Claim	Target	Standards	IAB	DOK	Item Types
Reading	**1**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Block 1:** Read Literary Texts	1, 2	MC, MS, HT
	2: **Central Ideas:** Identify or determine a theme or central idea from details in the text, or summarize the text.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**Block 1:** Read Literary Texts	2	MC, MS, EBSR, HT
				3	ST/CR

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KEY DATA SYSTEMS

Claim	Target	Standards	IAB	DOK	Item Types
Reading	**3**: **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference material (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph). 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. **4.L.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Block 1:** Read Literary Texts	1, 2	MC, MS, HT

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SYSTEMS

Claim	Target	Standards	IAB	DOK	Item Types
Reading	**4: Reasoning and Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, and topics) and use supporting evidence as justification/explanation.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **4.RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **4.RL.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**Block 1:** Read Literary Texts	3	EBSR, HT, ST/CR
	5: Analysis Within or Across Texts: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **4.RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**Block 1:** Read Literary Texts	3, 4	MC, MS, EBSR, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**6**: **Text Structures and Features:** Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**Block 1:** Read Literary Texts	2, 3	MC, MS
	7: Language Use: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.	**4.RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **4.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **4.L.5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context **4.L.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.	**Block 1:** Read Literary Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**8: Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**4.RI.1** <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</u>. **4.RI.7** <u>Interpret information presented visually</u>, orally, or <u>quantitatively (e.g., in charts, graphs, diagrams, timelines, animations</u>, or interactive elements on Web pages) <u>and explain how the information contributes to an understanding of the text in which it appears</u>.	**Block 2**: Read Informational Texts	1, 2	MC, MS, HT
	9: Central Ideas: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	**4.RI.1** <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> **4.RI.2** <u>Determine the main idea of a text and explain how it is supported by key details; summarize the text</u>.	**Block 2**: Read Informational Texts	2	MC, MS, EBSR, HT
				3	ST/CR

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KEY DATA
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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**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., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph). 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. **4.L.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Block 2**: Read Informational Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**11: Reasoning and Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/time lines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.3** 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. **4.RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text. **4.RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Block 2**: Read Informational Texts	3	EBSR, HT, ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Reading	**12: Analysis Within or Across Texts:** Interpret how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.3** 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. **4.RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Block 2:** Read Informational Texts	3, 4	MC, MS, EBSR, HT
	13: Text Structures/Features: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.5** 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. **4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**Block 2:** Read Informational Texts	2, 3	MC, MS
	14: Language Use: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **4.L.5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **4.L.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.	**Block 2:** Read Informational Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**1a**: **Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**4.W.3a** <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u> **4.W.3b** <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u> **4.W.3c** <u>Use a variety of transitional words and phrases to manage the sequence of events.</u> **4.W.3d** <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> **4.W.3e** <u>Provide a conclusion that follows from the narrated experiences or events.</u>	**Block 3:** Brief Writes	3	WR/CR

Claim	Target	Standards	IAB	DOK	Item Types
Writing	**3a**: **Write Brief Texts:** Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	**4.W.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **4.W.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **4.W.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **4.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W.2e** Provide a concluding statement or section related to the information or explanation presented. **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 3:** Brief Writes	3	WR/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**6a: Write Brief Texts:** Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	**4.W.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **4.W.1b** Provide reasons that are supported by facts and details. **4.W.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). **4.W.1d** Provide a concluding statement or section related to the opinion presented. **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 3:** Brief Writes	3	WR/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**1b**: **Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**4.W.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **4.W.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **4.W.3c** Use a variety of transitional words and phrases to manage the sequence of events. **4.W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. **4.W.3e** Provide a conclusion that follows from the narrated experiences or events.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**3b**: **Revise Brief Texts:** Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	**4.W.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **4.W.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **4.W.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **4.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W.2e** Provide a concluding statement or section related to the information or explanation presented. **4.L.3a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**6b: Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.	**4.W.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **4.W.1b** Provide reasons that are supported by facts and details. **4.W.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). **4.W.1d** Provide a concluding statement or section related to the opinion presented.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**8: Language and Vocabulary Use:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	**4.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. **4.L-3a** Choose words and phrases to convey ideas precisely. **4.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	**Block 5:** Language and Vocabulary Use	1, 2	MC, MS, HT
	9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	**4.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **4.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **4.L.3** Choose punctuation for effect.	**Block 6:** Editing	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**2. Compose Full Texts (Narrative)** Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	**4.W-3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **4.W-3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **4.W-3c** Use a variety of transitional words and phrases to manage the sequence of events. **4.W-3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. **4.W-3e** Provide a conclusion that follows from the narrated experiences or events. **4.W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **4.W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 11**: Narrative Performance Task	4	Narrative Full Write

Claim	Target	Standards	IAB	DOK	Item Types
Writing	**4. Compose Full Texts (Informational)** Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	**4.W-2a**. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **4.W-2b**. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **4.W-2c**. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **4.W-2d**. Use precise language and domain-specific vocabulary to inform about or explain the topic. **4.W-2e**. Provide a concluding statement or section related to the information or explanation presented. **4.W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **4.W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 9:** Informational Performance Task	4	Informational Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
Writing	**7. Compose Full Texts (Opinion)** Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	**4.W-1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **4.W-1b** Provide reasons that are supported by facts and details. **4.W-1c** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). **4.W-1d** Provide a concluding statement or section related to the opinion presented. **4.W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **4.W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 10:** Opinion Performance Task	4	Opinion Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
Listening	**4: Listen/Interpret:** Interpret and use information delivered orally.	**4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **4.SL.3** Identify the reasons and evidence a speaker provides to support particular points.	**Block 7:** Listen and Interpret	1, 2, 3	MC, MS, EBSR, MA

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**2: Interpret and Integrate Information:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **4.RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 8:** Research **Block 9:** Informational Performance Task **Block 10:** Opinion Performance Task **Block 11:** Narrative Performance Task	**CAT:** 2 **PT:** 3	MC, MS, HT, MA

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**3: Analyze Information/Sources:** Distinguish relevant/irrelevant information.	**4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 8:** Research	**CAT:** 2	MC, MS
			Block 9: Informational Performance Task	**PT:** 3	MC, MS, HT, MA
			Block 10: Opinion Performance Task **Block 11:** Narrative Performance Task	**PT:** 4	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
Research	**4: Use Evidence:** Cite evidence to support opinions, ideas, or analyses.	**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**Block 8:** Research	**CAT:** 2	MC, MS, HT
		4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **4.W.1b** Provide reasons that are supported by facts and details. **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Block 9:** Informational Performance Task **Block 10:** Opinion Performance Task **Block 11:** Narrative Performance Task	**PT:** 3	MC, MS, HT, MA

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