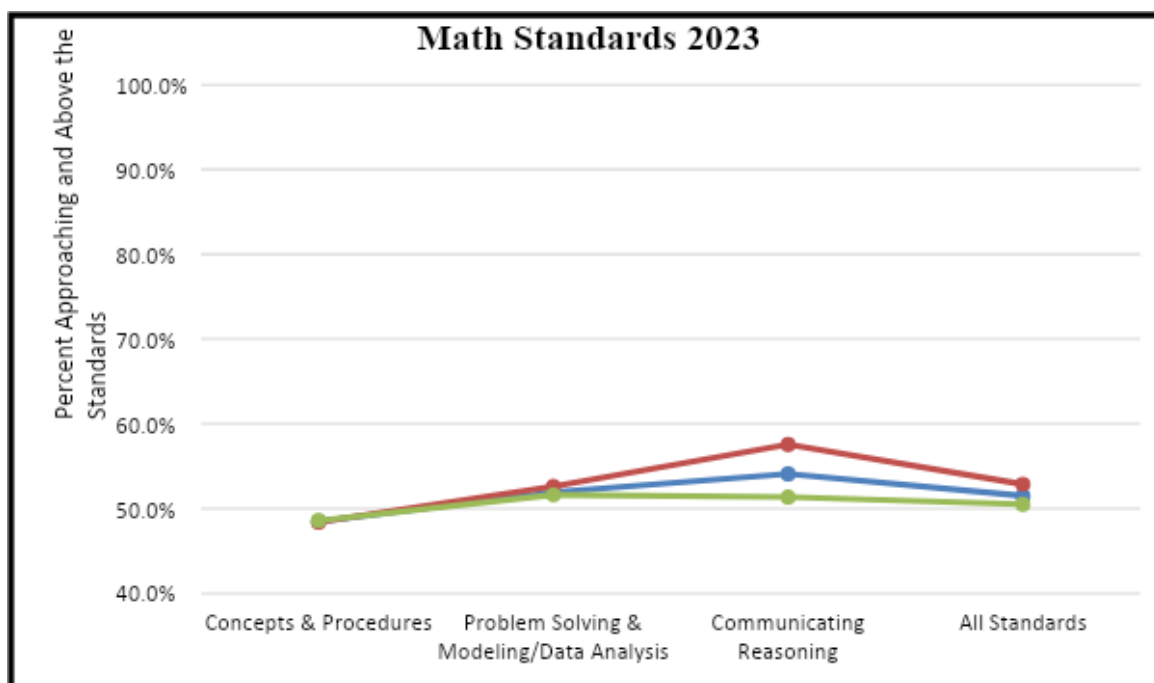
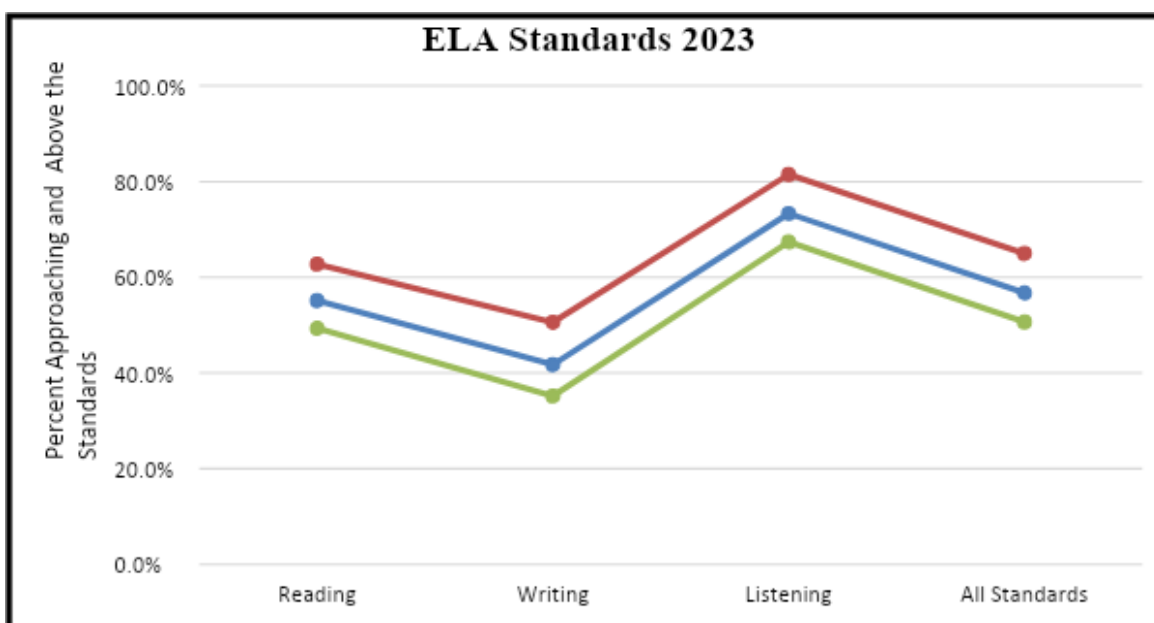


The following table shows the percentage of male students approaching and above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>
Grade - 3	50%	35%	75%
Grade - 4	48%	43%	67%
Grade - 5	68%	45%	64%
Grade - 6	55%	41%	73%
Grade - 7	24%	24%	48%
Grade - 8	50%	23%	77%
All Grades	49.4%	35.2%	67.4%

ELA and Math Achievement Approaching and Above the Standards for 2023

The following charts show student performance approaching and above the standards for ELA and Math standards including all standards by all students and by gender. Female students scored 65% of the students approaching and above the standards in all ELA areas while male students were at 51%. All students scored 57% approaching and above the standards in all areas for ELA. Male students scored 51% of the students approaching and above the standards in all Math areas while female students were at 53%. All students scored 51.5% approaching and above the standards in all areas for Math.



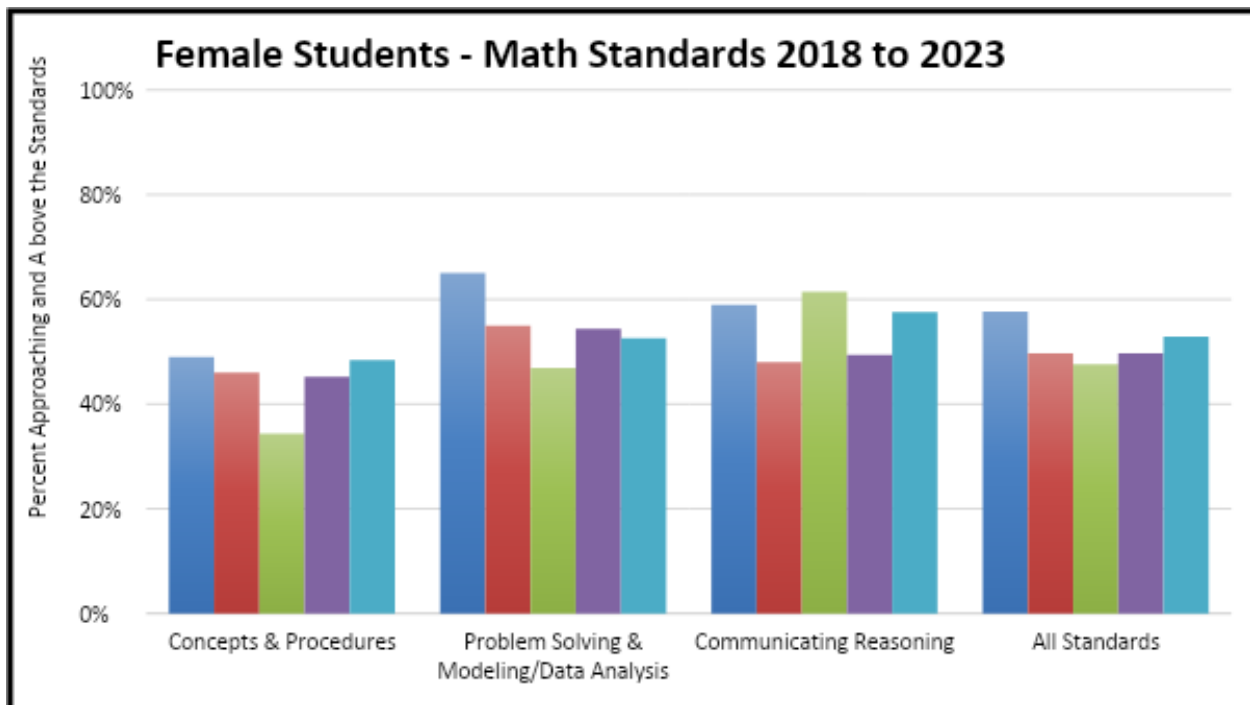
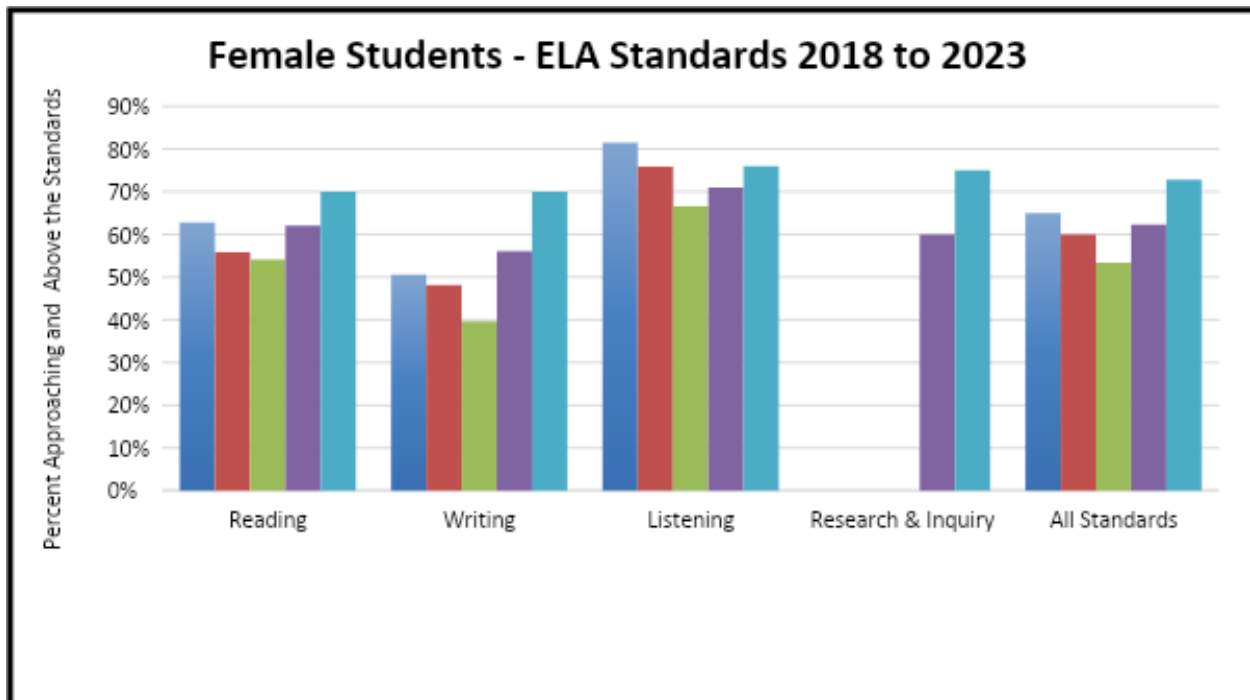
ELA and Math Approaching and Above the Standards for 2018 to 2023

The following charts show student performance approaching and above the standards for ELA and Math comparing 2018 to 2023. Student performance approaching and above the standards for ELA is down in all standards from 2022. Student performance in Math increased in all standards from 2023.

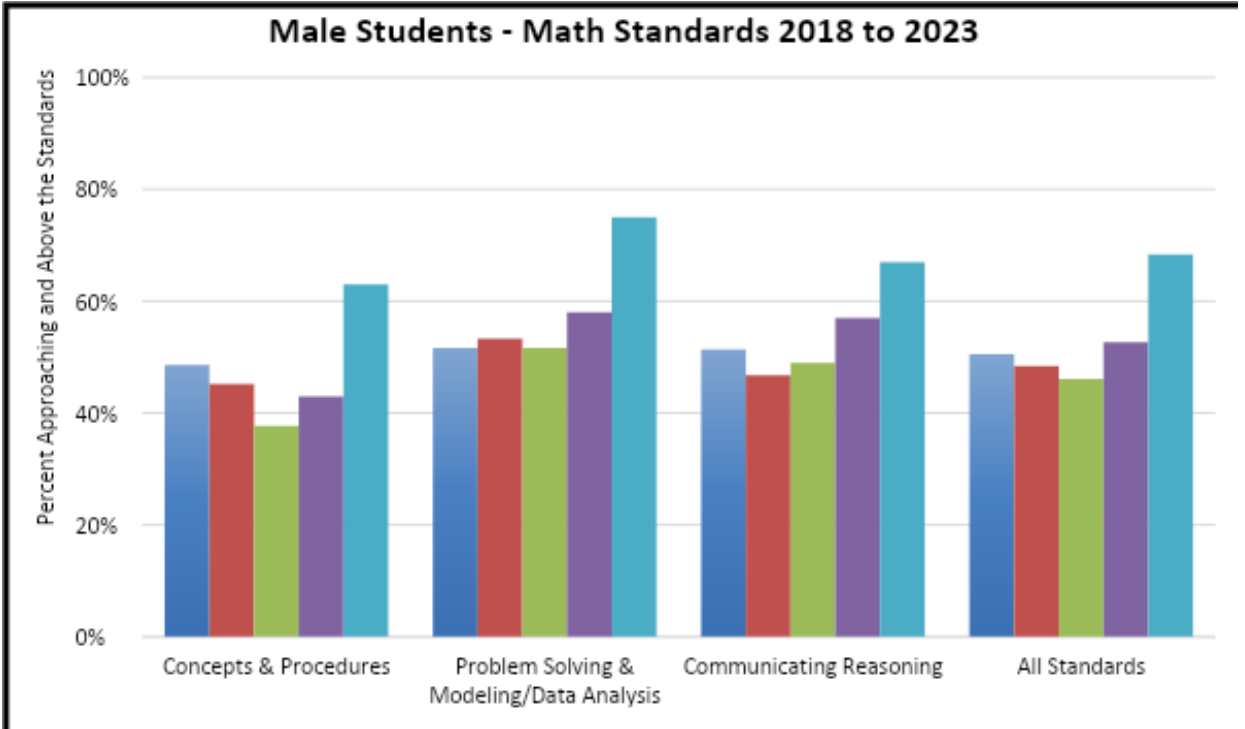
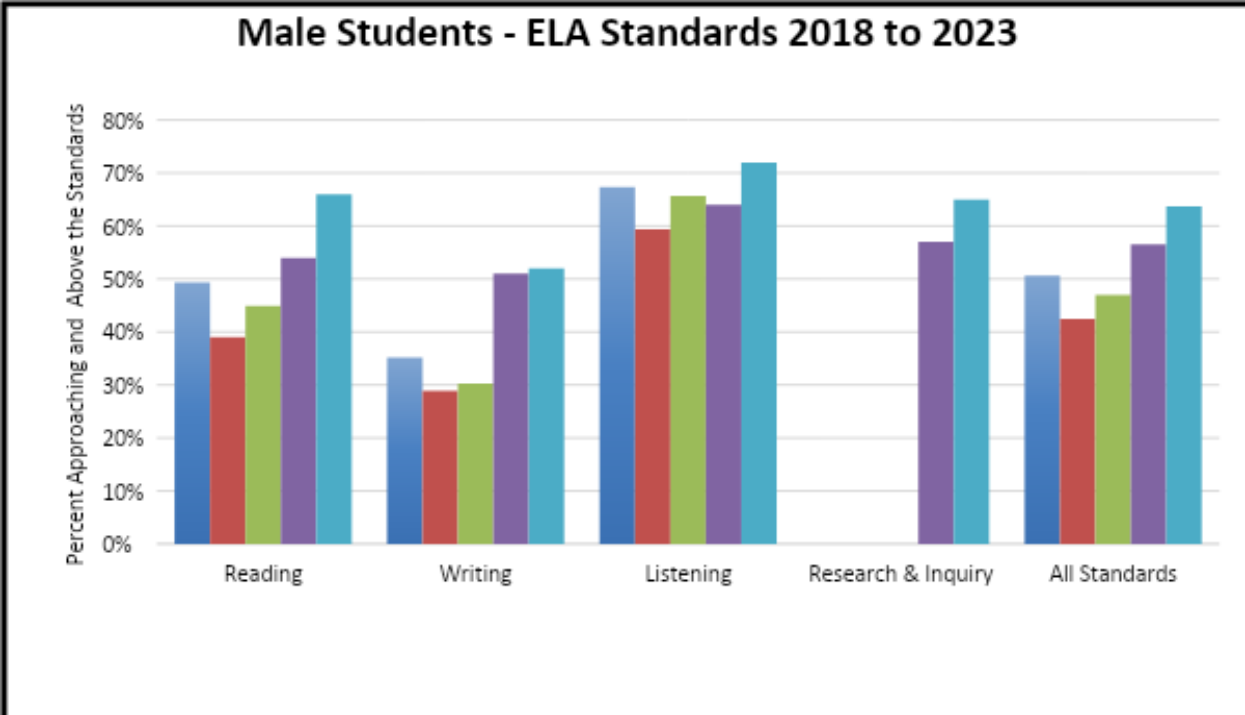
Chart Data
Unavailable For
This Year

ELA & Math Achievement Approaching and Above the Standards by Gender

The following charts show student performance by gender approaching and above the standards for ELA and Math comparing 2018, 2019, 2021, 2022 and 2023. Female students showed a 5% increase in ELA from 2022 and a 3% increase in Math over the same period on the percentage of students approaching and above the standards.

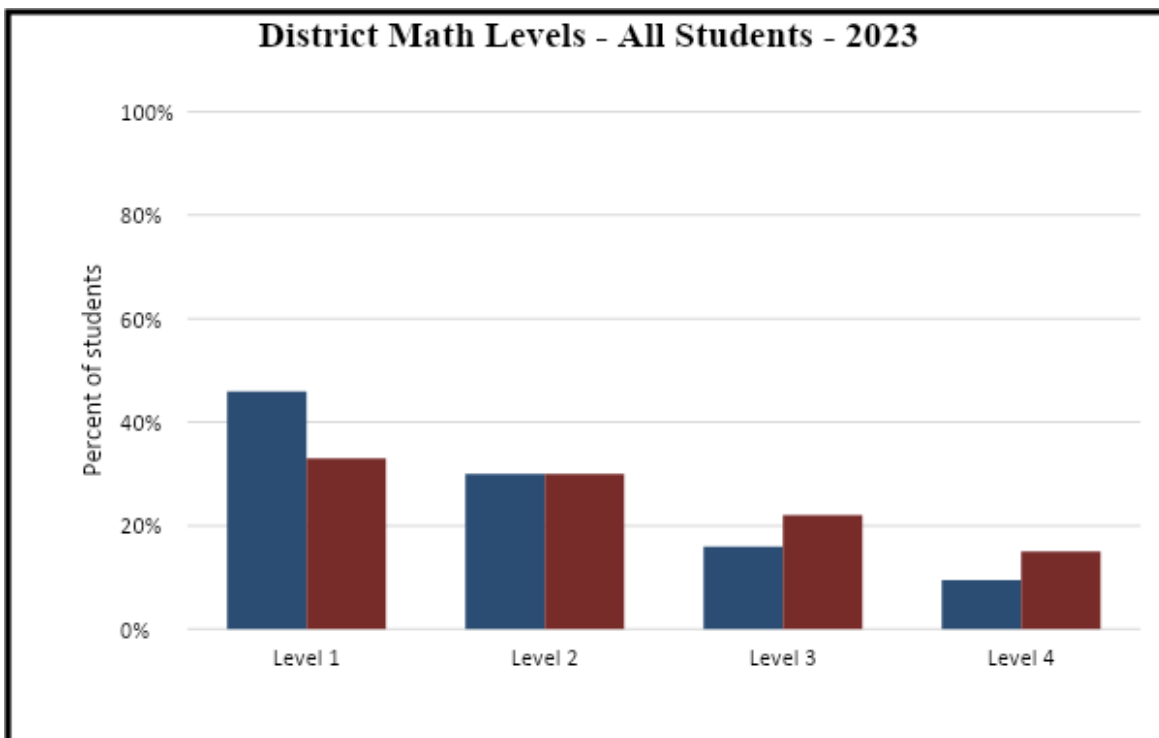
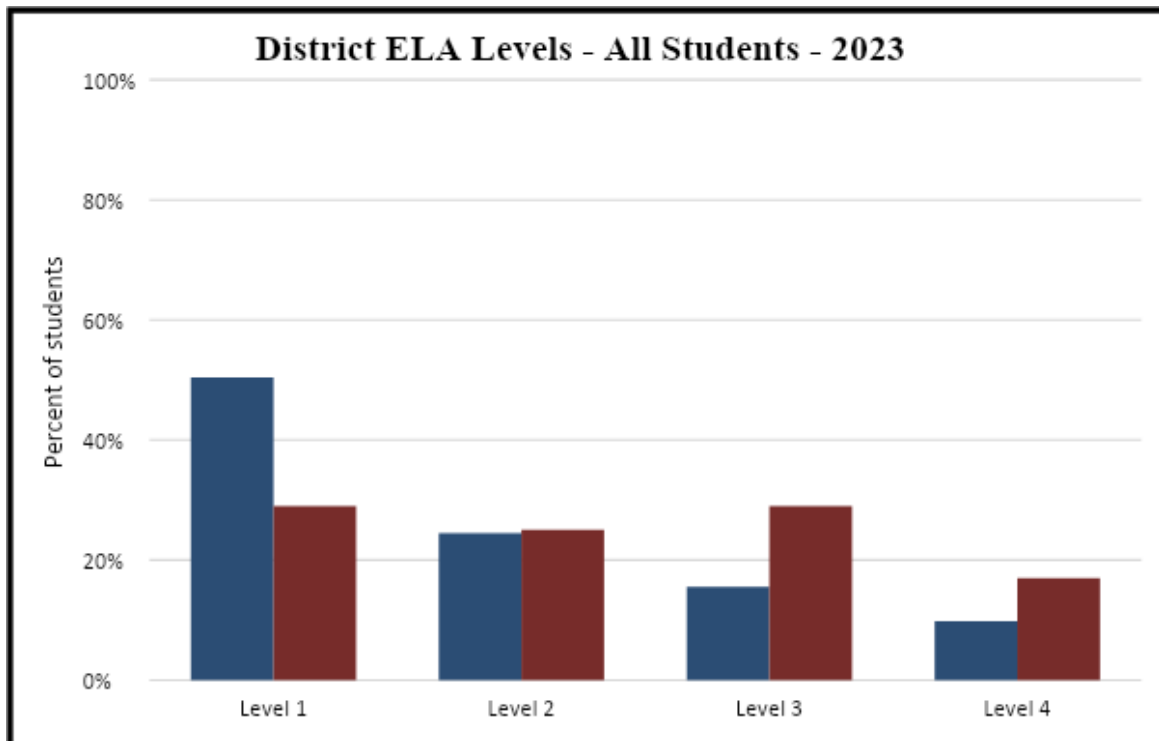


Male students showed a 9% increase in ELA and an 3% increase in Math from 2022 to 2023 on the percentage of students approaching and above the standards.



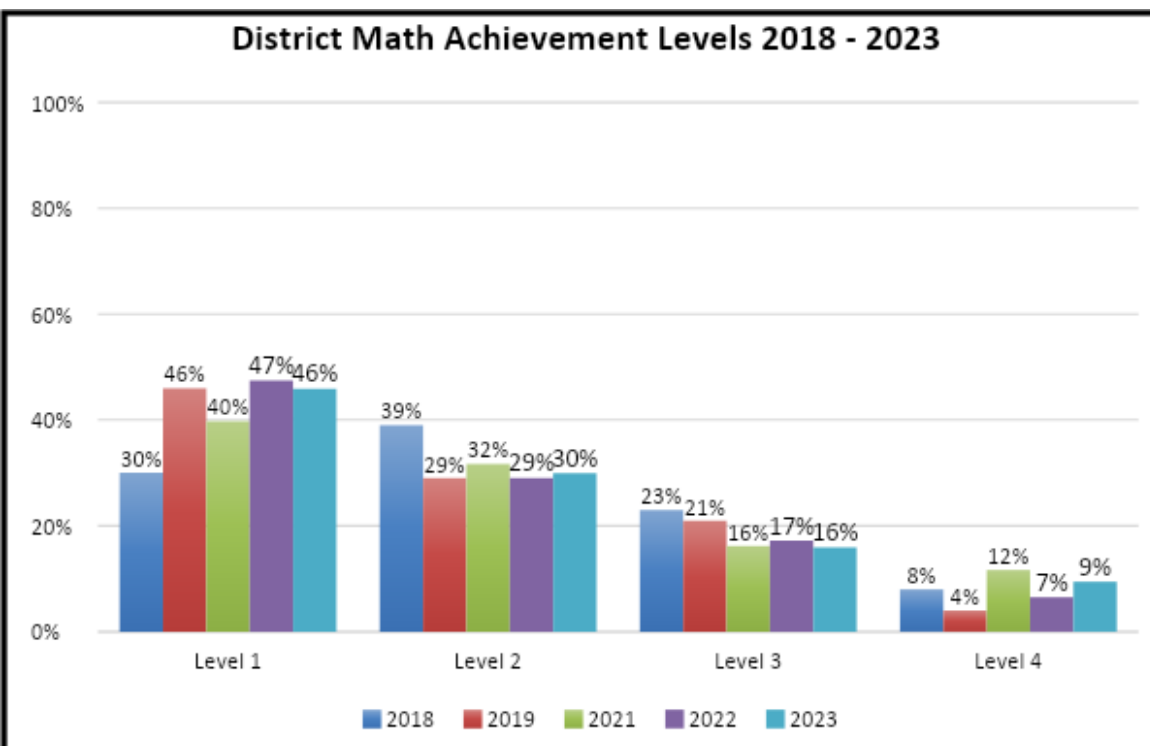
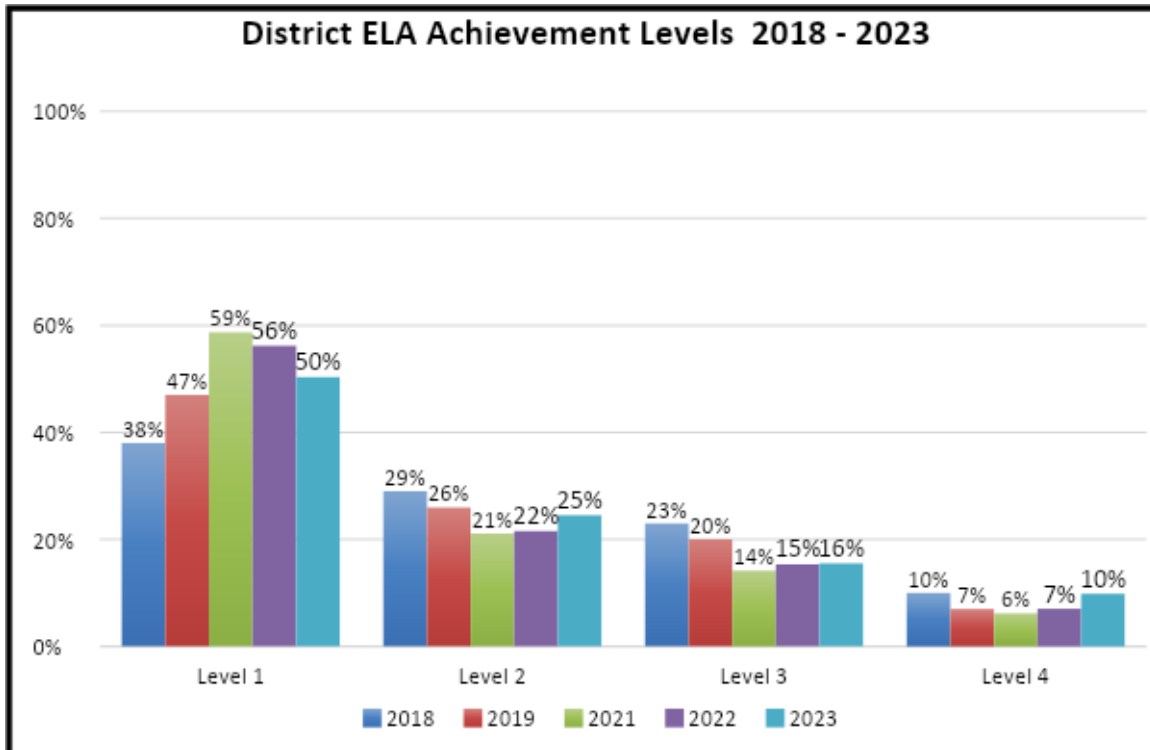
District ELA and Math Achievement Levels for 2023

The following charts show student performance by level in the district compared to Montana for ELA and Math. Level 1 is the lowest and level 4 is the highest. The district had 26% of the students in levels 3 and 4 for ELA and 25% of the students in levels 3 and 4 for Math.



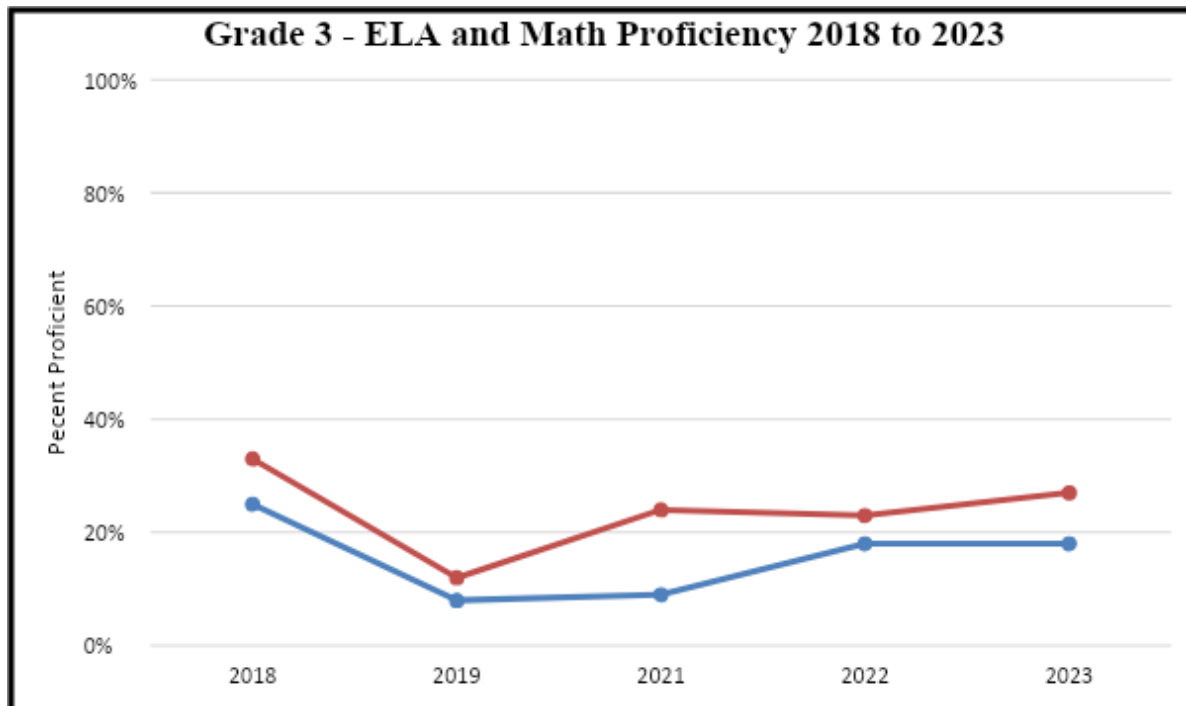
District ELA and Math Achievement Levels for 2023

The following charts show student performance by level in the district for 2018 to 2023. Level 1 is the lowest and level 3 is the highest. The district increased the number of students in level 3 and 4 in ELA and Math in 2023.



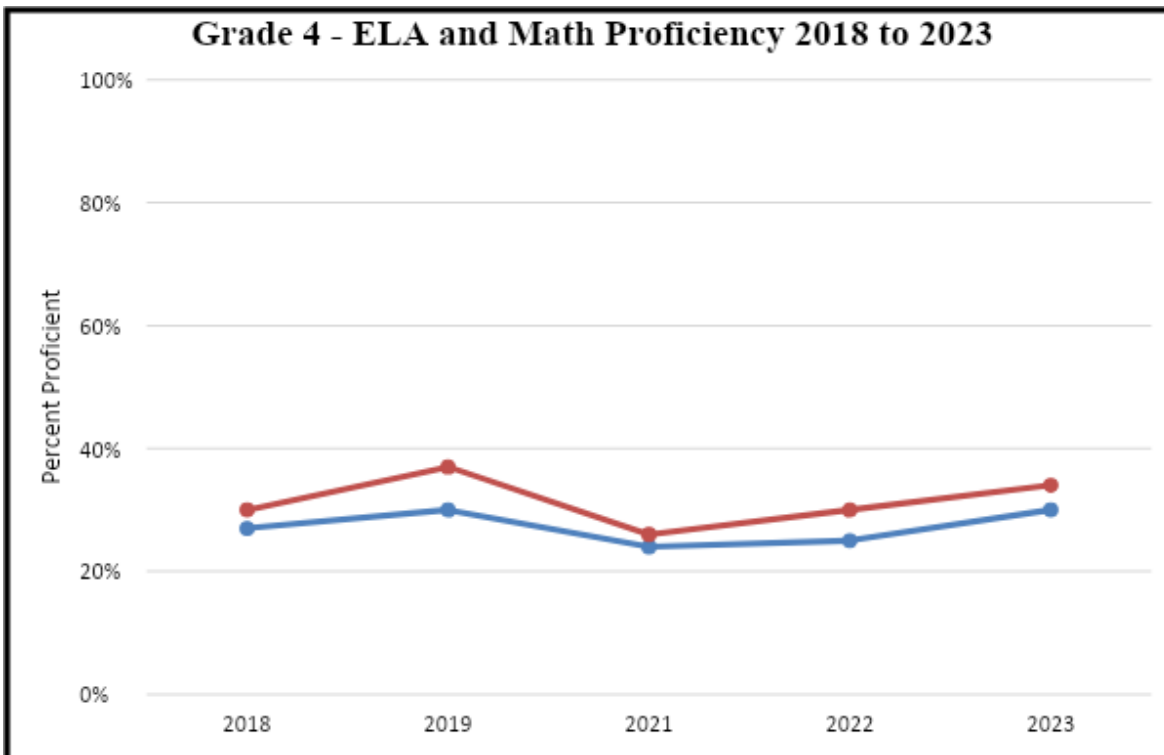
3rd Grade SMARTER Results

The following chart shows 3rd grade ELA and Math SMARTER results from 2018 to 2023. Third grade proficiency was the same in ELA and up in Math in 2023 compared to 2022.



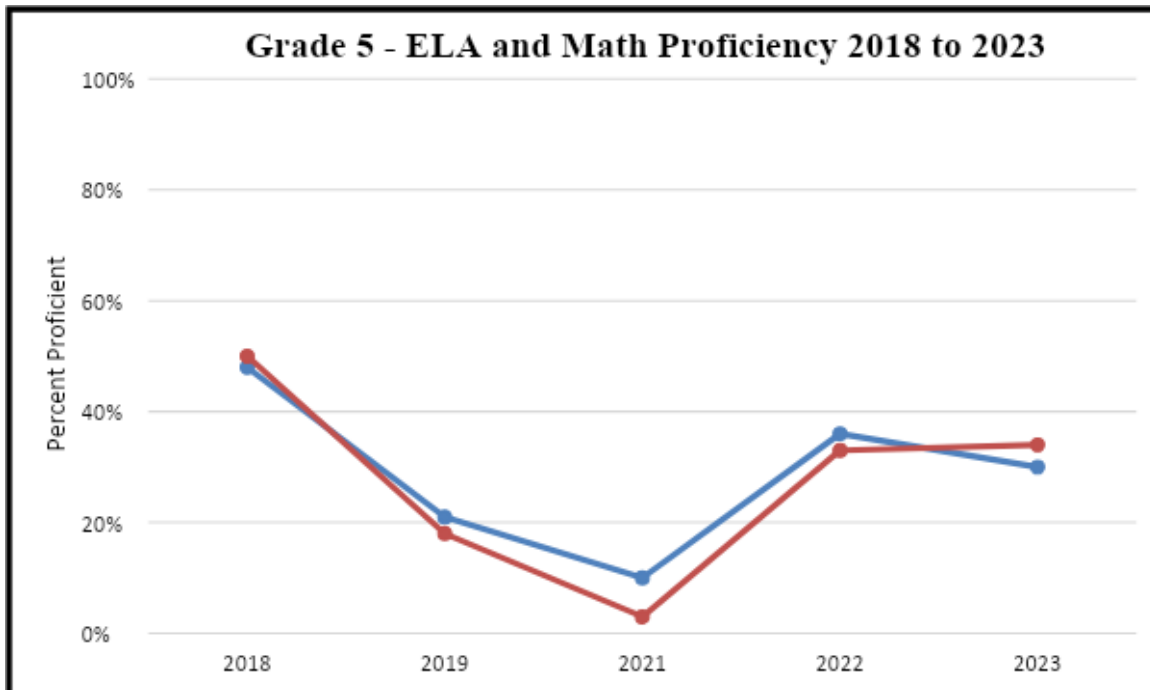
4th Grade SMARTER Results

The following chart shows 4th grade ELA and Math SMARTER results from 2018 to 2023. Proficiency in grade 4 was up in ELA and up in Math in 2023 compared to 2022.



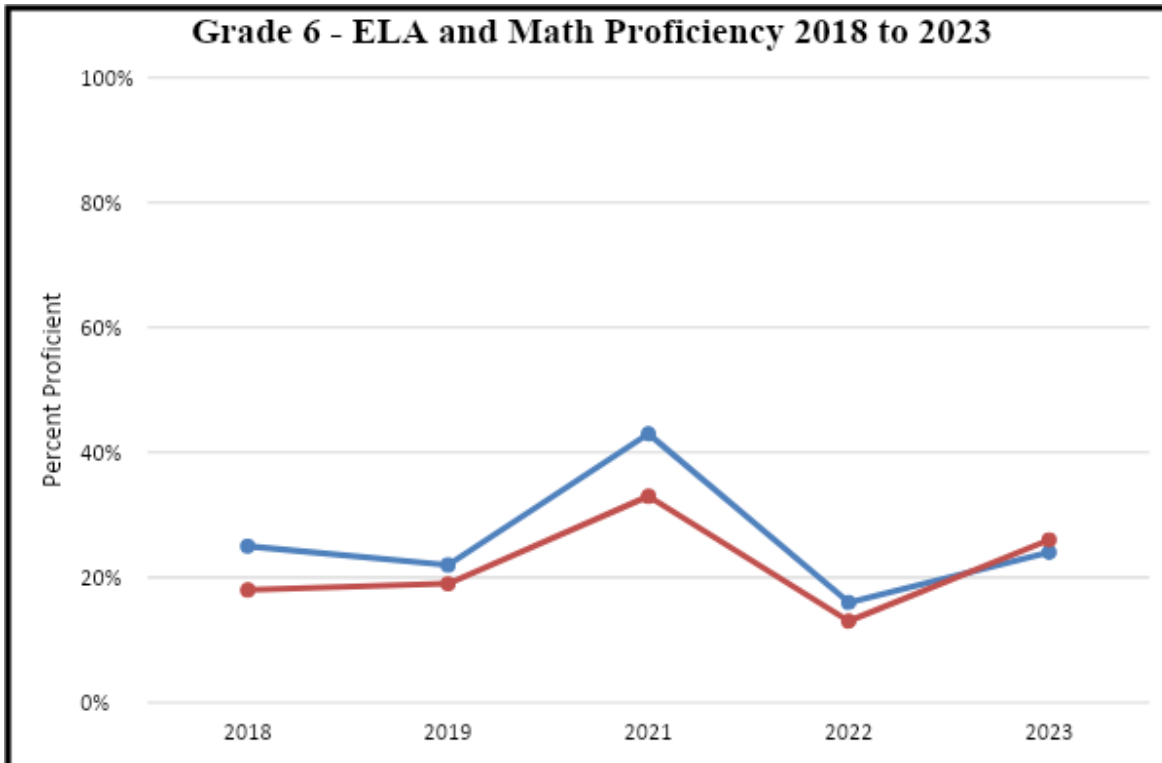
5th Grade SMARTER Results

The following chart shows 5th grade ELA and math SMARTER results from 2018 to 2023. Fifth grade proficiency was down in ELA and was up in Math in 2023 compared to 2022.



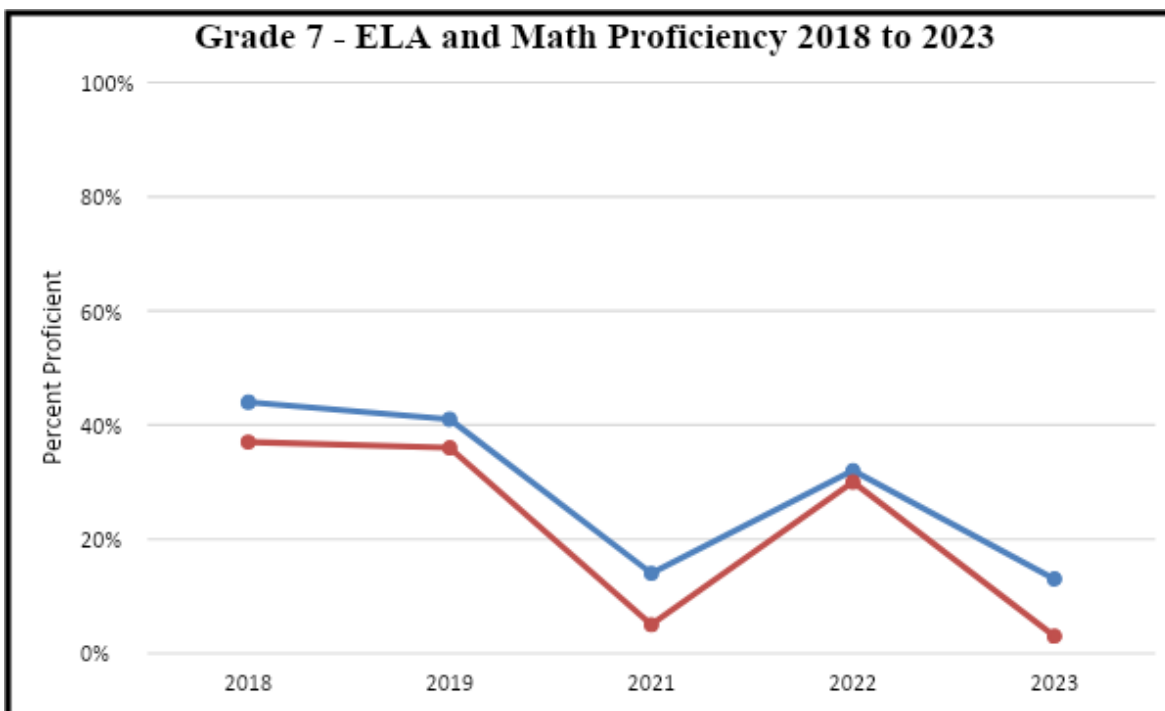
6th Grade SMARTER Results

The following chart shows 6th grade ELA and math SMARTER results from 2018 to 2023. Proficiency in ELA was up for grade 6 in ELA and up in Math when compared to 2022.



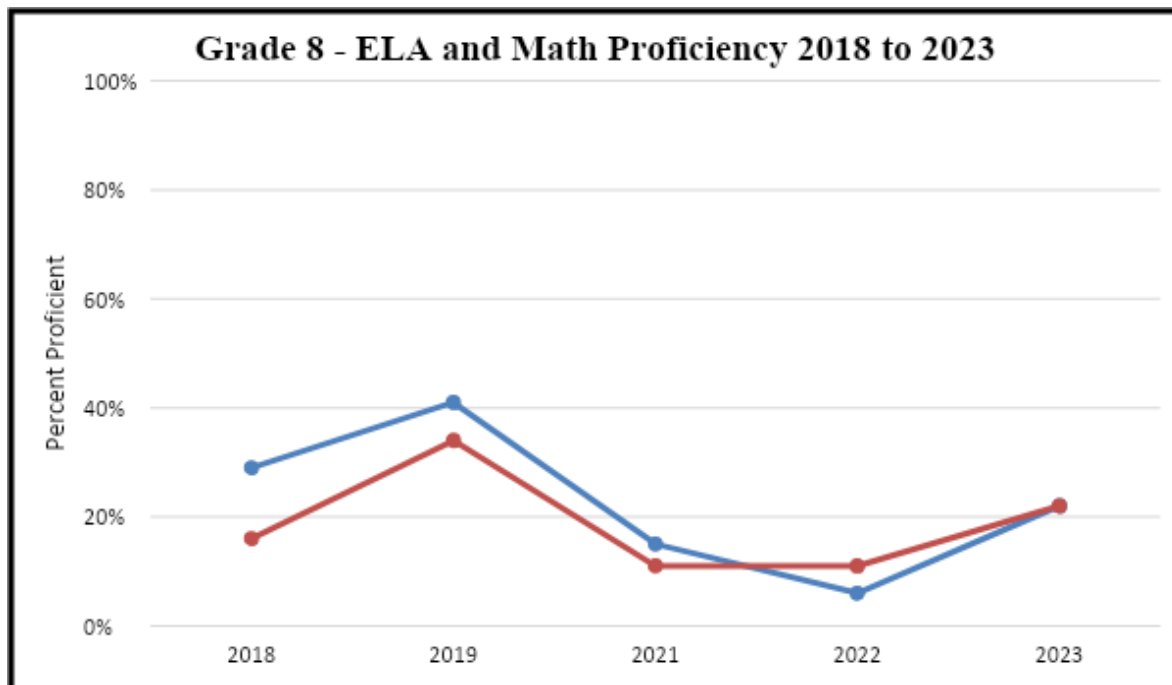
7th Grade SMARTER Results

The following chart shows 7th grade ELA and Math SMARTER results from 2018 to 2023. Seventh grade proficiency was down in ELA and down in Math in 2023 when compared to 2022.



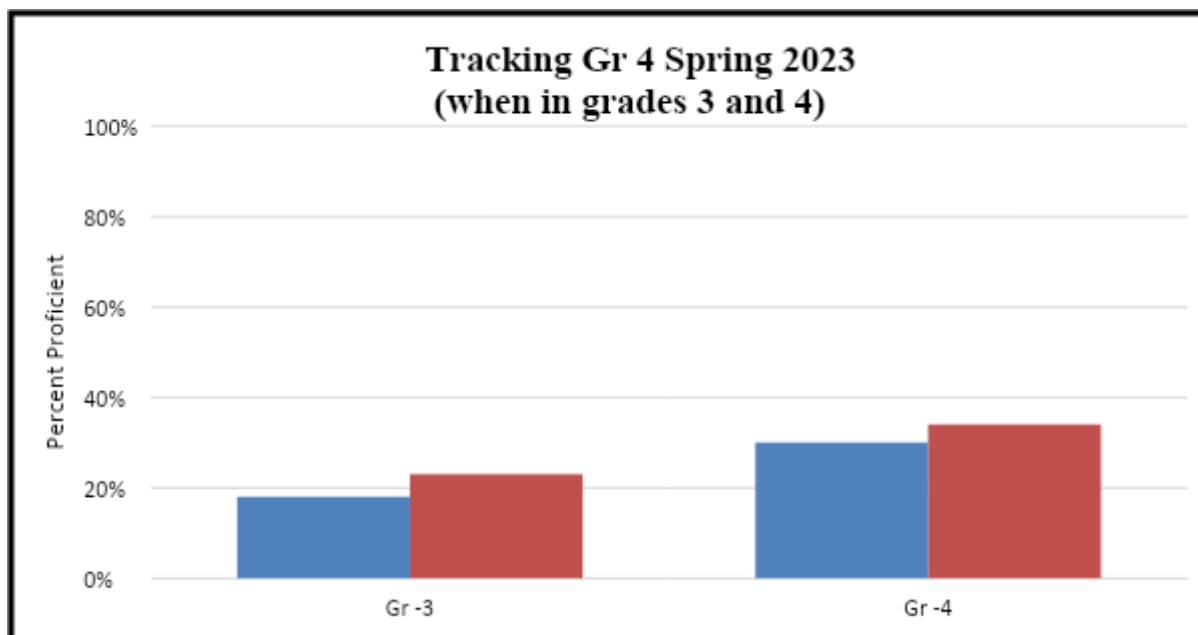
8th Grade SMARTER Results

The following chart shows 8th grade ELA and Math SMARTER results from 2018 to 2023. Proficiency was up in ELA and up in Math in grade 8 for 2023 compared to 2022.



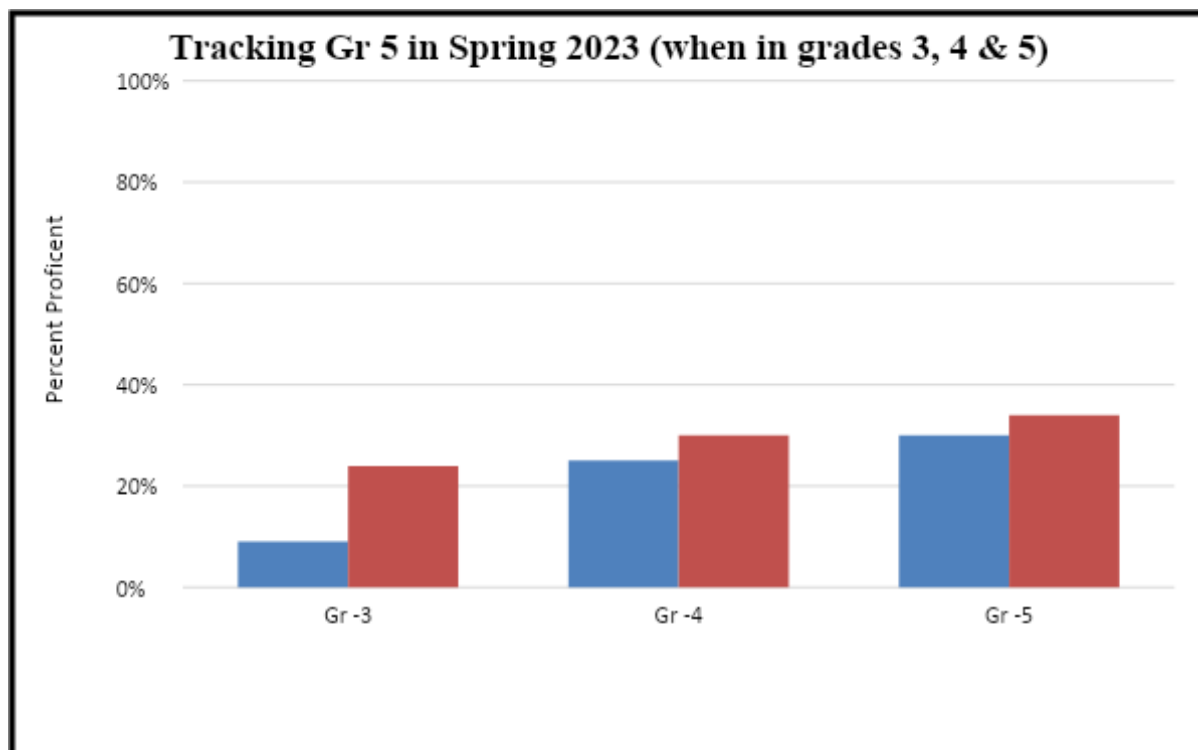
4th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 4th grade class in the Spring of 2023 and when they were in 3rd grade. The results show an increase in ELA proficiency and an increase in Math for 2023.



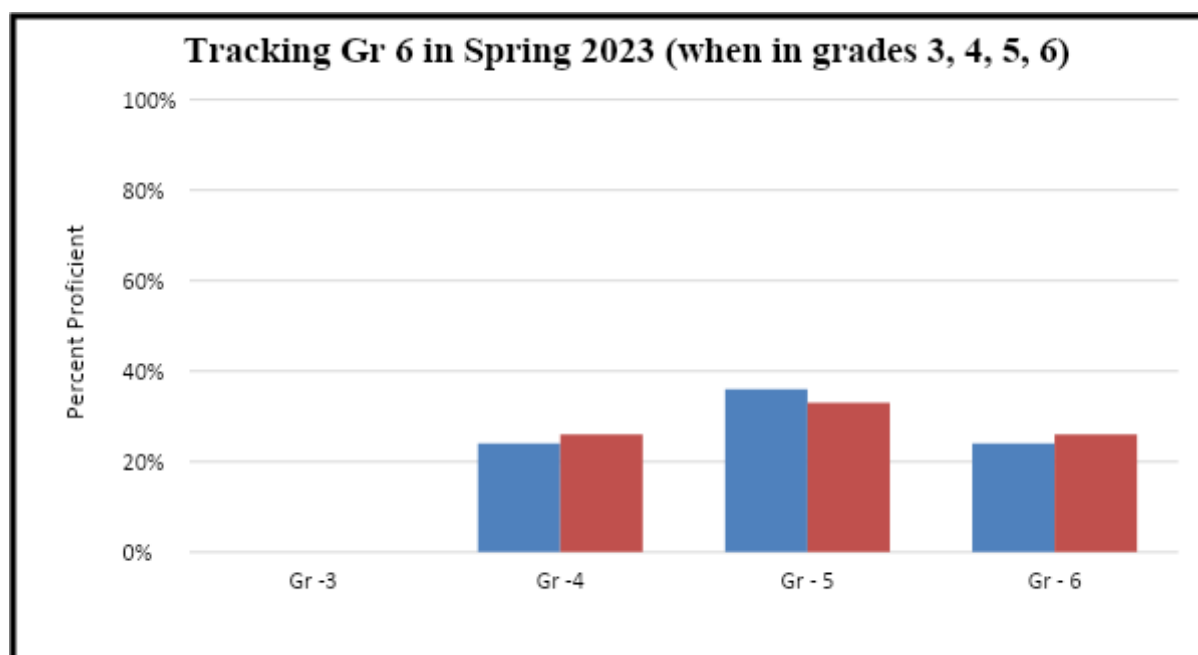
5th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 5th grade class in the Spring of 2023 and when they were in 3rd and 4th grade. The results show an increase in proficiency for these students in ELA and an increase in Math.



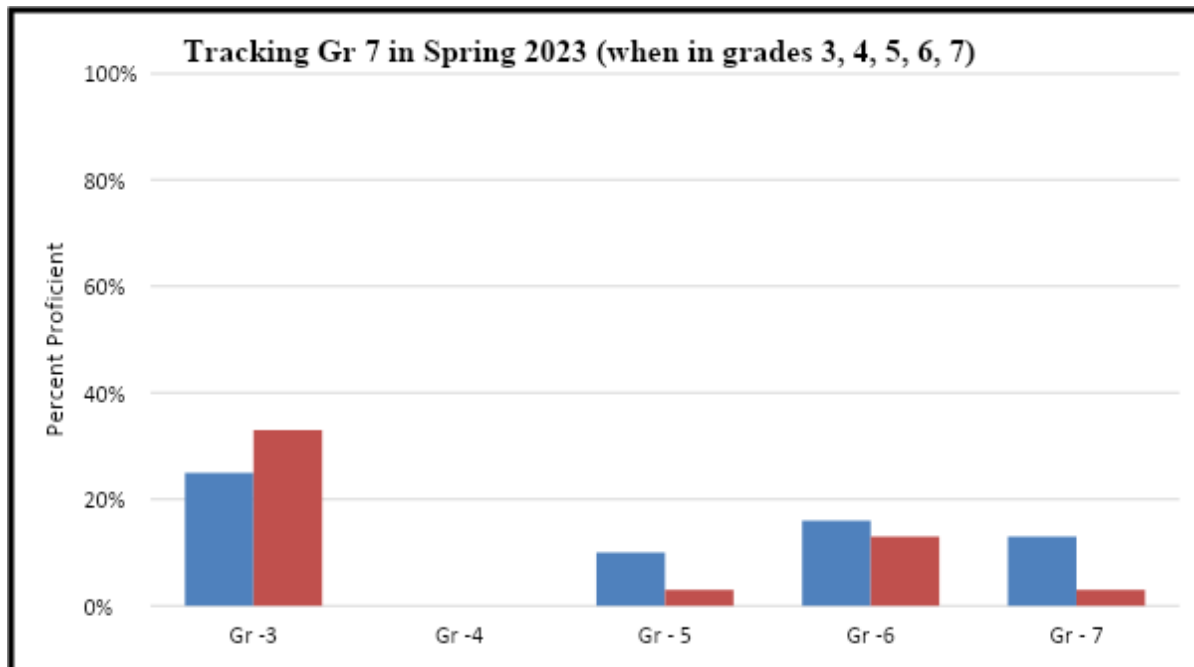
6th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows results for the 6th grade class in the Spring of 2023 and when they were in 3rd, 4th and 5th grade. The results show a decrease in proficiency for these students in ELA and a decrease in Math.



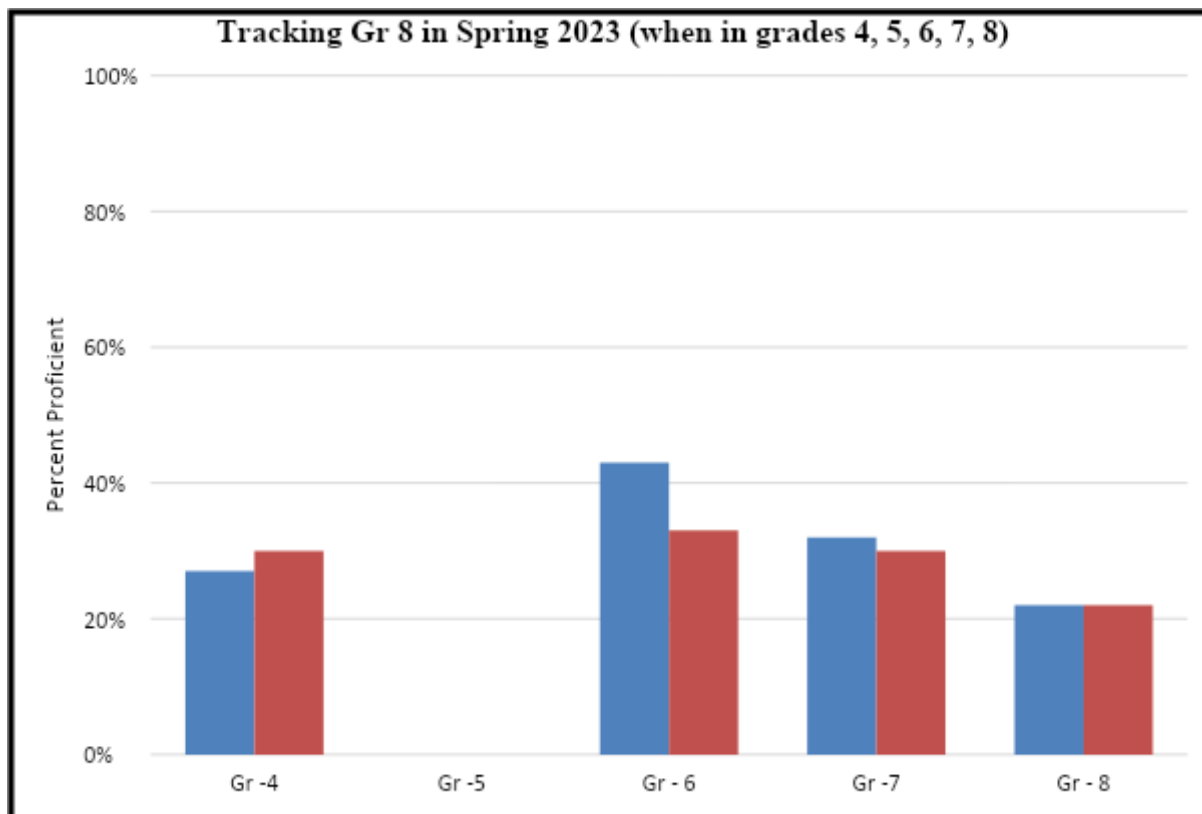
7th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows results for the 7th grade class in the Spring of 2023 and when they were in 3rd, 4th, 5th and 6th grade. The results show a decrease for these students in ELA and a decrease in Math.



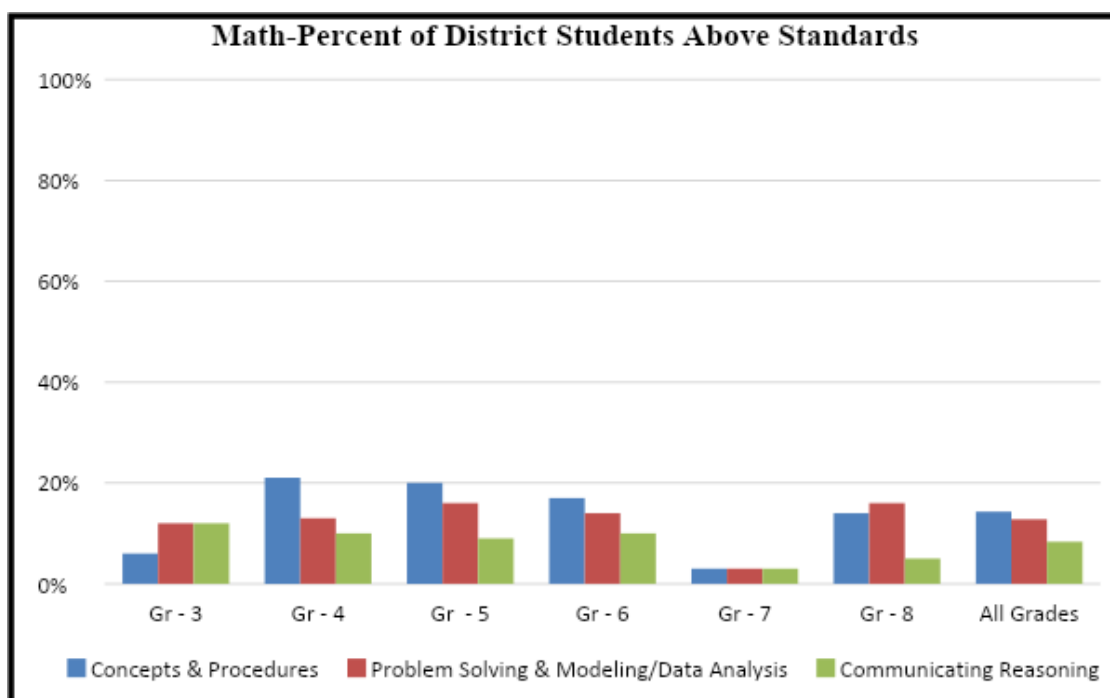
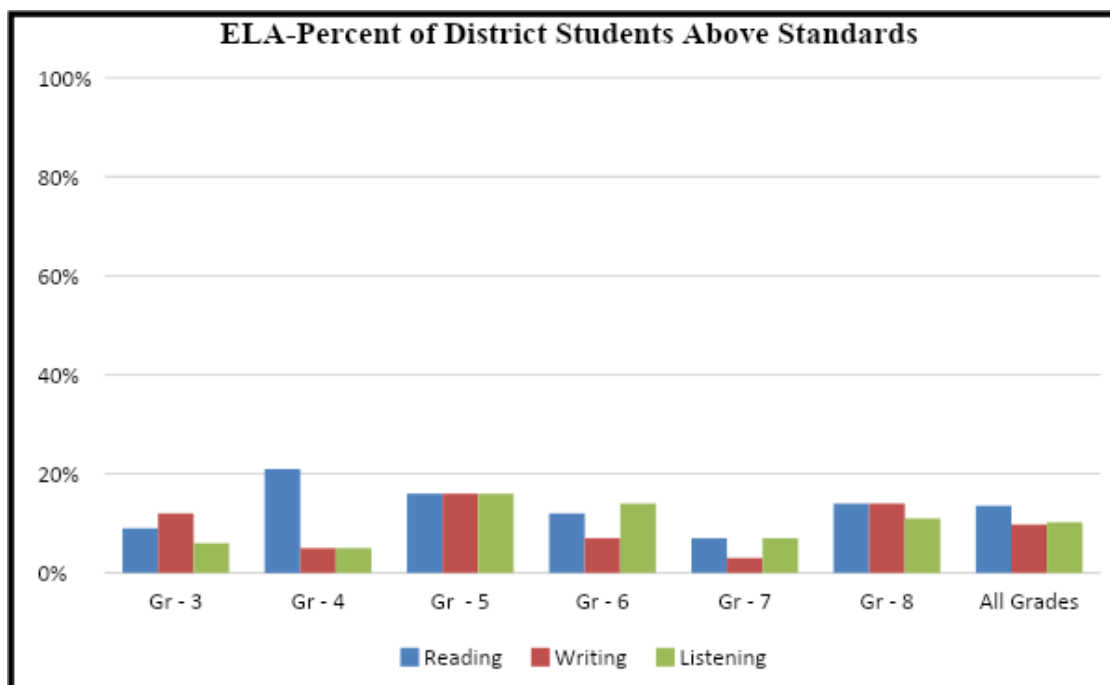
8th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 8th grade class in the Spring of 2023 and when they were in 4th, 5th, 6th and 7th grade. The results show a decrease in proficiency for these students in ELA and a decrease in Math from last testing.



ELA and Math Achievement Above the Standards for 2023

The following charts show student performance above the standards for ELA and Math in 2023. Grade 5 scored has the highest percentage of students above the standards for ELA and grades 5 & 6 scored the highest in Math in 2022.



ARP ESSER Data for ARP ESSER 3 Plan

For completion of your ARP ESSER 3 plan and updating your ELA Goals and Math goals section the following analysis could possibly be used.

The St. Ignatius School District goals for ELA in the 2023-24 school year is to increase the percentage of students scoring proficient in grades 3-8 by 6% from 24% in 2022-23 to 30 % on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2024. The 3-year average is 22% proficiency.

The St. Ignatius School District goals for Math in the 2023-24 school year is to increase the percentage of students scoring proficient in grades 3-8 by 5% from 25% in 2022-23 to 30% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2024. The 3-year average is 22% proficiency.

For identified sub-groups that district will focus on increasing the proficiency of American Indian students and special education students. The ELA goal is to increase the percentage American Indian students scoring proficient by 5% from 13% to 18% on the SBAC in the Spring of 2024. The 3-year average is 15%. The second ELA goal is to increase the percentage SPED students scoring proficient by 5% from 4% to 9% on the SBAC in the Spring of 2024. The 3-year average is 4%. The Math goal is to increase the percentage American Indian students scoring proficient by 5% from 16% to 21% on the SBAC in the Spring of 2024. The 3-year average is 16%. The second Math goal is to increase the percentage SPED students scoring proficient by 6% from 4% to 10% on the SBAC in the Spring of 2024. The 3-year average is 5%.



Performance on Each Target for the Math and ELA/Literacy Test

The districts performance on the Math and ELA/Literacy Targets are shown below for each grade. Targets analyzed are marked for above the proficiency or below the proficiency standard. Areas not marked are at or near proficiency standard. Areas of strengths and weakness are also indicated. Performance similar to performance on the test as a whole is not marked.

Legend: Areas of Strongest and Weakest Performance

-  Means an Area of Strength
-  Means an Area of Weakness

Legend: Areas Where Performance Indicates Proficiency

-  Or \$ Means Above the Proficiency Standard
-  Means Below the Proficiency Standard

<u>MATH</u>	<u>Grade 3</u>
<u>Concepts and Procedures:</u>	
Target A Represent and solve problems involving multiplication and division.	X
Target B Understand properties of multiplication and the relationship between multiplication and division	
Target C Multiply and divide within 100.	X
Target D Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Target E Use place value understanding and properties of operations to perform multi-digit arithmetic.	X
Target F Develop understanding of fractions as numbers.	X
Target G Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Target H Represent and interpret data.	X-
Target I Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	X-

Target J Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Target K Reason with shapes and their attributes.

MATH

Grade 4

Concepts and Procedures:

Target A Use the four operations with whole numbers to solve problems.

X

Target B Gain familiarity with factors and multiples.

Target C Generate and analyze patterns.

Target D Generalize place value understanding for multi-digit whole numbers.

Target E Use place value understanding and properties of operations to perform multi-digit arithmetic.

Target F Extend understanding of fraction equivalence and ordering.

X

Target G Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Target H Understand decimal notation for fractions, and compare decimal fractions.

Target I Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Target J Represent and interpret data.

Target K Geometric measurement: understand concepts of angle and measure angles.

+

Target L Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

X

MATH

Grade 5

Concepts and Procedures:

Target A Write and interpret numerical expressions.

X

Target B Analyze patterns and relationships.

Target C Understand the place value system.

Target D Perform operations with multi-digit whole numbers and with decimals to hundredths.

Target E Use equivalent fractions as a strategy to add and subtract fractions.

Target F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	X
Target G Convert like measurement units within a given measurement system.	
Target H Represent and interpret data.	
Target I Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	+
Target J Graph points on the coordinate plane to solve real-world and mathematical problems.	+
Target K Classify two-dimensional figures into categories based on their properties.	

<u>MATH</u>	<u>Grade 6</u>
<u>Concepts and Procedures:</u>	
Target A Understand ratio concepts and use ratio reasoning to solve problems.	X
Target B Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
Target C Compute fluently with multi-digit numbers and find common factors and multiples.	
Target D Apply and extend previous understandings of numbers to the system of rational numbers.	+
Target E Apply and extend previous understandings of arithmetic to algebraic expressions.	
Target F Reason about and solve one-variable equations and inequalities.	X
Target G Represent and analyze quantitative relationships between dependent and independent variables.	
Target H Solve real-world and mathematical problems involving area, surface area, and volume.	+
Target I Develop understanding of statistical variability.	
Target J Summarize and describe distributions.	

<u>MATH</u>	<u>Grade 7</u>
<u>Concepts and Procedures:</u>	
Target A Analyze proportional relationships and use them to solve real-world and mathematical problems.	X

Target B Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	X
Target C Use properties of operations to generate equivalent expressions.	X
Target D Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	X
Target E Draw, construct, and describe geometrical figures and describe the relationship between them.	X
Target F Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	X
Target G Use random sampling to draw inferences about a population.	X
Target H Draw informal comparative inferences about two populations.	
Target I Investigate chance processes and develop, use, and evaluate probability models.	X

<u>MATH</u>	<u>Grade 8</u>
Target A Know that there are numbers that are not rational, and approximate them by rational numbers.	X
Target B Work with radicals and integer exponents.	
Target C Understand the connections between proportional relationships, lines, and linear equations.	
Target D Analyze and solve linear equations and pairs of simultaneous linear equations.	X
Target E Define, evaluate, and compare functions.	X
Target F Use functions to model relationships between quantities.	X
Target G Understand congruence and similarity using physical models, transparencies, or geometry software.	
Target H Understand and apply the Pythagorean theorem.	
Target I Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	+
Target J Investigate patterns of association in bivariate data.	

<u>ELA</u>	<u>Grade 3</u>
<u>Listening:</u>	
Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	
<u>Reading:</u>	

Informational Text Targets

Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.	+
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.	X-
Target 13 (Informational Text) TEXT STRUCTURES OR FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	
Target 14 (Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	X
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	X

Literary Text Targets

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	X
Target 3 (Literary Text) 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 reference materials (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.	X
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view.	
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	
Target 7 (Literary Text) LANGUAGE USE: Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	X

Writing

Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational 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.

X

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Opinion

Target 6 WRITE/REVISE TEXTS: Write or 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.

Research Inquiry Targets

Target 2 INTERPRET AND INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

X

Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

X

Target 4 USE EVIDENCE: Cite evidence to support opinions and ideas.

X

Writing Targets

Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

X

ELA

Grade 4

Listening:

Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.

Reading:

Informational Text Targets

Target 10 (Informational Text) WORD MEANINGS: 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, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.

Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.

Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.

Target 14 (Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).

Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

Literary Text Targets

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.

Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.

Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.

Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.

X

Writing

Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational 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.

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Opinion

Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating 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.

Research Inquiry Targets

Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

X

Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

X

Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

X

Writing Targets

Target 8 LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

X

ELA

Grade 5

Listening:

Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.

Grade 5

Reading:

Informational Text Targets

Target 10 (Informational Text) WORD MEANINGS: 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, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation

Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.

Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

X

Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.

Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

X

Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

Literary Text Targets

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

X

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.

Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	X
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	
Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	X
<u>Writing</u>	
<u>Informational</u>	
Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational 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.	
<u>Narrative</u>	
Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	+
<u>Opinion</u>	
Target 6 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating 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.	
<u>Research Inquiry Targets</u>	
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	X
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	X
<u>Writing Targets</u>	
Target 8 LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	X
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	

Listening:

Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

Reading:**Informational Text Targets**

Target 10 (Informational Text) WORD MEANINGS: 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.

Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.

Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.

Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.

Literary Text Targets

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.

Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.

Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.

Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.

Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

Writing

Argumentative

Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/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.

Explanatory

Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of 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.

X

Informational

Narrative

Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).

Opinion

Research Inquiry Targets

Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).

X

Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.

Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

X

<u>Writing Targets</u>	
Target 8 LANGUAGE & VOCABULARY USE: 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.	X
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	X

<u>ELA</u>	<u>Grade 7</u>
<u>Listening:</u>	
Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	X
<u>Reading:</u>	
<u>Informational Text Targets</u>	
Target 10 (Informational Text) WORD MEANINGS: 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., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	X
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	X
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.	X
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	X
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	X
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	

<u><i>Literary Text Targets</i></u>	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	X
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	X
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	X-
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	X
Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	
<u><i>Writing</i></u>	
<u><i>Argumentative</i></u>	
Target 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 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.	X
<u><i>Explanatory</i></u>	
Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of 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.	X
<u><i>Informational</i></u>	
<u><i>Narrative</i></u>	
Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when	X

writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).

Opinion

Research Inquiry Targets

Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **X**

Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. **X**

Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses. **X**

Writing Targets

Target 8 LANGUAGE & VOCABULARY USE: 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. **X**

Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. **X**

ELA

Grade 8

Listening:

Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

Reading:

Informational Text Targets

Target 10 (Informational Text) WORD MEANINGS: 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., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose.	X
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.	
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.	
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	X
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	
<u>Literary Text Targets</u>	
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	X
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.	
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.	
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	X
Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	
<u>Writing</u>	
<u>Argumentative</u>	
Target 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 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.	X-
<u>Explanatory</u>	

Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of 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.	
<u>Informational</u>	
<u>Narrative</u>	
Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	X
<u>Opinion</u>	
<u>Research Inquiry Targets</u>	
Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	X-
Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	X
Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
<u>Writing Targets</u>	
Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	X
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	X