### Grade 6 • Claim 1 • Reading Targets
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

<table>
<thead>
<tr>
<th>Literary Text</th>
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| **1**  
**Key Details**: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.  
DOK 2  
**Standards**:  
- **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **8**  
**Key Details**: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.  
DOK 2  
**Standards**:  
- **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
- **RH-1** Cite specific textual evidence to support analysis of primary and secondary sources.  
- **RST-1** Cite specific textual evidence to support analysis of science and technical texts.  
- **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). |
| **2**  
**Central Ideas**: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.  
DOK 2, 3  
**Standards**:  
- **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
- **RL-2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | **9**  
**Central Ideas**: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.  
DOK 2, 3  
**Standards**:  
- **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
- **RI-2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
- **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.  
- **RST-2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |

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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., 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.

Standards:

RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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 specific word choices on meaning and tone.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L-4a 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.

L-4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L-4c Consult 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.

L-4d 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).

L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L-5c Distinguish among the connotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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.

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., 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.

Standards:

RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

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.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L-4a 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.

L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L-4c Consult 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.

L-4d 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).

L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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<td><strong>L-5c</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
<td></td>
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<td><strong>L-6</strong> 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.</td>
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4 **Reasoning & Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.

DOK 3, 4

**Standards:**
- **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL-3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RL-6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RL-9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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

DOK 3, 4

**Standards:**
- **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI-3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI-6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **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).
- **RST-6** Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- **RI-7** 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.
- **RI-8** 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.
- **RH-8** Distinguish among fact, opinion, and reasoned judgment in a text.

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<td><strong>RST-8</strong> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
<td><strong>RI-9</strong> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
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| **5** Analysis Within Or Across Texts: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. |
| **DOK 3, 4** |
| **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL-3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **RL-6** Explain how an author develops the point of view of the narrator or speaker in a text. |

| **12** Analysis Within Or Across Texts: Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose. |
| **DOK 3, 4** |
| **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RI-3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| **RI-6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |

| **6** Text Structures & Features: Analyze text structures and the impact of those choices on meaning or presentation. |
| **DOK 2, 3** |
| **RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL-5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |

| **13** Text Structures Or Text Features: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation. |
| **DOK 2, 3** |
| **RI-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RI-5** 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. |
| **RH-5** Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| **RST-5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| **RI-7** 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. |

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| 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.  
DOK 3  
**Standards:**  
RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
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 specific word choices on meaning and tone.  
RL-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
L-5a Interpret figures of speech (e.g., personification) in context. | 14 **Language Use:** Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.  
DOK 3  
**Standards:**  
RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
L-5a Interpret figures of speech (e.g., personification) in context. |