

FOCUSING ON THE ESSENTIALS

TO SUPPORT A PASSION AND COMMITMENT FOR EDUCATIONAL EXCELLENCE

**Book 1:
ELA
Edition**



**KNOWING THE TARGET:
Teachers Teaching & Formatively Assessing and Each Student
Learning & Applying a Guaranteed and Viable Curriculum**

**Prepared for the Collaborative Learning Team Members of
AVONDALE ELEMENTARY SCHOOL DISTRICT**

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OVERVIEW:

What We Teach: This simply means a decent, coherent curriculum, with topics and standards collectively selected by a team of teachers from the school district - **that is actually taught**.

- Why is this so important? Because such “guaranteed and viable curriculum” (Marzano, 2003, p. 22) is perhaps the most significant school factor that affects learning. But such a curriculum is found in very few schools (Berliner, 1984; Marzano, 2003; Schmidt, 2008) .

NOTE: The following pages represent a sample of vertically articulated essential knowledge, skills, processes and vocabulary that must be taught and formatively assessed by each teacher and understood and applied by each student.

ARIZONA HIGHLY-PROFICIENT STUDENT-ENGAGEMENT VERBS

STUDENTS AS PROBLEM SOLVERS				
ANALYZE	DERIVE	DISCOVER	EVALUATE	EXPLORE
INVESTIGATE	PREDICT	SOLVE	SURVEY	VERIFY

STUDENTS REASONING AS THINKERS				
CATEGORIZE	CLASSIFY	COMPARE	CONTRAST	DIFFERENTIATE
DESCRIBE	ESTIMATE	EXPLAIN	GENERALIZE	INTERPRET
JUSTIFY	ORDER	HYPOTHESIZE	PREDICT	INFER
PRIORITIZE	RANK	VALIDATE	SUMMARIZE	CITE EVIDENCE

STUDENTS AS COMMUNICATORS				
CLARIFY	CORRESPOND	DESCRIBE	DISCUSS	DEMONSTRATE
EXHIBIT	EXPLAIN	EXPRESS	PERSUADE	PORTRAY
RESTATE	SHOW	SPEAK	STATE	WRITE
COLLABORATE				

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
3.RI.1	I can ask and answer questions to demonstrate my understanding of a text.	I can ask and answer explicit questions to demonstrate my understanding of a text, referring to the text as the basis for my answers.	I can ask and answer questions to demonstrate my understanding of a text, referring explicitly to the text as the basis for my answers.	I can ask and answer complex questions to demonstrate my understanding of a text, referring explicitly to the text as the basis for my answers and making inferences where necessary.	
3.RI.2	I can identify an explicitly stated main ideas of a text. I can identify key details to recount the main ideas.	I can determine the main idea of a text. I can identify key details to recount the main idea.	I can determine the main idea of the text. I can recount key details and explain how they support the main idea	I can determine an implicitly stated main idea of a text. I can recount key details and explain how they support the main idea.	
3.RI.3	I can identify historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	I can describe simply relationships between historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.	I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I can analyze complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immersing application, using academic language that pertains to time, sequence, and cause/effect.	
3.RI.4	I can use easily located, explicitly stated details in order to determine the meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can use details from a text in order to determine the meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of advanced and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
3.RI.5	I can use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	I can use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	I can use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.	

Charting My Progress - with Reading Informational Text

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
3.RI.6	I can identify the point of view of the author of a text.	I can distinguish my own point of view from an explicitly stated point of view of the author of a text.	I can distinguish my own point of view from that of the author of a text.	I can distinguish my own point of view from an implicitly stated point of view of the author of a text.	
3.RI.7	I can identify information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate my understanding of the text.	I can use information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate my understanding of the text (e.g., where when, why, how key events occur).	I can use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate my understanding of the text (e.g., where when, why, how key events occur).	I can analyze information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate my understanding of the text..	
3.RI.8	I can identify the simple connections between particular sentences in a text (e.g., comparisons, cause/effects), first/second/third in a sequence).	I can identify the logical connections between particular sentences and paragraphs in a text (e.g., comparisons, cause/effect, first/second/third in a sequence).	I can describe the logical connections between particular sentences and paragraphs in a text (e.g., comparisons, cause/effect, first/second/third in a sequence).	I can describe the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparisons, cause/effect, first/second/third in a sequence).	
3.RI.9	I can identify the most important points and key details presented in a text.	I can describe the most important points and key details presented in two texts on the same topic.	I can compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast the most important points and key details presented in two texts on the same topic and provide textual evidence to support these comparisons.	

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
4.RI.1	I can identify key details and examples from the text and draw simple inferences.	I can identify key details and examples in the text. I can explain what the text says explicitly and draw simple inferences.	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote accurately from a text and refer to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.	
4.RI.2	I can identify an explicitly stated main idea and key details of a text.	I can recognize a stated main idea of a text and determine key details. I can provide a simple summary of the text.	I can determine the main ideas of the text and explain how it is supported by key details. I can summarize the text.	I can determine an implicitly stated main ideas and explains, using textual evidence, how it is supported by key details. I can comprehensively summary the text.	
4.RI.3	I can identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the my explanation.	
4.RI.4	I can identify the loose meaning of frequently used academic and domain-specific words and phrases in a text.	I can determine the approximate meaning of basic academic and domain-specific words and phrases in a text.	I can determine the meaning of general academic and domain-specific words and phrases in a text.	I can determine and analyze the meaning of academic and domain-specific words and phrases in a text.	
4.RI.5	I can identify the structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in part of a text.	I can determine the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.	I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.	I can analyze the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of a text.	

Charting My Progress - with Reading Informational Text

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
4.RI.6	I can identify whether texts written on the same events or topics are a firsthand or secondhand account. I can determine the focus of the account.	I can determine the differences between a firsthand and secondhand account of the same event or topic. I can recognize the difference in focus and information provided.	I can compare and contrast a firsthand and secondhand account of the same event or topic. I can describe the difference in focus and the information provided.	I can compare and contrast, then analyze, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.	
4.RI.7	I can identify or describe information presented visually, orally, or quantitatively.	I can identify or describe information presented visually, orally, or quantitatively and recognize how the information contributes to my understanding of the text in which it appears.	I can interpret information presented visually, orally, or quantitatively and explain how the information contributes to my understanding of the text in which it appears.	I can analyze information presented visually, orally, or quantitatively and explain how the information contributes to my understanding of the text in which it appears.	
4.RI.8	I can identify reasons and evidence an author includes in a text.	I can describe how an author uses reasons and evidence to support the overall point in a text.	I can explain how an author uses reasons and evidence to support particular points in a text.	I can analyze how an author uses reasons and evidence to support particular points in a text.	
4.RI.9	I can identify information from two texts on the same topic in order to answer questions, orally or in writing, about a subject.	I can utilize information from two texts on the same topic to write or speak about the subject knowledgeably.	I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can synthesize complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.	

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
5.RI.1	I can explain what the text says explicitly and draw simple inferences.	I can paraphrase parts of the text to explain what the text says explicitly and when I draw inferences from the text.	I can quote accurately from the text when explaining what the text says explicitly and when I draw inferences from the text.	I can accurately quote strong textual evidence when explaining what the text says explicitly and when I draw complex inferences from the text.	
5.RI.2	I can identify two or more explicitly stated main ideas of the text. I can identify relevant details from the text. I can provide a basic list of events or facts from the text.	I can determine two or more explicitly stated main ideas of the text and explain how they are related to relevant details. I can provide a simple summary of the text.	I can determine two or more main ideas of the text and explain how they are supported by key details. I can summarize the text.	I can analyze relationships between two or more main ideas of a text and explain how they are supported by key details. I can provide a comprehensive summary of the text.	
5.RI.3	I can identify straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	I can describe the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on my general understanding of the text.	I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can analyze complex relationships or interactions between two or more individual, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.	
5.RI.4	I can identify the loose meaning of frequently used academic and domain-specific words and phrases in a text.	I can determine the approximate meaning of basic academic and domain-specific words and phrases in a text.	I can determine the meaning of general academic and domain-specific words and phrases in a text.	I can determine and analyze the meaning and effect of advanced and domain-specific words and phrases in a text.	
5.RI.5	I can identify the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in two or more texts.	I can explain the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in two or more texts.	I can compare and contrast overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in two or more texts.	I can compare and contrast, then analyze, the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in two or more texts, including how the structure contributes to the overall meaning.	

Charting My Progress - with Reading Informational Text

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
5.RI.6	I can identify the point of view in multiple accounts of the same event or topic.	I can determine similarities and differences in the points of view in multiple accounts of the same event or topic.	I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I can analyze multiple accounts of the same event or topic, explain important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts.	
5.RI.7	I can identify explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	I can draw information from multiple print or digital sources, demonstrating my ability to locate a simple answer to an explicit question or to solve an explicit problem.	I can draw information from multiple print or digital sources, demonstrating my ability to locate an answer to a question quickly or to solve a problem efficiently.	I can draw on relevant information from reliable multiple print or digital sources, demonstrating my ability to fully answer complex questions or to solve a complex problem efficiently.	
5.RI.8	I can identify which reasons or evidence support a particular point in a text.	I can describe how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I can evaluate the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).	
5.RI.9	I can identify information from one or two texts and provide an incomplete response when writing or speaking about the subject.	I can find relevant information from several texts on the same topic in order to write or speak about the subject.	I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I can integrate complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgeably, using textual evidence as support.	

Charting My Progress - with **Reading Informational Text**

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
6.RI.1	I can loosely refer to the text to support my analysis of what the text says explicitly.	I can identify textual evidence that supports my analysis of what the text says explicitly.	I can cite textual evidence to support my analysis of what the text says explicitly as well as my inferences drawn from the text.	I can apply strong textual evidence in supporting my complex inference or analysis of the text.	
6.RI.2	I can identify a central idea of the text. I can provide a basic list of events in the text.	I can identify a central ideas of a text. I can provide a summary of the text distinct from personal opinions or judgments.	I can determine a central idea of a text and how it is conveyed through particular details. I can provide a summary of the text distinct from personal opinions or judgments.	I can evaluate central ideas and how they are conveyed through particular details. I can provide a comprehensive summary of a text distinct from personal opinions or judgments.	
6.RI.3	I can identify how a key individual, event, or idea is introduced and illustrated in a text.	I can explain how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) and analyze relationships among key individuals, events, or ideas.	
6.RI.4	I can identify the literal meaning of simple words and phrases as they are used in a text.	I can distinguish between some literal, figurative, and connotative meanings of words and phrase as they are used in a text.	I can determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings.	I can analyze the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings. I can evaluate the impact of specific word choice.	

Charting My Progress - with **Reading Informational Text**

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
6.RI.5	I can locate a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	I can explain how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I can articulate why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.	
6.RI.6	I can identify an author's explicit point of view or purpose in a text.	I can identify an author's explicit point of view or purpose in a text and identify an example or where it is conveyed in the text.	I can determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I can analyze an author's point of view and purpose in a text. I can provide textual evidence to show how the author's point of view and purpose are conveyed in the text,	
6.RI.7	I can identify key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I can evaluate and synthesize information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.	
6.RI.8	I can identify specific claims, reasoning, and evidence in a text.	I can determine the argument and specific claims, reasoning, and evidence in a text.	I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can trace and evaluate the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claims.	
Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
6.RI.9	I can identify explicit similarities or differences between two authors' presentation of events.	I can compare and contrast the ways in which two authors present events differently.	I can compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person).	I can compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person). I can evaluate the effect and impact of the different presentations.	

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
7.RI.1	I can loosely refer to the text to support my analysis of what the text says explicitly.	I can identify some textual evidence that supports my analysis of what the text says explicitly.	I can cite several pieces of textual evidence to support my analysis of what the text says explicitly as well as my inferences drawn from the text.	I can apply numerous, strong pieces of textual evidence in supporting my complex inference or analysis of the text.	
7.RI.2	I can identify a central idea of the text. I can provide a basic sequence of events or ideas in the text.	I can identify two or more central ideas of a text. I can provide a summary of the text.	I can determine two or more central ideas of a text and analyze their development over the course of the text. I can provide an objective summary of a text.	I can evaluate two or more central ideas and analyze their development over the course of the text. I can provide a comprehensive, objective summary of a text.	
7.RI.3	I can identify some of the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	I can determine the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	I can 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).	I can analyze and evaluate complex relationships 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.4	I can identify the literal or figurative meaning of words and phrases as they are used in a text. I can recognize that a specific word choice has an impact on meaning and tone.	I can distinguish between literal, figurative, connotative, and technical meanings of words and phrase as they are used in a text. I can describe the impact of a specific word choice on meaning and tone.	I can determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings. I can analyze the impact of a specific word choice on meaning and tone.	I can analyze the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings. I can evaluate the effect of a specific word choice on meaning and tone.	

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
7.RI.5	I can describe the structure the author uses to organize a text. I can identify the major sections of the text.	I can determine the structure an author uses to organize a text. I can describe how the major sections contribute to the structure of the whole text or the development of the ideas.	I can analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.	I can evaluate the effectiveness of the structure an author uses to organize a text and analyze how the major sections contribute to the whole and to the development of the ideas. I can articulate how a different text structure might impact the meaning of the text..	
7.RI.6	I can identify an author's purpose in a text and what distinguishes his or her position from that of others.	I can identify an author's point of view or purpose in a text and describe how the author distinguishes his or her position from that of others.	I can 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.	I can analyze an author's point of view and purpose in a text. I can evaluate how effectively the author distinguishes his or her position from that of others to accomplish his or her purpose.	
7.RI.7	I can identify similarities and differences between a text and an audio, video, or multimedia version of the text.	I can compare and contrast a text to an audio, video, or multimedia version of the text, identifying how each medium portrays the subject (e.g., how the delivery of speech affects the impact of the words).	I can 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).	I can evaluate the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, 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	I can trace an argument and a claim in a text, identifying the reasoning and evidence used to support the claims.	I can trace and evaluate the argument and claims in a text, describing the reasoning and evidence used to support the claims.	I can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims.	I can explicate and evaluate the argument and specific claims in a complex text. I can cite specific language or examples in a text in an assessment of whether or not the reasoning is sound and evidence is relevant and sufficient to support the claims.	
Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
7.RI.9	I can describe how two or more authors writing about the same topic shape their presentations of key information.	I can describe how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	I can analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	I can cite textual evidence in an evaluation of the different rhetorical effects used by 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.	

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
8.RI.1	I can cite textual evidence to support my analysis of what the text says explicitly.	I can cite textual evidence to support my analysis of what the text says explicitly as well as my inferences drawn from the text.	I can cite textual evidence that most strongly supports my analysis of what the text says explicitly as well as my inferences drawn from the text.	I can apply through textual evidence to support my deep analysis of the text as well as my complex inferences drawn from the text.	
8.RI.2	I can identify a central idea of the text. I can provide a list of events or details from the text.	I can identify a central idea of a text and describe its development over the course of a text. I can provide a simple, objective summary of the text.	I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting details. I can provide an objective summary of a text.	I can evaluate two or more central ideas and analyze their development over the course of the text. I can provide a comprehensive, objective summary of a text.	
8.RI.3	I can identify that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I can describe how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I can analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I can evaluate how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
8.RI.4	I can identify the literal or figurative meaning of words and phrases as they are used in a text. I can identify the impact of specific word choices on meaning and tone.	I can determine the meaning of basic words and phrase as they are used in a text, including common figurative connotative, and technical meanings. I can describe the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrase as they are used in a text, including figurative connotative, and technical meanings. I can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can analyze the meaning of words and phrase as they are used in a text, including figurative connotative, and technical meanings. I can evaluate the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.	

Charting My Progress - with **Reading Informational Text**

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
8.RI.5	I can describe the structure of a specific paragraph in a text. I can describe the role of particular sentences in creating that structure.	I can identify the structure of a specific paragraph in a text and describe its effect on a text. I can describe the role of particular sentences in developing and refining a key concept.	I can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I can evaluate the effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.	
8.RI.6	I can identify an author's point of view or purpose in a text. I can identify examples where the author acknowledges or responds to conflicting evidence or viewpoints.	I can identify an author's point of view or purpose in a text and describe how the author acknowledges and responds to conflicting evidence or viewpoints.	I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I can analyze an author's point of view or purpose in a text and evaluates the effect of how the author acknowledges and responds to conflicting evidence or viewpoints.	
8.RI.7	I can identify similarities and differences in the presentation of a particular topic or idea as presented in different media (e.g., print or digital text, video, multimedia).	I can compare and contrast the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea.	I can evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I can evaluate and critique the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence as support.	
8.RI.8	I can identify the argument or specific claims in a text, describing the reasoning and evidence used to support the argument or claims.	I can describe the argument and specific claims in a text, discussing whether the reasoning is sound and the evidence is relevant and sufficient.	I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. I can recognize when irrelevant evidence is introduced.	I can synthesize the argument and specific claims in a text, citing specific language to evaluate whether the reasoning is sound and the evidence is relevant and sufficient. I can recognize irrelevant evidence and can prove its irrelevancy.	

Charting My Progress - with Reading Informational Text

Standard	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4	Where am I?
8.RI.9	I can identify a case in which two or more texts provide conflicting information on the same topic, and I can identify where the texts disagree.	I can describe a case in which two or more texts provide conflicting information on the same topic, and I can identify where the texts disagree on matters of fact.	I can analyze a case in which two or more texts provide conflicting information on the same topic, and I can identify where the texts disagree on matters of fact or interpretation.	I can analyze and evaluate a case in which two or more texts provide conflicting information on the same topic, and I can identify where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each.	

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
Pre K					
Grade 1					
Grade 2					

ELA ITEM SPECIFICATION

DOK LEVEL OF ELA ITEMS

According to the Arizona Department of Education, “DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the AzCCRS.

- Items at **DOK level 1** focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts.
- Items at **DOK level 2** require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions.
- Items at **DOK level 3** feature higher-order cognitive tasks that assess students’ capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions.
- Items at **DOK level 4** require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays.

This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzMERIT.”

PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK) LEVEL				
Grade	DOK 1	DOK 2	DOK 3	DOK 4
3	10% to 20%	50% to 60%	15% to 25%	16% to 19%
4	10% to 20%	50% to 60%	15% to 25%	16% to 19%
5	10% to 20%	50% to 60%	15% to 25%	16% to 19%
6	10% to 20%	50% to 60%	15% to 25%	16% to 19%
7	10% to 20%	50% to 60%	15% to 25%	16% to 19%
8	10% to 20%	50% to 60%	15% to 25%	16% to 19%

PERCENT OF ITEMS BY STRAND

Grade	STRAND MINIMUM & MAXIMUM PERCENT OF ITEMS				
	Reading Standards for Literature	Reading Standards for Informational Text	Listening Comprehension (Informational)	Language	Writing
3	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
4	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
5	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
6	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%
7	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%
8	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%