Claim	Target	Standards	IAB	DOK	Item Types
Reading	**1**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Block 1:** Read Literary Texts	2	MC, MS, HT
	2: **Central Ideas:** Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Block 1:** Read Literary Texts	2 / 3	MC, MS, EBSR, HT / ST/CR
	3: **Word Meanings:** Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., 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.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**Block 1:** Read Literary Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**3**: **Word Meanings:** Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., 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.	**7.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) **7.L.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **7.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **7.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Block 1:** Read Literary Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**4: Reasoning and 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.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **7.RL.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **7.RL.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**Block 1:** Read Literary Texts	3, 4	EBSR, HT, ST/CR
	5: 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.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **7.RL.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**Block 1:** Read Literary Texts	3, 4	MC, MS, EBSR, HT
	6: Text Structures and Features: Analyze text structures and the impact of those choices on meaning or presentation.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**Block 1:** Read Literary Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**7**: **Language Use:** Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **7.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **7.L.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**Block 1:** Read Literary Texts	3	MC, MS
	8: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **7.RH.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **7.RST.1** Cite specific textual evidence to support analysis of science and technical texts.	**Block 2:** Read Informational Texts	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**9**: **Central Ideas:** Determine a central idea and the key details that support it or provide an objective summary of the text.	**7.RI.1** <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u>.	**Block 2:** Read Informational Texts	2	MC, MS, EBSR, HT
		7.RI.2 <u>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u> **7.RH.2** <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions. **7.RST.2** <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.		3	ST/CR
	10: **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.	**7.RI.1** <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u>. **7.RI.4** <u>Determine the meaning of words and phrases as they are used in a text, including</u> figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **7.RH.4** <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u> **7.RST.4** <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.</u>	**Block 2:** Read Informational Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**10: 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.	**7.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **7.L.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **7.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **7.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Block 2:** Read Informational Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**11**: **Reasoning and 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.	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **7.RI.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **7.RH.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **7.RST.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **7.RI.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **7.RI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **7.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. **7.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **7.RI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**Block 2:** Read Informational Texts	3, 4	EBSR, HT, ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**12**: **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.	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **7.RI.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**Block 2:** Read Informational Texts	3, 4	MC, MS, EBSR, HT
	13: **Text Structures and 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.	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **7.RH.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). **7.RST.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **7.RI.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**Block 2:** Read Informational Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**14**: **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.	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **7.L.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**Block 2:** Read Informational Texts	3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**1a: Write Brief Texts:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	**7.W.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **7.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **7.W.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **7.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **7.W.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Block 3:** Brief Writes	3	WR/CR

Claim	Target	Standards	IAB	DOK	Item Types
Writing	**3a**: **Write Brief Texts:** Apply a variety of strategies when writing 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 and supports the information or explanation presented.	**7.W.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **7.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **7.W.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **7.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W.2e** Establish and maintain a formal style. **7.W.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented. **7.W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 3:** Brief Writes	3	WR/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**6a: Write Brief Texts:** Apply a variety of strategies when writing 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.	**7.W.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **7.W.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **7.W.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **7.W.1d** Establish and maintain a formal style. **7.W.1e** Provide a concluding statement or section that follows from and supports the argument presented. **7.W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 3:** Brief Writes	3	WR/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**1b: Revise Brief Texts:** 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, or use dialogue when describing an event).	**7.W.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **7.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **7.W.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **7.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **7.W.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**3b**: **Revise Brief Texts:** Apply a variety of strategies when 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 related to the information or explanation presented.	**7.W.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **7.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **7.W.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **7.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W.2e** Establish and maintain a formal style. **7.W.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.	**Block 4:** Revision	2	MC, MS, HT

Claim	Target	Standards	IAB	DOK	Item Types
Writing	**6b: Revise Brief Texts:** 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.	**7.W.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **7.W.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **7.W.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **7.W.1d** Establish and maintain a formal style. **7.W.1e** Provide a concluding statement or section that follows from and supports the argument presented.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**8: Language and 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.	**7.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **7.L.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **7.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Block 5:** Language and Vocabulary Use	1, 2	MC, MS, HT
	9: Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	**7.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **7.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Block 6:** Editing	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**2. Compose Full Texts** Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	**7.W.3a**. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **7.W.3b.** Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. **7.W.3c**. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **7.W.3d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **7.W.3e**. Provide a conclusion that follows from and reflects on the narrated experiences or events. **7.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **7.W.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **7.W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 11:** Narrative Performance Task	4	Narrative Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**4. Compose Full Texts** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	**7.W.2, WHST.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **7.W.2, WHST.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **7.W.2, WHST.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **7.W.2, WHST.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W.2, WHST.2e** Establish and maintain a formal style. **7.W.2, WHST.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.	**Block 9:** Explanatory Performance Task	4	Explanatory Full Write

Claim	Target	Standards	IAB	DOK	Item Types
Writing	**4. Compose Full Texts** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	**7.W.4, WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **7.W.5, WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **7.W.8, WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9, WHST.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 9:** Explanatory Performance Task	4	Explanatory Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**7. Compose Full Texts** Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	**7.W.1, WHST.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **7.W.1, WHST.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **7.W.1, WHST.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **7.W.1, WHST.1d** Establish and maintain a formal style. **7.W.1, WHST.1e** Provide a concluding statement or section that follows from and supports the argument presented. **7.W.4, WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **7.W.5, WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **7.W.8, WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W-9, WHST 9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 10:** Argument Performance Task	4	Argumentative Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
Listening	**4**: **Listen/Interpret:** Analyze, interpret, and use information delivered orally.	**7.SL.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **7.SL.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**Block 7:** Listen and Interpret	1, 2, 3	MC, MS, EBSR, MA

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**2: Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **7.RI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **7.RI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **7.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **7.RST.1** Cite specific textual evidence to support analysis of science and technical texts. **7.RH.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **7.RST.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **7.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **7.RST.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	**Block 8:** Research	**CAT:** 2	MC, MS, HT
			Block 9: Explanatory Performance Task **Block 10:** Argument Performance Task	**PT:** 3	MC, MS, HT, MA
			Block 11: Narrative Performance Task	**PT:** 4	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**2: Analyze/Integrate Information:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	**7.RH.8** <u>Distinguish among fact, opinion, and reasoned judgment in a text</u>. **7.RST.8** <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text</u>. **7.RH.9** <u>Analyze the relationship between a primary and secondary source on the same topic</u>. **7.RST.9** <u>Compare and contrast the information gained from experiments</u>, simulations, <u>video, or multimedia sources with that gained from reading a text on the same topic</u>. **7.W.8** <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation. **7.WHST.8** <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation. **7.W.9** <u>Draw evidence</u> from literary or <u>informational texts to support analysis, reflection, and research</u>. **7.WHST.9** <u>Draw evidence from informational texts to support analysis reflection, and research</u>.	**Block 8:** Research	**CAT:** 2	MC, MS, HT
			Block 9: Explanatory Performance Task **Block 10**: Argument Performance Task	**PT:** 3	MC, MS, HT, MA
			Block 11: Narrative Performance Task	**PT:** 4	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**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.	**7.W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**Block 8:** Research	**CAT:** 2	MC, MS
			Block 9: Explanatory Performance Task **Block 10:** Argument Performance Task	**PT:** 3	MC, MS, HT, MA
			Block 11: Narrative Performance Task	**PT:** 4	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**4: Use Evidence:** Cite evidence to support arguments, ideas, or analyses.	**7.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **7.RST.1** Cite specific textual evidence to support analysis of science and technical texts. **7.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **7.RST.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **7.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. **7.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **7.RH.9** Analyze the relationship between a primary and secondary source on the same topic. **7.RST.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**Block 8:** Research	**CAT:** 2	MC, MS, HT, MA
			Block 9: Explanatory Performance Task **Block 10:** Argument Performance Task **Block 11:** Narrative Performance Task	**PT:** 3	MC, MS, HT, MA
				PT: 4	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**4: Use Evidence:** Cite evidence to support arguments, ideas, or analyses.	**7.W.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **7.W.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **7.WHST.9** Draw evidence from informational texts to support analysis reflection, and research.	**Block 8:** Research	**CAT:** 2	MC, MS, HT, MA
			Block 9: Explanatory Performance Task **Block 10:** Argument Performance Task **Block 11:** Narrative Performance Task	**PT:** 3	MC, MS, HT, MA
				PT: 4	ST/CR

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