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

KEY DATA SYSTEMS

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 texts.	**1**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**3.RL.1** Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u>.	1, 2	MC, MS, HT
	2: **Central Ideas:** Identify central ideas, key events, or the sequence of events presented in a text.	**3.RL.2** <u>Recount stories,</u> including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</u>.	2	MC, EBSR, HT
			3	ST/CR
	3: **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**3.RL.4** <u>Determine the meaning of words and phrases as they are used in a text</u>, distinguishing literal from nonliteral language.	1, 2	MC, MS, HT
		3.L.4 <u>Determine</u> or clarify <u>the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*</u>, choosing flexibly from a range of strategies.		
		3.L.5c <u>Distinguish shades of meaning among related words</u> that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).		

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	**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; theme; author's message).	**3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters. **3.RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3	EBSR, HT, ST/CR
	5: **Analysis Within or Across Texts:** Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	**3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters.	3, 4	MC, MS, EBSR, HT
	6: **Text Structures and Features:** Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.	**3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	2, 3	MC, MS

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	**7**: **Language Use:** Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2, 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.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	1, 2	MC, MS, HT
	9: **Central Ideas:** Identify central ideas, key events, or procedures and details that support them.	**3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea	2	MC, EBSR, HT
			3	ST/CR
	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), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **3.L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.	1, 2	MC, MS, HT

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	**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).	**3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **3.RI.6** Distinguish their own point of view from that of the author of a text. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	3	EBSR, HT, ST/CR
	12: **Analysis Within or Across Texts:** Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).	**3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **3.RI.6** Distinguish their own point of view from that of the author of a text.	3, 4	MC, MS, EBSR, HT

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	**13**: **Text Structures/Features:** Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.	**3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	2, 3	MC, MS
	14: Language Use: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	**3.L.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **3.L.5a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). **3.L.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	2, 3	MC, MS

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purposes and audiences.	**1a**: **Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**3.W.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	3	WR/CR
		3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
		3.W.3c Use temporal words and phrases to signal event order.		
		3.W.3d Provide a sense of closure.		
	1b: **Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.	**3.W.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	2	MC, MS, HT
		3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
		3.W.3c Use temporal words and phrases to signal event order.		
		3.W.3d Provide a sense of closure.		
	3a: Write Brief Texts: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	**3.W.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3	WR/CR
		3.W.2b Develop the topic with facts, definitions, and details.		
		3.W.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.		
		3.W.2d Provide a concluding statement or section.		

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purposes and audiences.	**3b: Revise Brief Texts:** Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	**3.W.2a** <u>Introduce a topic and group related information together</u>; include illustrations when useful to aiding comprehension. **3.W.2b** <u>Develop the topic with facts, definitions, and details</u>. **3.W.2c** <u>Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information</u>. **3.W.2d** <u>Provide a concluding statement or section</u>.	2	MC, MS, HT
	6a: Write Brief Texts: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	**3.W.1a** <u>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</u>. **3.W.1b** <u>Provide reasons that support the opinion</u>. **3.W.1c** <u>Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons</u>. **3.W.1d** <u>Provide a concluding statement or section</u>. **3.W.8** <u>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</u>.	3	WR/CR

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purposes and audiences.	**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 reasons, or provide an appropriate conclusion.	**3.W.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	2	MC, MS, HT
		3.W.1b Provide reasons that support the opinion.		
		3.W.1c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.		
		3.W.1d Provide a concluding statement or section.		
		3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
	8: Language and Vocabulary Use: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	**3.L.3a** Choose words and phrases for effect.	1, 2	MC, MS, HT
		3.L.6 Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).		
	9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.	**3.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1, 2	MC, MS, HT
		3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	**4: Listen/Interpret:** Interpret and use information delivered orally.	**3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	1,2,3	MC, MS, EBSR, MA
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**2: Interpret and Integrate Information**: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	2	MC, MS, HT, MA

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.

Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**3: Analyze Information/Sources**: Distinguish relevant/irrelevant information.	**3.RI.7** <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</u> (e.g., where, when, why, and how key events occur). **3.RI.9** <u>Compare and contrast the most important points and key details presented in two texts on the same topic</u>. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	2	MC, MS
	4: Use Evidence: Cite evidence to support opinions based on prior knowledge and information collected.	**3.RI.1** <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> **3.RI.6** <u>Distinguish their own point of view from that of the author of a text</u>. **3.RI.7** <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</u> (e.g., where, when, why, and how key events occur). **3.RI.9** <u>Compare and contrast the most important points and key details presented in two texts on the same topic</u>. **3.W.1b** <u>Provide reasons that support the opinion.</u> **3.W.8** <u>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</u>.	2	MC, MS, HT

Tables were created using the released item specification tables provided by SBAC published on 2/04/2014.