Smarter Balanced Assessment Consortium
Claims, Targets, and Standard Alignment for ELA

The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcomes achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards.

The following tables layout the claims and targets for claims 1-4. Each target may feature a standard or a variety of standards that make up the skill(s) of the target. Each target also features a Depth of Knowledge level(s) and item type(s) in which the target may be assessed.

Item Types:
- MC – Multiple Choice, Single Correct Response
- MS – Multiple Choice, Multiple Correct Response
- HT – Hot Text, Select Text and Reorder Text
- EBSR – Evidence-based Selected Response
- MA – Matching Tables
- WR/CR – Written Response
- ST/CR – Short Text

Depth of Knowledge:
- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.
Underlined standard title notes that more than one text or more than one text format is needed for assessment items.

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**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.	2	MC, MS, HT
	2: **Central Ideas:** Summarize central ideas/key events using key details 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.	2	MC, MS, EBSR, HT
			3	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), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**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.	1, 2	MC, MS, HT
		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.		
		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.		

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**4: Reasoning and Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view).	**7.RL.3** <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot). **7.RL.6** <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</u>. **7.RL.9** <u>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</u>.	3, 4	EBSR, HT, ST/CR
	5: Analysis Within or Across Texts: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.	**7.RL.3** <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot). **7.RL.6** <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</u>.	3, 4	MC, MS, HT
	6: **Text Structures and Features:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	**7.RL.5** <u>Analyze how a drama's or poem's form or structure</u> (e.g., soliloquy, sonnet) <u>contributes to its meaning</u>.	2, 3	MC, MS

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**7**: **Language Use:** Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	**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.	3	MC, MS
		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.		
	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.	2	MC, MS, HT
		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.		
	9: **Central Ideas:** Summarize central ideas, key events, procedures, or topics and subtopics.	**7.RI.2** 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.	2	MC, MS, EBSR, HT
		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.	3	ST/CR

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational 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), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**7.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **7.RH.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **7.RST.4** 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*. **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. **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.	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**11**: **Reasoning and Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).	**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).	3, 4	EBSR, HT, ST/CR
		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.		

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**12**: **Analysis Within or Across Texts:** Analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.	**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).	3, 4	MC, MS, EBSR, HT
		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.		
	13: **Text Structures and Features:** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.	**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.	2, 3	MC, MS
		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).		
	14: **Language Use:** Interpret figurative language (e.g., clichés, puns, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	**7.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3	MC, MS
		7.L.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**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. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**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. **7.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**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.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**3b**: **Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	**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.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**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.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**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.	2	MC, MS, HT
	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.	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**9: Edit/Clarify:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, 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. **7.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1	MC, MS, HT
3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	**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.	1, 2, 3	MC, MS, EBSR, MA

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**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.	2	MC, MS, HT
		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).		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**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>.	2	MC, MS, HT
		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>.		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**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.	2	MC, MS
	4: Use Evidence: Cite evidence to support analyses, arguments, or critiques.	**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.	2	MC, MS, HT, MA

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**4: Use Evidence:** Cite evidence to support analyses, arguments, or critiques.	**7.W.1b** <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</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 quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **7.W.9** <u>Draw evidence from literary or</u> <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>.	2	MC, MS, HT, MA

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