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.	**6.RL.1** Cite 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.	**6.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.	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.	**6.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 a specific word choice on meaning and tone.	1, 2	MC, MS, HT
		6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and conten*t, choosing flexibly from a range of strategies.		
		6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
		6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
		6.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).	**6.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. **6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text. **6.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.	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.	**6.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. **6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text.	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.	**6.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.	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., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	**6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.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 a specific word choice on meaning and tone. **6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3	MC, MS
	8: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **6.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). **6.RST.1** Cite specific textual evidence to support analysis of science and technical texts.	2	MC, MS, HT
	9: **Central Ideas:** Summarize central ideas, key events, procedures, or topics and subtopics.	**6.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. **6.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.	2	MC, MS, EBSR, HT
		6.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, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines.	**6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **6.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. **6.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*. **6.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. **6.L.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **6.L.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). **6.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).	**6.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).	3, 4	EBSR, HT, ST/CR
		6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
		6.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).		
		6.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
		6.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.		
		6.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.		
		6.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.		
		6.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
		6.RI.9 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).		

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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, topic) or how conflicting information across texts reveals author's point of view.	**6.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). **6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	3, 4	MC, MS, EBSR, HT
	13: **Text Structures and Features:** Relate knowledge of text structures or genre-specific features to analyze or integrate information.	**6.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. **6.RH.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). **6.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. **6.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.	2, 3	MC, MS
	14: **Language Use:** Interpret figurative language (e.g., hyperbole, personification, analogies), 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.	**6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **6.L.5a** Interpret figures of speech (e.g., personification) in context.	3	MC, MS

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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).	**6.W.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **6.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **6.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. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. **6.W.9a** Apply *grade 6 Reading standards* to literature (e.g., "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").	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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).	**6.W.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **6.W.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **6.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. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.W.3e** Provide a conclusion that follows from the narrated experiences or events. **6.W.9a** Apply *grade 6 Reading standards* to literature (e.g., "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").	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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 the information or explanation presented.	**6.W.2a** Introduce a topic; 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. **6.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2e** Establish and maintain a formal style. **6.W.2f** Provide a concluding statement or section that follows from the information or explanation presented. **6.W.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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 follows from the information or explanation presented.	**6.W.2a** Introduce a topic; 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. **6.W.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **6.W.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.2e** Establish and maintain a formal style. **6.W.2f** Provide a concluding statement or section that follows from the information or explanation presented. **6.W.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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 the argument(s) presented.	**6.W.1a** Introduce claim(s) and organize the reasons and evidence clearly. **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **6.W.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **6.W.1d** Establish and maintain a formal style. **6.W.1e** Provide a concluding statement or section that follows from the argument presented. **6.W.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes 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 the argument(s) presented.	**6.W.1a** Introduce claim(s) and organize the reasons and evidence clearly. **6.W.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **6.W.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **6.W.1d** Establish and maintain a formal style. **6.W.1e** Provide a concluding statement or section that follows from the argument presented. **6.W.9b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").	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.	**6.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **6.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **6.L.3b** Maintain consistency in style and tone. **6.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 and well-grounded writing for a range of purposes and audiences.	**9: Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	**6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1, 2	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.	**6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **6.SL.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	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.).	**6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	MC, MS, HT
		6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
		6.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.		
		6.RI.9 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).		
		6.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.		
		6.RST.1 Cite specific textual evidence to support analysis of science and technical texts.		
		6.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.		
		6.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
		6.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
		6.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.).	**6.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text.	2	MC, MS, HT
		6.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
		6.RH.9 Analyze the relationship between a primary and secondary source on the same topic.		
		6.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.		
		6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
		6.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.		
		6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		6.WHST.9 Draw evidence from informational texts to support analysis reflection, and research.		

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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.	**6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **6.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.	**6.RI.9** 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). **6.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources. **6.RST.1** Cite specific textual evidence to support analysis of science and technical texts. **6.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **6.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). **6.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text. **6.RST.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	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.	**6.RH.9** Analyze the relationship between a primary and secondary source on the same topic.	2	MC, MS, HT, MA
		6.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.		
		6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
		6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
		6.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.		
		6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		6.WHST.9 Draw evidence from informational texts to support analysis reflection, and research.		

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