USING PREDETERMINED ASSESSMENT TARGETS: GRADE 5 LITERARY TEXT		
GRADE 5 READING LITERARY TEXTS ASSESSMENT TARGETS	**UNDERLINED CONTENT (FROM RELATED CC STANDARDS) SHOWS WHAT EACH ASSESSMENT TARGET COULD ASSESS**	**LIST UNIT TEXT(S):**
1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented. Standards: RL-1, RL-3 (DOK 1, DOK 2)	Key Ideas and Details RL-1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
2. CENTRAL IDEAS: Identify or summarize central ideas or key events Standards: RL-2 (DOK 2)	Key Ideas and Details RL-2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/Tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus). Standards: RL-4; L-4, L-5c (DOK 1, DOK 2)	Craft and Structure RL-4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Vocabulary Acquisition and Use L-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause–effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	

(Continued)

USING PREDETERMINED ASSESSMENT TARGETS: GRADE 5 LITERARY TEXT		
GRADE 5 READING LITERARY TEXTS ASSESSMENT TARGETS	**UNDERLINED CONTENT (FROM RELATED CC STANDARDS) SHOWS WHAT EACH ASSESSMENT TARGET COULD ASSESS**	**LIST UNIT TEXT(S):**
4. REASONING AND EVALUATION: Use supporting evidence to justify interpretations (theme, events, conflicts–challenges, setting, character development–interactions, point of view). Standards: RL-2, RL-3, RL-6 (DOK 3)	Key Ideas and Details RL-2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL-3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL-6: Describe how a narrator's or speaker's point of view influences how events are described.	
5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot, or events). Standards: RL-6, RL-9 (DOK 3, DOK 4[1])	Craft and Structure RL-6: Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL-9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
6. TEXT STRUCTURES AND FEATURES: Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text. Standards: RL-5, RL-7 (DOK 2, DOK 3)	Craft and Structure RL-5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Integration of Knowledge and Ideas RL-7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
7. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context. Standards: RL-4; L-5a, L-5b (DOK 2, DOK 3)	Craft and Structure RL-4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Vocabulary Acquisition and Use L-5a: Interpret figurative language, including similes and metaphors, in context. L-5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	

USING PREDETERMINED ASSESSMENT TARGETS: GRADE 5 INFORMATIONAL TEXT

GRADE 5 READING INFORMATIONAL TEXTS ASSESSMENT TARGETS	UNDERLINED CONTENT (FROM RELATED CC STANDARDS) SHOWS WHAT EACH ASSESSMENT TARGET COULD ASSESS	LIST UNIT TEXT(S):
8. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented. Standards: RI-1, RI-7[2] (DOK 1, DOK 2)	Key Ideas and Details RL-1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Integration of Knowledge and Ideas RL-7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics Standards: RI-2 (DOK 2)	Key Ideas and Details RI-2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (Tier 3) words and words with multiple meanings (academic/Tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) Standards: RI-4; L-4, L-5c (DOK 1, DOK 2)	Craft and Structure RI-4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. Vocabulary Acquisition and Use L-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause–effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
11. REASONING AND EVALUATION: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas)	Key Ideas and Details RI-3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	

USING PREDETERMINED ASSESSMENT TARGETS: GRADE 5 INFORMATIONAL TEXT		
GRADE 5 READING INFORMATIONAL TEXTS ASSESSMENT TARGETS	**UNDERLINED CONTENT (FROM RELATED CC STANDARDS) SHOWS WHAT EACH ASSESSMENT TARGET COULD ASSESS**	**LIST UNIT TEXT(S):**
Standards: RI-3, RI-8, <u>RI-9</u> (DOK 3, DOK 4)	Integration of Knowledge and Ideas RI-8: <u>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</u>. RI-9: <u>Integrate information from several texts on the same topic</u> in order to write or speak about the subject knowledgeably.	
12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic). Standards: RI-3, <u>RI-6</u> (DOK 3, DOK 4)	Key Ideas and Details RI-3: <u>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</u>. Craft and Structure RI-6: <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</u>.	
13. TEXT STRUCTURES AND FEATURES: Relate knowledge of text structures to compare or connect information across texts Standards: <u>RI-5</u> (DOK 2, DOK 4)	Craft and Structure RI-5: <u>Compare and contrast the overall structure (e.g., chronology, comparison, cause–effect, problem–solution) of events, ideas, concepts, or information in two or more texts</u>.	
14. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context. Standards: L-5a, L-5b (DOK 2, 3)	Vocabulary Acquisition and Use L-5a: <u>Interpret figurative language, including similes and metaphors, in context.</u> L-5b: <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u>	

Source: Hess (2011c).

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1. In many cases, but NOT ALL, when students analyze deeply and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multiparagraph) can also determine depth of knowledge level, such as comparing information in two full texts or comparing two paragraphs excerpted from *longer texts.*

2. While Standard 7 requires "multiple print or digital sources," students are only locating answers to questions quickly; therefore the DOK level would only be DOK 1 or DOK 2 if only surface or explicit information is required.