



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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	1: <b>Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>3.RL.1</b> 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: <b>Central Ideas:</b> Identify central ideas, key events, or the sequence of events presented in a text.	<b>3.RL.1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	2	MC, EBSR, HT
		<b>3.RL.2</b> Recount stories, 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>	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 texts.	<b>3: Word Meanings:</b> 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 <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>	<b>3.RL.1</b> 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
		<b>3.RL.4</b> <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u>		
		<b>3.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</u> <ul style="list-style-type: none"> <li>a. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Determine the meaning of the new word formed when a known affix is added to a known word</u> (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. <u>Use a known root word as a clue to the meaning of an unknown word with the same root</u> (e.g., company, companion).</li> <li>d. <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u></li> </ul>		
		<b>3.L.5c</b> <u>Distinguish shades of meaning among related words</u> that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).		

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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 texts.	<b>4: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	<b>3.RL.1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	3	EBSR, HT, ST/CR
		<b>3.RL.3</b> <u>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>		
		<b>3.RL.6</b> <u>Distinguish their own point of view from that of the narrator or those of the characters.</u>		
		<b>3.RL.9</b> <u>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).</u>		
	<b>5: Analysis Within or Across Texts:</b> Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view.	<b>3.RL.1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	3, 4	MC, MS, EBSR, HT
		<b>3.RL.3</b> <u>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>		
		<b>3.RL.6</b> <u>Distinguish their own point of view from that of the narrator or those of the characters.</u>		
	<b>6: Text Structures and Features:</b> Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	<b>3.RL.1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	2, 3	MC, MS
		<b>3.RL.5</b> <u>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.</u>		
		<b>3.RL.7</b> <u>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).</u>		

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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 texts.	<b>7: Language Use:</b> Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	<b>3.RL.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	2, 3	MC, MS
		<b>3.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1, 2	MC, MS, HT
		<b>3.RI.7</b> 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).		
	<b>9: Central Ideas:</b> Identify or determine a main idea and the key details that support it.	<b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2	MC, EBSR, HT
		<b>3.RI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	3	ST/CR

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<b>10: Word Meanings:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with <b>primary focus on the academic vocabulary common to complex texts in all disciplines.</b> <b>Clarifications</b>	<b>3.RI.1</b> 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
		<b>3.RI.4</b> <u>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</u>		
		<b>3.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</u> <ol style="list-style-type: none"> <li><u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></li> <li><u>Determine the meaning of the new word formed when a known affix is added to a known word</u> (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li><u>Use a known root word as a clue to the meaning of an unknown word with the same root</u> (e.g., company, companion).</li> <li><u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u></li> </ol>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	<u><b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> <u><b>3.RI.3</b> 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.</u> <u><b>3.RI.6</b> Distinguish their own point of view from that of the author of a text.</u> <u><b>3.RI.7</b> 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).</u> <u><b>3.RI.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</u> <u><b>3.RI.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</u>	3	EBSR, HT, ST/CR
	<b>12: Analysis Within or Across Texts:</b> Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	<u><b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> <u><b>3.RI.3</b> 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.</u> <u><b>3.RI.6</b> Distinguish their own point of view from that of the author of a text.</u>	3, 4	MC, MS, EBSR, 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 texts.	<b>13: Text Structures/Features:</b> Relate knowledge of text structures or text features (e.g., maps, photographs) to demonstrate understanding of the text.	<b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2, 3	MC, MS
		<b>3.RI.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
		<b>3.RI.7</b> 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).		
	<b>14: Language Use:</b> Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	<b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2, 3	MC, MS
		<b>3.L.5</b> Demonstrate understanding word relationships and nuances in word meanings.		
		<b>3.L.5a</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).		
		<b>3.L.5b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		

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

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purposes and audiences.	<b>3b: Revise Brief Texts:</b> 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.	<b>3.W.2a</b> <u>Introduce a topic and group related information together;</u> include illustrations when useful to aiding comprehension.	2	MC, MS, HT
		<b>3.W.2b</b> <u>Develop the topic with facts, definitions, and details.</u>		
		<b>3.W.2c</b> <u>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</u>		
		<b>3.W.2d</b> <u>Provide a concluding statement or section.</u>		
	<b>6a: Write Brief Texts:</b> 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.	<b>3.W.1a</b> <u>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u>	3	WR/CR
		<b>3.W.1b</b> <u>Provide reasons that support the opinion.</u>		
		<b>3.W.1c</b> <u>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</u>		
		<b>3.W.1d</b> <u>Provide a concluding statement or section.</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purposes and audiences.	<b>6b: Revise Brief Texts:</b> 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.	<b>3.W.1a</b> <u>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u>	2	MC, MS, HT
		<b>3.W.1b</b> <u>Provide reasons that support the opinion.</u>		
		<b>3.W.1c</b> <u>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</u>		
		<b>3.W.1d</b> <u>Provide a concluding statement or section.</u>		
	<b>8: Language and Vocabulary Use:</b> Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	<b>3.L.3a</b> <u>Choose words and phrases for effect.</u>	1, 2	MC, MS, HT
		<b>3.L.6</b> <u>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., <i>After dinner that night we went looking for them</i>).</u>		
	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.	<b>3.L.1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1, 2	MC, MS, HT
		<b>3.L.2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		

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Claim	Target	Standards	DOK	Item Types
3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	4: <b>Listen/Interpret:</b> Interpret and use information delivered orally.	3.SL.2 <u>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.</u>	1,2,3	MC, MS, EBSR, MA
		3.SL.3 <u>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u>		
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: <b>Interpret and Integrate Information:</b> 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 <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	2	MC, MS, HT, MA
		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 (e.g., where, when, why, and how key events occur).</u>		
		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 <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>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>3: Analyze Information/Sources:</b> Distinguish relevant/irrelevant information.	<u><b>3.RI.7</b> 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).</u> <u><b>3.RI.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</u> <u><b>3.W.8</b> 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
	<b>4: Use Evidence:</b> Cite evidence to support opinions or ideas.	<u><b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> <u><b>3.RI.6</b> Distinguish their own point of view from that of the author of a text.</u> <u><b>3.RI.7</b> 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).</u> <u><b>3.RI.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</u> <u><b>3.W.1b</b> Provide reasons that support the opinion.</u> <u><b>3.W.8</b> 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

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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:

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## 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: <b>Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<u>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.</u>	1, 2	MC, MS, HT
	2: <b>Central Ideas:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.	<u>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.</u>	2	MC, MS, EBSR, HT
		<u>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u>	3	ST/CR

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>3: Word Meanings:</b> 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), <b>with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p>	<p><b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	1, 2	MC, MS, HT
		<p><b>4.RL.4</b> 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).</p>		
		<p><b>4.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., telegraph, photograph, autograph).</li> <li>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases.</u></li> </ul>		
		<p><b>4.L.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		

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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.	<b>4: Reasoning and Evidence:</b> 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.	<b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3	EBSR, HT, ST/CR
		<b>4.RL.3</b> 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).		
		<b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
		<b>4.RL.9</b> 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.		
	<b>5: Analysis Within or Across Texts:</b> 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.	<b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3, 4	MC, MS, EBSR, HT
		<b>4.RL.3</b> 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).		
		<b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
	<b>6: Text Structures and Features:</b> Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	<b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2, 3	MC, MS
		<b>4.RL.5</b> 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.		

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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.	<b>7: Language Use:</b> Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.	<b>4.RL.4</b> 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).	2, 3	MC, MS
		<b>4.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		<b>4.L.5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context		
		<b>4.L.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.		
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1, 2	MC, MS, HT
		<b>4.RI.7</b> 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.		
	<b>9: Central Ideas:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	<b>4.RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	MC, MS, EBSR, HT
		<b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.	<b>10: Word Meanings:</b> 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) <b>with primary focus on the academic vocabulary common to complex texts in all disciplines.</b>	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1, 2	MC, MS, HT
		<b>4.RI.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
		<b>4.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.		
		a. <u>Use context</u> (e.g., definitions, examples, or restatements in text) <u>as a clue to the meaning of a word or phrase.</u>		
		b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., telegraph, photograph, autograph).		
		c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases.</u>		
		<b>4.L.5c</b> <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u>		

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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.	<b>11: Reasoning and Evidence:</b> 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/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	<u>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.	3	EBSR, HT, ST/CR
		<u>4.RI.3</u> 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.		
		<u>4.RI.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
		<u>4.RI.7</u> 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.		
		<u>4.RI.8</u> Explain how an author uses reasons and evidence to support particular points in a text.		
		<u>4.RI.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		

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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.	<b>12: Analysis Within or Across Texts:</b> 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.	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3, 4	MC, MS, EBSR, HT
		<b>4.RI.3</b> 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.		
		<b>4.RI.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
	<b>13: Text Structures/Features:</b> 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.	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2, 3	MC, MS
		<b>4.RI.5</b> 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.		
		<b>4.RI.7</b> 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.		
	<b>14: Language Use:</b> Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2, 3	MC, MS
		<b>4.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		<b>4.L.5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
		<b>4.L.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>1a: Write Brief Texts:</b> 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).	<u>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>4. W.9a</u> Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").	3	WR/CR
	<b>1b: Revise Brief Texts:</b> 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).	<u>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>4.W.9a</u> Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>3a: Write Brief Texts:</b> 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 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.	<b>4.W.2a</b> <u>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.</u> <b>4.W.2b</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> <b>4.W.2c</b> <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u> <b>4.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <b>4.W.2e</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u> <b>4.W.9b</b> <u>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>	3	WR/CR
	<b>3b: Revise Brief Texts:</b> 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 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.	<b>4.W.2a</b> <u>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.</u> <b>4.W.2b</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> <b>4.W.2c</b> <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u> <b>4.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <b>4.W.2e</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u> <b>4.W.9b</b> <u>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>6a: Write Brief Texts:</b> 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.	<b>4.W.1a</b> <u>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.</u>	3	WR/CR
		<b>4.W.1b</b> <u>Provide reasons that are supported by facts and details.</u>		
		<b>4.W.1c</b> <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u>		
		<b>4.W.1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u>		
	<b>6b: Revise Brief Texts:</b> 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.	<b>4.W.9b</b> <u>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>		
		<b>4.W.1a</b> <u>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.</u>	2	MC, MS, HT
		<b>4.W.1b</b> <u>Provide reasons that are supported by facts and details.</u>		
		<b>4.W.1c</b> <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u>		
		<b>4.W.1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u>		
		<b>4.W.9b</b> <u>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>8: Language and Vocabulary Use:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	<u>4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <u>4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> <u>L-3a Choose words and phrases to convey ideas precisely.</u> <u>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).</u>	1, 2	MC, MS, HT
	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.	<u>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	1, 2	MC, MS, HT
3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>4: Listen/Interpret:</b> Interpret and use information delivered orally.	<u>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u> <u>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</u>	1, 2, 3	MC, MS, EBSR, MA

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Interpret and Integrate Information:</b> 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.	<u>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.</u> <u>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.</u> <u>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.</u> <u>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u> <u>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.</u> <u>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	2	MC, MS, HT, MA
	<b>3: Analyze Information/Sources:</b> Distinguish relevant/irrelevant information.	<u>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.</u> <u>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.</u> <u>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	2	MC, MS

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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: <b>Use Evidence:</b> Cites evidence to support opinions, ideas, or analyses.	<u>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.</u>	2	MC, MS, HT
		<u>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.</u>		
		<u>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.</u>		
		<u>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>		
		<u>4.W.1b Provide reasons that are supported by facts and details.</u>		
		<u>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.</u>		
		<u>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	1: <b>Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	5.RL.1 Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u>	1, 2	MC, MS, HT
	2: <b>Central Ideas:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.	5.RL.1 Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u>	2	MC, MS, EBSR, HT
		5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	3	ST/CR

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>3: Word Meanings:</b> Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), 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.</p>	<p><b>5.RL.1</b> Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u></p>	1, 2	MC, MS, HT
		<p><b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		
		<p><b>5.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 5 reading and content</u>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., photograph, photosynthesis).</li> <li>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify <u>the precise meaning of key words and phrases.</u></li> </ul>		
		<p><b>5.L.5c</b> <u>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</u></p>		

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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.	<b>4: Reasoning and Evidence:</b> 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, topics) and use supporting evidence as justification/explanation.	<b>5.RL.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	3	EBSR, HT, ST/CR
		<b>5.RL.3</b> <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u>		
		<b>5.RL.6</b> <u>Describe how a narrator's or speaker's point of view influences how events are described.</u>		
		<b>5.RL.9</b> <u>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>		
	<b>5: Analysis Within or Across Texts:</b> Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	<b>5.RL.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>5.RL.3</b> <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u>		
		<b>5.RL.6</b> <u>Describe how a narrator's or speaker's point of view influences how events are described.</u>		
	<b>6: Text Structures and Features:</b> Analyze text structures to explain information within the text.	<b>5.RL.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	2, 3	MC, MS
		<b>5.RL.5</b> <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u>		

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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.	<b>7: Language Use:</b> Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	<b>5.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	2, 3	MC, MS
		<b>L-5a</b> <u>Interpret figurative language, including similes and metaphors, in context.</u>		
		<b>L-5b</b> <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u>		
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>5.RL.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u>	1, 2	MC, MS, HT
		<b>5.RI.7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>		
	<b>9: Central Ideas:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	<b>5.RI.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	2	MC, MS, EBSR, HT
		<b>5.RI.2</b> <u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u>	3	ST/CR

Tables were created using the released item specification tables provided by SBAC published on 08/04/2015.





Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>10: Word Meanings:</b> 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.</p>	<p><b>5.RI.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p>	1, 2	MC, MS, HT
		<p><b>5.RI.4</b> <u>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</u></p>		
		<p><b>5.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</u></p>		
		<p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u></p>		
		<p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., photograph, photosynthesis).</p>		
		<p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases.</u></p>		
		<p><b>5.L.5c</b> <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p>		

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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.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	<b>5.RI.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	3	EBSR, HT, ST/CR
		<b>5.RI.3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>		
		<b>5.RI.6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>		
		<b>5.RI.7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>		
		<b>5.RI.8</b> <u>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u>		
		<b>5.RI.9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>		
	<b>12: Analysis Within or Across Texts:</b> Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or determine how the information reveals the author's point of view.	<b>5.RI.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>5.RI.3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>		
		<b>5.RI.6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>		

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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.	<b>13: Text Structures and Features:</b> Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	<b>5.RL.1</b> Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u>	2, 3	MC, MS
		<b>5.RI.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		
		<b>5.RI-7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
	<b>14: Language Use:</b> Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	<b>5.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2, 3	MC, MS
		<b>5.L.5a</b> Interpret figurative language, including similes and metaphors, in context.		
		<b>5.L.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>1a: Write Brief Texts:</b> 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).	<u>5.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>5.W.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>5.W.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <u>5.W.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>5.W.3e</u> Provide a conclusion that follows from the narrated experiences or events. <u>5.W.9a</u> Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	3	WR/CR
	<b>1b: Revise Brief Texts:</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.	<u>5.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>5.W.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>5.W.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <u>5.W.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>5.W.3e</u> Provide a conclusion that follows from the narrated experiences or events. <u>5.W.9a</u> Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>3a: Write Brief Texts:</b> 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 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.	<b>5.W.2a</b> <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>	3	WR/CR
		<b>5.W.2b</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>		
		<b>5.W.2c</b> <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u>		
		<b>5.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>5.W.2e</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u>		
		<b>5.W.9b</b> <u>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>3b: Revise Brief Texts:</b> 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 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.	<b>5.W.2a</b> <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>	2	MC, MS, HT
		<b>5.W.2b</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>		
		<b>5.W.2c</b> <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u>		
		<b>5.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>5.W.2e</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u>		
		<b>5.W.9b</b> <u>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>6a: Write Brief Texts:</b> Write 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 that is appropriate to purpose and audience and related to the opinion presented.	<b>5.W.1a</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>	3	WR/CR
		<b>5.W.1b</b> <u>Provide logically ordered reasons that are supported by facts and details.</u>		
		<b>5.W.1c</b> <u>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</u>		
		<b>5.W.1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u>		
		<b>5.W.9b</b> <u>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>6b: Revise Brief Texts:</b> 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.	<b>5.W.1a</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>	2	MC, MS, HT
		<b>5.W.1b</b> <u>Provide logically ordered reasons that are supported by facts and details.</u>		
		<b>5.W.1c</b> <u>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</u>		
		<b>5.W.1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u>		
		<b>5.W.9b</b> <u>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</u>		
	<b>8: Language and Vocabulary Use:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	<b>5.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <b>5.W.3d</b> <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>9: Edit/Clarify:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.	<b>5.L.1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1, 2	MC, MS, HT
		<b>5.L.2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		
<b>3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>4: Listen/Interpret:</b> Interpret and use information delivered orally.	<b>5.SL.2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	1, 2, 3	MC, MS, EBSR, MA
		<b>5.SL.3</b> <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>		
<b>4:</b> Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Interpret and Integrate Information:</b> Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	<b>5.RI.1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	2	MC, MS, HT
		<b>5.RI.6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>		
		<b>5.RI.7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>		
		<b>5.RI.9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>		
		<b>5.W.8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>		
		<b>5.W.9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.	<b>3: Analyze Information/Sources:</b> Distinguish relevant/irrelevant information.	<u><b>5.RI.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> <u><b>5.W.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <u><b>5.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	2	MC, MS
	<b>4: Use Evidence:</b> Cite evidence to support opinions, ideas, or analyses.	<u><b>5.RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u><b>5.RI.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u> <u><b>5.RI.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> <u><b>5.RI.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u> <u><b>5.W.1b</b> Provide logically ordered reasons that are supported by facts and details.</u> <u><b>5.W.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <u><b>5.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	2	MC, MS, HT

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	<b>2: Central Ideas:</b> Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>6.RL.2</b> <u>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.</u>	3	ST/CR
	<b>3: Word Meanings:</b> 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.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		<b>6.RL.4</b> <u>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.</u>		

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>3: Word Meanings:</b> 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.</p>	<p><b>6.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., audience, auditory, audible).</li> <li>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> or its part of speech.</li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	1, 2	MC, MS, HT
		<p><b>6.L.5b</b> <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words.</u></p>		
		<p><b>6.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>		
		<p><b>6.L.6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</u> gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

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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.	<b>4: Reasoning and Evidence:</b> 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.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<b>6.RL.3</b> <u>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.</u>		
		<b>6.RL.6</b> <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u>		
		<b>6.RL.9</b> <u>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.</u>		
	<b>5: Analysis Within or Across Texts:</b> Describe and explain relationships among literary elements (e.g., character, plot, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, HT
		<b>6.RL.3</b> <u>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.</u>		
		<b>6.RL.6</b> <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u>		
	<b>6: Text Structures and Features:</b> Analyze text structures and the impact of those choices on meaning or presentation.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2, 3	MC, MS
		<b>6.RL.5</b> <u>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.</u>		

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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.	<b>7: Language Use:</b> 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.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>6.RL.4</b> <u>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.</u>		
		<b>6.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>		
		<b>L-5a</b> <u>Interpret figures of speech (e.g., personification) in context.</u>		
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>6.RI.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<b>6.RH.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.		
		<b>6.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts.		
		<b>6.RH.3</b> 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)		

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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	9: <b>Central Ideas:</b> Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>6.RI.2</b> <u>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.</u>		
		<b>6.RH.2</b> <u>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.</u>		
		<b>6.RST.2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>		
	10: <b>Word Meanings:</b> 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 the academic vocabulary common to complex texts in all disciplines.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		<b>6.RI.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u>		
		<b>6.RH.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u>		
		<b>6.RST.4</b> <u>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.</u>		

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text</p>	<p><b>10: Word Meanings:</b> 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 the academic vocabulary common to complex texts in all disciplines.</p>	<p><b>6.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <ul style="list-style-type: none"> <li><b>a.</b> <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li><b>b.</b> <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., audience, auditory, audible).</li> <li><b>c.</b> <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word <u>or determine or clarify its precise meaning</u> or its part of speech.</li> <li><b>d.</b> <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	1, 2	MC, MS, HT
		<p><b>6.L.5b</b> <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words.</u></p>		
		<p><b>6.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>		
		<p><b>6.L.6</b> <u>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.</u></p>		

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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.	<b>11: Reasoning and Evidence:</b> 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.	<u>6.RL.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3, 4	EBSR, HT, ST/CR
		<u>6.RI.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
		<u>6.RI.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
		<u>6.RH.6</u> 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).		
		<u>6.RST.6</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
		<u>6.RI.7</u> 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.		
		<u>6.RI.8</u> 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.		
		<u>6.RH.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.		
		<u>6.RST.8</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
		<u>6.RI.9</u> 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.	<b>12: Analysis Within or Across Texts:</b> Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.	<b>6.RL.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>6.RI.3</b> <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>		
		<b>6.RI.6</b> <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u>		
	<b>13: Text Structures and Features:</b> 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.	<b>6.RI.1</b> <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	2, 3	MC, MS
		<b>6.RI.5</b> <u>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.</u>		
		<b>6.RH.5</b> <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u>		
		<b>6.RST.5</b> <u>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.</u>		
		<b>6.RI.7</b> <u>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.</u>		
	<b>14: Language Use:</b> 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.	<b>6.RI.1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>6.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>		
		<b>6.L.5a</b> <u>Interpret figures of speech (e.g., personification) in context.</u>		

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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: <b>Write Brief Texts:</b> 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).	<b>6.W.3a</b> <u>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.</u>	3	WR/CR
		<b>6.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>		
		<b>6.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>		
		<b>6.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>		
		<b>6.W.3e</b> <u>Provide a conclusion that follows from the narrated experiences or events.</u>		
		<b>6.W.9a</b> <u>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”).</u>		

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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.	<b>1b: Revise Brief Texts:</b> 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).	<b>6.W.3a</b> <u>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.</u>	2	MC, MS, HT
		<b>6.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>		
		<b>6.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>		
		<b>6.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>		
		<b>6.W.3e</b> <u>Provide a conclusion that follows from the narrated experiences or events.</u>		
		<b>6.W.9a</b> <u>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”).</u>		

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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.	<b>3a: Write Brief Texts:</b> 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.	<b>6.W.2a</b> <u>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.</u>	3	WR/CR
		<b>6.W.2b</b> <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>6.W.2c</b> <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u>		
		<b>6.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>6.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>6.W.2f</b> <u>Provide a concluding statement or section that follows from the information or explanation presented.</u>		
		<b>6.W.9b</b> <u>Apply <i>grade 6 Reading standards</i> 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”).</u>		

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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.	<b>3b: Revise Brief Texts:</b> 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.	<b>6.W.2a</b> <u>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.</u>	2	MC, MS, HT
		<b>6.W.2b</b> <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>6.W.2c</b> <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u>		
		<b>6.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>6.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>6.W.2f</b> <u>Provide a concluding statement or section that follows from the information or explanation presented.</u>		
		<b>6.W.9b</b> <u>Apply <i>grade 6 Reading standards</i> 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”).</u>		

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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.	<b>6a: Write Brief Texts:</b> 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.	<b>6.W.1a</b> <u>Introduce claim(s) and organize the reasons and evidence clearly.</u>	3	WR/CR
		<b>6.W.1b</b> <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>6.W.1c</b> <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u>		
		<b>6.W.1d</b> <u>Establish and maintain a formal style.</u>		
		<b>6.W.1e</b> <u>Provide a concluding statement or section that follows from the argument presented.</u>		
		<b>6.W.9b</b> <u>Apply grade 6 Reading standards to literary nonfiction</u> (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”).		

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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.	<b>6b: Revise Brief Texts:</b> 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.	<b>6.W.1a</b> <u>Introduce claim(s) and organize the reasons and evidence clearly.</u> <b>6.W.1b</b> <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> <b>6.W.1c</b> <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> <b>6.W.1d</b> <u>Establish and maintain a formal style.</u> <b>6.W.1e</b> <u>Provide a concluding statement or section that follows from the argument presented.</u> <b>6.W.9b</b> <u>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”).</u>	2	MC, MS, HT
	<b>8: Language and Vocabulary Use:</b> 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.	<b>6.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <b>6.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u> <b>6.L.3b</b> <u>Maintain consistency in style and tone.</u> <b>6.L.6</b> <u>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.</u>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, [capitalization], punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	<b>6.L.1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1, 2	MC, MS, HT
		<b>6.L.2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		
<b>3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>4: Listen/Interpret:</b> Analyze, interpret, and use information delivered orally.	<b>6.SL.2</b> <u>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.</u>	1, 2, 3	MC, MS, EBSR, MA
		<b>6.SL.3</b> <u>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: <b>Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<u>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<u>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u>		
		<u>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.</u>		
		<u>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).</u>		
		<u>6.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</u>		
		<u>6.RST.1 Cite specific textual evidence to support analysis of science and technical texts.</u>		
		<u>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.</u>		
		<u>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.</u>		
		<u>6.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u>		
		<u>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).</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<b>6.RH.8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u>	2	MC, MS, HT
		<b>6.RST.8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>		
		<b>6.RH.9</b> <u>Analyze the relationship between a primary and secondary source on the same topic.</u>		
		<b>6.RST.9</b> <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u>		
		<b>6.W.8</b> <u>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.</u>		
		<b>6.WHST.8</b> <u>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.</u>		
		<b>6.W.9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>6.WHST.9</b> <u>Draw evidence from informational texts to support analysis reflection, and research.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>3: Evaluate Information/Sources:</b> 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.	<b>6.W.8</b> <u>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.</u> <b>6.WHST.8</b> <u>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.</u>	2	MC, MS
	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses.	<b>6.RI.9</b> <u>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).</u> <b>6.RH.1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u> <b>6.RST.1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u> <b>6.RH.7</b> <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u> <b>6.RST.7</b> <u>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).</u> <b>6.RH.8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u> <b>6.RST.8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>	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: <b>Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses.	<b>6.RH.9</b> <u>Analyze the relationship between a primary and secondary source on the same topic.</u>	2	MC, MS, HT, MA
		<b>6.RST.9</b> <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u>		
		<b>6.W.1b</b> <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>6.W.8</b> <u>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.</u>		
		<b>6.WHST.8</b> <u>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.</u>		
		<b>6.w.9, 6.WHST.9</b> <u>Draw evidence from informational texts to support analysis reflection, and research.</u>		

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	<b>2: Central Ideas:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>7.RL.2</b> <u>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</u>	3	ST/CR
	<b>3: Word Meanings:</b> 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, antonyms, analogy, 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.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>  <b>7.RL.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>3: Word Meanings:</b> 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, antonyms, analogy, 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.</p>	<p><b>7.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., belligerent, bellicose, rebel).</li> <li>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> or its part of speech.</li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary)</li> </ul>	1, 2	MC, MS, HT
		<p><b>7.L.5b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) <u>to better understand each of the words.</u></p>		
		<p><b>7.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., refined, respectful, polite, diplomatic, condescending).</p>		
		<p><b>7.L.6</b> Acquire and <u>use accurately grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

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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.	<b>4: Reasoning and Evidence:</b> 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, setting, plot, point of view, or fictional portrayal of time, place, or character) and use supporting evidence as justification/explanation.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<b>7.RL.3</b> <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot).		
		<b>7.RL.6</b> <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u>		
		<b>7.RL.9</b> <u>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</u>		
	<b>5: Analysis Within or Across Texts:</b> Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, HT
		<b>7.RL.3</b> <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot).		
		<b>7.RL.6</b> <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u>		
	<b>6: Text Structures and Features:</b> Analyze text structures and the impact of those choices on meaning or presentation.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>7.RL.5</b> <u>Analyze how a drama's or poem's form or structure</u> (e.g., soliloquy, sonnet) <u>contributes to its meaning.</u>	2, 3	MC, MS

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>7: Language Use:</b> 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.	<b>7.RL.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>7.RL.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u> <b>7.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <b>7.L.5a</b> <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u>	3	MC, MS
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>7.RI.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>7.RH.1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u> <b>7.RH.3</b> <u>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).</u> <b>7.RST.1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u>	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.	9: <b>Central Ideas:</b> Determine a central idea and the key details that support it or provide an objective summary of the text.	7.RI.1 <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		7.RI.2 <u>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>		
	10: <b>Word Meanings:</b> 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., synonym, antonym, analogy, 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.	7.RH.2 <u>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.</u>	3	ST/CR
		7.RST.2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>		
		7.RI.1 <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		7.RI.4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u>		
		7.RH.4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u>		
		7.RST.4 <u>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.</u>		

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>10: Word Meanings:</b> 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., synonym, antonym, analogy, 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.</p>	<p><b>7.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 7 reading and content</u>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., belligerent, bellicose, rebel).</li> <li>c. <u>Consult general and specialized reference materials</u> (e.g., <u>dictionaries</u>, 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.</li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	1, 2	MC, MS, HT
		<p><b>7.L.5b</b> <u>Use the relationship between particular words</u> (e.g., synonym/antonym, analogy) <u>to better understand each of the words.</u></p>		
		<p><b>7.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., refined, respectful, polite, diplomatic, condescending).</p>		
		<p><b>7.L.6</b> <u>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.</u></p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; 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.</p>	<u>7.RI.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3, 4	EBSR, HT, ST/CR
		<u>7.RI.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
		<u>7.RI.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		
		<u>7.RH.6</u> 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).		
		<u>7.RST.6</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
		<u>7.RI.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		
		<u>7.RI.8</u> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
		<u>7.RH.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.		
		<u>7.RST.8</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
		<u>7.RI.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>12: Analysis Within or Across Texts:</b> Analyze how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.	<b>7.RI.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>7.RI.3</b> <u>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</u>		
		<b>7.RI.6</b> <u>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>		
	<b>13: Text Structures and Features:</b> Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	<b>7.RI.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2, 3	MC, MS
		<b>7.RI.5</b> <u>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>		
		<b>7.RH.5</b> <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u>		
		<b>7.RST.5</b> <u>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.</u>		
		<b>7.RI.7</b> <u>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</u>		
	<b>14: Language Use:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	<b>7.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	3	MC, MS
		<b>7.L.5a</b> <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>1a: Write Brief Texts:</b> 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).	<b>7.W.3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>	3	WR/CR
		<b>7.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>		
		<b>7.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>		
		<b>7.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>		
		<b>7.W.3e</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>		
		<b>7.W.9a</b> <u>Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</u>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>1b: Revise Brief Texts:</b> 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).	<b>7.W.3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>	2	MC, MS, HT
		<b>7.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>		
		<b>7.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>		
		<b>7.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>		
		<b>7.W.3e</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>		
		<b>7.W.9a</b> <u>Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</u>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>3a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	<b>7.W.2a</b> <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>	3	WR/CR
		<b>7.W.2b</b> <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>7.W.2c</b> <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u>		
		<b>7.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>7.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>7.W.2f</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>		
		<b>7.W.9b</b> <u>Apply <i>grade 7 Reading standards</i> to literary nonfiction</u> (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>3b: Revise Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	<b>7.W.2a</b> <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>	2	MC, MS, HT
		<b>7.W.2b</b> <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>7.W.2c</b> <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u>		
		<b>7.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>7.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>7.W.2f</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>		
		<b>7.W.9b</b> <u>Apply <i>grade 7 Reading standards</i> to literary nonfiction</u> (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>6a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<b>7.W.1a</b> <u>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</u>	3	WR/CR
		<b>7.W.1b</b> <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>7.W.1c</b> <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u>		
		<b>7.W.1d</b> <u>Establish and maintain a formal style.</u>		
		<b>7.W.1e</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		<b>7.W.9b</b> <u>Apply <i>grade 7 Reading standards</i> to literary <i>nonfiction</i> (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</u>		

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	<b>6b: Revise Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<u>7.W.1a</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <u>7.W.1b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <u>7.W.1c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>7.W.1d</u> Establish and maintain a formal style. <u>7.W.1e</u> Provide a concluding statement or section that follows from and supports the argument presented. <u>7.W.9b</u> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	2	MC, MS, HT
	<b>8: Language and Vocabulary Use:</b> 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.	<u>7.W.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>7.W.3d</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <u>7.L.3a</u> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <u>7.L.6</u> 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
<b>2:</b> Students can produce effective writing for a range of purpose and audiences.	<b>9: Edit/Clarify:</b> Apply or edit grade-appropriate grammar usage, [capitalization], punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	<b>7.L.1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1, 2	MC, MS, HT
		<b>7.L.2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		
<b>3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>4: Listen/Interpret:</b> Analyze, interpret, and use information delivered orally.	<b>7.SL.2</b> <u>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</u>	1, 2, 3	MC, MS, EBSR, MA
		<b>7.SL.3</b> <u>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<b>7.RI.1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<b>7.RI.6</b> <u>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>		
		<b>7.RI.8</b> <u>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u>		
		<b>7.RI.9</b> <u>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>		
		<b>7.RH.1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u>		
		<b>7.RST.1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u>		
		<b>7.RH.2</b> <u>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.</u>		
		<b>7.RST.2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>		
		<b>7.RH.7</b> <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u>		
		<b>7.RST.7</b> <u>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).</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<b>7.RH.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.	2	MC, MS, HT
		<b>7.RST.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
		<b>7.RH.9</b> Analyze the relationship between a primary and secondary source on the same topic.		
		<b>7.RST.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
		<b>7.W.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.		
		<b>7.WHST.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.		
		<b>7.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		<b>7.WHST.9</b> 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.	<b>3: Evaluate Information/ Sources:</b> 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.	<u>7.W.8</u> 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. <u>7.WHST.8</u> 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
	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses.	<u>7.RH.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. <u>7.RST.1</u> Cite specific textual evidence to support analysis of science and technical texts. <u>7.RH.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>7.RST.7</u> 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). <u>7.RH.8</u> Distinguish among fact, opinion, and reasoned judgment in a text. <u>7.RST.8</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>7.RH.9</u> Analyze the relationship between a primary and secondary source on the same topic. <u>7.RST.9</u> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	2	MC, MS, HT, MA

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses.	<b>7.W.1b</b> <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>	2	MC, MS, HT, MA
		<b>7.W.8</b> <u>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.</u>		
		<b>7.WHST.8</b> <u>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.</u>		
		<b>7.W.9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>7.WHST.9</b> <u>Draw evidence from informational texts to support analysis reflection, and research.</u>		

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	<b>2: Central Ideas:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>8.RL.2</b> <u>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</u>	3	ST/CR
	<b>3: Word Meanings:</b> 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 the academic vocabulary common to complex texts in all disciplines.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		<b>8.RL.4</b> <u>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, including analogies or allusions to other texts.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>3: Word Meanings:</b> 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 the academic vocabulary common to complex texts in all disciplines.	<b>8.L.4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content</u> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li><u>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.</u></li> <li><u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</u></li> <li><u>Consult general and specialized 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.</u></li> <li><u>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).</u></li> </ol>	1, 2	MC, MS, HT
		<b>8.L.5b</b> <u>Use the relationship between particular words to better understand each of the words.</u>		
		<b>8.L.5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</u>		
		<b>8.L.6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</u> ; 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.	<b>4: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation. Clarifications	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<b>8.RL.3</b> <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>		
		<b>8.RL.6</b> <u>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</u>		
		<b>8.RL.9</b> <u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u>		
	<b>5: Analysis Within or Across Texts:</b> Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, HT
		<b>8.RL.3</b> <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>		
		<b>8.RL.6</b> <u>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</u>		
	<b>6: Text Structures and Features:</b> Analyze or compare text structures and the impact of those choices on meaning or presentation.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2, 3	C, MS
		<b>8.RL.5</b> <u>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>		

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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.	<b>7: Language Use:</b> 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.	<b>8.RL.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>8.RL.4</b> <u>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, including analogies or allusions to other texts.</u>		
		<b>8.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>		
		<b>8.L.5a</b> <u>Interpret figures of speech (e.g., verbal irony, puns) in context.</u>		
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<b>8.RH.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.		
		<b>8.RH.3</b> <u>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).</u>		
		<b>8.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts.		

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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.	9: <b>Central Ideas:</b> Determine a central idea and the key details that support it or provide an objective summary of the text.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>8.RI.2</b> <u>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</u>		
		<b>8.RH.2</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions.		
		<b>8.RST.2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.	3	ST/CR
	10: <b>Word Meanings:</b> 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., connotation, denotation), 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.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		<b>8.RI.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u>		
		<b>8.RH.4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u>		
		<b>8.RST.4</b> <u>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.</u>		

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>10: Word Meanings:</b> 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., connotation, denotation), 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.</p>	<p><b>8.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., precede, recede, secede).</li> <li>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> or its part of speech.</li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>		
		<p><b>8.L.5b</b> <u>Use the relationship between particular words to better understand each of the words.</u></p>		
		<p><b>8.L.5c</b> <u>Distinguish among the connotations (associations) of words</u> with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>		
		<p><b>8.L.6</b> 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.</p>		

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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.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	<u>8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<u>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>		
		<u>8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>		
		<u>8.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).</u>		
		<u>8.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u>		
		<u>8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u>		
		<u>8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>		
		<u>8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</u>		
		<u>8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>		
		<u>8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u>		

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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.	<b>12: Analysis Within or Across Texts:</b> Analyze or compare connections within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>8.RI.3</b> <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>		
		<b>8.RI.6</b> <u>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>		
	<b>13: Text Structures and Features:</b> Relate knowledge of text structures (e.g., organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2, 3	MC, MS
		<b>8.RI.5</b> <u>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>		
		<b>8.RH.5</b> <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u>		
		<b>8.RST.5</b> <u>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.</u>		
		<b>8.RI.7</b> <u>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u>		
	<b>14: Language Use:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>8.L.5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>		
		<b>8.L.5a</b> <u>Interpret figures of speech (e.g. verbal irony, puns) in context.</u>		

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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.	<b>1a: Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).	<b>8.W.3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>	3	WR/CR
		<b>8.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u>		
		<b>8.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>		
		<b>8.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>		
		<b>8.W.3e</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>		
		<b>8.W.9a</b> <u>Apply grade 8 Reading standards to literature</u> (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types for myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).		
		<b>8.W.9b</b> <u>Apply grade 8 Reading standards to literary nonfiction</u> (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).		

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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.	<b>1b: Revise Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).	<b>8.W.3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>	2	MC, MS, HT
		<b>8.W.3b</b> <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u>		
		<b>8.W.3c</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>		
		<b>8.W.3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>		
		<b>8.W.3e</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>		
		<b>8.W.9a</b> <u>Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types for myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</u>		
		<b>8.W.9b</b> <u>Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</u>		

Tables were created using the released item specification tables provided by SBAC published on 08/12/2015.



Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>3a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	<b>8.W.2a</b> <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>	3	WR/CR
		<b>8.W.2b</b> <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>8.W.2c</b> <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u>		
		<b>8.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>8.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>8.W.2f</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>		
		<b>8.W.9b</b> <u>Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</u>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>3b: Revise Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	<b>8.W.2a</b> <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>	2	MC, MS, HT
		<b>8.W.2b</b> <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u>		
		<b>8.W.2c</b> <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u>		
		<b>8.W.2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>		
		<b>8.W.2e</b> <u>Establish and maintain a formal style.</u>		
		<b>8.W.2f</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>		
		<b>8.W.9b</b> <u>Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</u>		

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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.	<b>6a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<b>8.W.1a</b> <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>	3	WR/CR
		<b>8.W.1b</b> <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>8.W.1c</b> <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u>		
		<b>8.W.1d</b> <u>Establish and maintain a formal style.</u>		
		<b>8.W.1e</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		<b>8.W.9b</b> <u>Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</u>		

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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.	<b>6b: Revise Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<u>8.W.1a</u> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <u>8.W.1b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <u>8.W.1c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <u>8.W.1d</u> Establish and maintain a formal style. <u>8.W.1e</u> Provide a concluding statement or section that follows from and supports the argument presented. <u>8.W.9b</u> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	2	MC, MS, HT
	<b>8: Language and Vocabulary Use:</b> 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.	<u>8.W.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>8.W.3d</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <u>8.L.3a</u> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <u>8.L.6</u> 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
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	<b>8.L.1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1, 2	MC, MS, HT
		<b>8.L.2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		
<b>3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>4: Listen/Interpret:</b> Analyze, interpret, and use information delivered orally.	<b>8.SL.2</b> <u>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u>	1, 2, 3	MC, MS, EBSR, MA
		<b>8.SL.3</b> <u>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>		
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<b>8.RI.1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<b>8.RI.6</b> <u>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>		
		<b>8.RI.8</b> <u>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>		
		<b>8.RI.9</b> <u>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u>		
		<b>8.RH.1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u>		
		<b>8.RST.1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<b>8.RH.2</b> <u>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.</u>	2	MC, MS, HT
		<b>8.RST.2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>		
		<b>8.RH.7</b> <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u>		
		<b>8.RST.7</b> <u>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).</u>		
		<b>8.RH.8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u>		
		<b>8.RST.8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>		
		<b>8.RH.9</b> <u>Analyze the relationship between a primary and secondary source on the same topic.</u>		
		<b>8.RST.9</b> <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u>		
		<b>8.W.8</b> <u>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.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	<u>8.WHST.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u> <u>8.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>8.WHST.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	2	MC, MS, HT
	<b>3: Evaluate Information/Sources:</b> 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.	<u>8.W.8</u> 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. <u>8.WHST.8</u> 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.	2	MC, MS
	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses.	<u>8.RH.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. <u>8.RST.1</u> Cite specific textual evidence to support analysis of science and technical texts. <u>8.RH.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>8.RST.7</u> 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).	2	MC, MS, HT, MA

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, or analyses	<b>8.RH.8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u>	2	MC, MS, HT, MA
		<b>8.RST.8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>		
		<b>8.RH.9</b> <u>Analyze the relationship between a primary and secondary source on the same topic.</u>		
		<b>8.RST.9</b> <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u>		
		<b>8.W.1b</b> <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>8.W.8</b> <u>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.</u>		
		<b>8.WHST.8</b> <u>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.</u>		
		<b>8.W.9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>8.WHST.9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	<b>2: Central Ideas:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<b>9-10.RL.2:</b> <u>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>	3	ST/CR
	<b>3: Word Meanings:</b> 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. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>  <b>9-10.RL.4:</b> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</u>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>3: Word Meanings:</b> 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. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p><b>9-10.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Identify and correctly use patterns of word changes</u> that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u>, its part of speech, <u>its etymology.</u></li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	1, 2	MC, MS, HT
		<p><b>9-10.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p>		
		<p><b>9-10.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>4: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>9-10.RL.3:</b> <u>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u> <b>9-10.RL.6:</b> <u>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</u> <b>9-10.RL.9:</b> <u>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</u>	3, 4	EBSR, HT, ST/CR
	<b>5: Analysis Within or Across Texts:</b> Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>9-10.RL.3:</b> <u>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u> <b>9-10.RL.6:</b> <u>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</u>	3, 4	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.	<b>6: Text Structures/Features:</b> Analyze text structures and the impact of those choices on meaning or presentation.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS
		<b>9-10.RL.5:</b> <u>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</u>		
	<b>7: Language Use:</b> Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone..	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>9-10.RL.4:</b> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</u>		
		<b>9-10.L.5a:</b> <u>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>		

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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.	8: <b>Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<u>9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		<u>9-10.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</u>		
		<u>9-10.RST.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</u>		
		<u>9-10.RH.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</u>		
	9: <b>Central Ideas:</b> Determine a central idea and the key details that support it, or provide an objective summary of the text.	<u>9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, EBSR, HT
		<u>9-10.RI.2: Determine a central ideas of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>		
		<u>9-10.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</u>	3	ST/CR
		<u>9-10.RST.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</u>		

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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.	<b>10: Word Meanings:</b> 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., connotation, denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	1, 2	MC, MS, HT
		<b>9-10.RI.4:</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</u>		
		<b>9-10.RH.4:</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</u>		
		<b>9-10.RST.4:</b> <u>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 9-10 texts and topics.</u>		

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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.	<b>10: Word Meanings:</b> 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., connotation, denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>9-10.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i></u> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. Consult general and specialized 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, its part of speech, its etymology.</li> <li>d. 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).</li> </ul>	1, 2	MC, MS, HT
		<b>9-10.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u>		
		<b>9-10.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</u> demonstrate independence in gathering 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.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of events/ideas/individuals; author's point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	<u>9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<u>9-10.RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>		
		<u>9-10.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>		
		<u>9-10.RH.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</u>		
		<u>9-10.RST.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</u>		
		<u>9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u>		
		<u>9-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>		
		<u>9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</u>		
		<u>9-10.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<u>9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</u>		

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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.	<b>12: Analysis Within or Across Texts:</b> Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, EBSR, HT
		<b>9-10.RI.3:</b> <u>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u>		
		<b>9-10.RI.6:</b> <u>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>		
	<b>13: Text Structures/Features:</b> Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS
		<b>9-10.RI.5:</b> <u>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</u>		
		<b>9-10.RH.5:</b> <u>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<b>13: Text Structures/Features:</b> Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	<b>9-10.RST.5:</b> <u>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</u>	3, 4	MC, MS
		<b>9-10.RI.7:</b> <u>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u>		
		<b>9-10.RH.7:</b> <u>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</u>		
		<b>9-10.RST.7:</b> <u>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</u>		

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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.	<b>14: Language Use:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.	<b>9-10.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3	MC, MS
		<b>9-10.L.5a:</b> <u>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>		
2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>1a: Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator or using dialogue when describing an event).	<b>9-10.W.3a:</b> <u>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>	3	WR/CR
		<b>9-10.W.3b:</b> <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>		
		<b>9-10.W.3c:</b> <u>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</u>		
		<b>9-10.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>		
		<b>9-10.W.3e:</b> <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>		

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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: <b>Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).	9-10.W.9a: <u>Apply grades 9-10 Reading standards to literature</u> (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	3	WR/CR
		9-10.W.9b <u>Apply grades 9-10 Reading standards to literary non-fiction</u> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>1b: Revise Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).</p>	<p><b>9-10.W.3a:</b> <u>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u></p>	2	MC, MS, HT
		<p><b>9-10.W.3b:</b> <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u></p>		
		<p><b>9-10.W.3c:</b> <u>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</u></p>		
		<p><b>9-10.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p>		
		<p><b>9-10.W.3e:</b> <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></p>		
		<p><b>9-10.W.9a:</b> <u>Apply <i>grades 9-10 Reading standards</i> to literature</u> (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>		
		<p><b>9-10.W.9b</b> <u>Apply <i>grades 9-10 Reading standards</i> to literary non-fiction</u> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>3a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p>	<p><b>9-10.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p>	3	WR/CR
		<p><b>9-10.W.2b:</b> <u>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p>		
		<p><b>9-10.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p>		
		<p><b>9-10.W.2d:</b> <u>Use precise language, domain-specific vocabulary to manage the complexity of the topic.</u></p>		
		<p><b>9-10.W.2e:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p>		
		<p><b>9-10.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p>		
		<p><b>9-10.W.9a:</b> <u>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</u></p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>3b: Revise Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).</p>	<p><b>9-10.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p>	2	MC, MS, HT
		<p><b>9-10.W.2b:</b> <u>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p>		
		<p><b>9-10.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p>		
		<p><b>9-10.W.2d:</b> <u>Use precise language, domain-specific vocabulary to manage the complexity of the topic.</u></p>		
		<p><b>9-10.W.2e:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p>		
		<p><b>9-10.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p>		
		<p><b>9-10.W.9b</b> <u>Apply <i>grades 9-10 Reading standards</i> to literary non-fiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u></p>		

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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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	9-10.W.1a: <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u>	3	WR/CR
		9-10.W.1b: <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>		
		9-10.W.1c: <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>		
		9-10.W.1d: <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>		
		9-10.W.1e: <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		9-10.W.9b <u>Apply grades 9-10 Reading standards to literary non-fiction</u> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		

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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.	<b>6b: Revising Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<b>9-10.W.1a:</b> <u>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</u>	2	MC, MS, HT
		<b>9-10.W.1b:</b> <u>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u>		
		<b>9-10.W.1c:</b> <u>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>		
		<b>9-10.W.1d:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>		
		<b>9-10.W.1e:</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		<b>9-10.W.9b</b> <u>Apply grades 9-10 Reading standards to literary non-fiction</u> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		

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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.	<b>8: Language and Vocabulary Use:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	<b>9-10.W.2d:</b> <u>Use precise language, domain-specific vocabulary to manage the complexity of the topic.</u>	1, 2	MC, MS, HT
		<b>9-10.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>		
		<b>9-10.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</u> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	<b>9-10.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1, 2	MC, MS, HT
		<b>9-10.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

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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: Analyze, interpret, and use information delivered orally.	9-10.SL.2: <u>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</u>	1, 2, 3	MC, MS, EBSR, MA
		9-10.SL.3: <u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>		
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: Analyze/Integrate Information: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	9-10.RI.1: <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
		9-10.RI.7: <u>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u>		
		9-10.RH.1: <u>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</u>		
		9-10.RST.1: <u>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</u>		
		9-10.RH.2: <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: <b>Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<b>9-10.RST.2:</b> <u>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</u>	2	MC, MS, HT
		<b>9-10.RH.3:</b> <u>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</u>		
		<b>9-10.RST.3:</b> <u>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</u>		
		<b>9-10.RH.7:</b> <u>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</u>		
		<b>9-10.RST.7:</b> <u>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</u>		
		<b>9-10.RH.8:</b> <u>Assess the extent to which the reasoning and evidence in a text support the author's claims.</u>		
		<b>9-10.RST.8:</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<b>9-10.RH.9:</b> <u>Compare and contrast treatments of the same topic in several primary and secondary sources.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<b>9-10.RST.9:</b> <u>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</u>	2	MC, MS, HT
		<b>9-10.SL.2:</b> <u>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</u>		
		<b>9-10.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>9-10.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>9-10.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>9-10.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	3: Evaluate Information/Sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.	9-10.W.8: <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>	2	MC, MS, MA
		9-10.WHST.8: <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>4: Use Evidence:</b> Cite evidence to support arguments or conjectures.	<b>9-10.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u>	2	MC, MS, HT, MA
		<b>9-10.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u>		
		<b>9-10.RH.7:</b> <u>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</u>		
		<b>9-10.RST.7:</b> <u>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</u>		
		<b>9-10.RH.8</b> <u>Assess the extent to which the reasoning and evidence in a text support the author's claims.</u>		
		<b>9-10.RST.8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<b>9-10.RH.9:</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u>		
		<b>9-10.RST.9:</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	4: <b>Use Evidence:</b> Cite evidence to support arguments or conjectures.	<b>9-10.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>	2	MC, MS, HT, MA
		<b>9-10.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>9-10.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>9-10.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>9-10.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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



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

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

## Item Types:

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

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>11.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	2	MC, MS, HT
	<b>2: Central Ideas:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	<b>11.RL.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	2	MC, MS, EBSR, HT
		<b>11.RL.2:</b> <u>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u>	3	ST/CR
	<b>3: Word Meanings:</b> 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. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>11.RL.1:</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>  <b>11.RL.4:</b> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	<p><b>3: Word Meanings:</b> 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. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p><b>11.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <ul style="list-style-type: none"> <li>a. <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></li> <li>b. <u>Identify and correctly use patterns of word changes that indicate different meanings</u> or parts of speech (e.g., conceive, conception, conceivable).</li> <li>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u>, its part of speech, <u>its etymology</u>, or its standard usage.</li> <li>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	1, 2	MC, MS, HT
		<p><b>11.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p>		
		<p><b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases</u>, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<b>4: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.	<b>11.RL.1:</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	EBSR, HT, ST/CR
		<b>11.RL.3:</b> <u>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>		
		<b>11.RL.6:</b> <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>		
		<b>11.RL.9:</b> <u>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</u>		

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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 texts.	<b>5: Analysis Within or Across Texts:</b> Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	<b>11.RL.1:</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>	3, 4	MC, MS, HT
		<b>11.RL.3:</b> <u>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>		
		<b>11.RL.6:</b> <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>		
	<b>6: Text Structures/Features:</b> Analyze text structures and the impact of those choices on meaning or presentation.	<b>11.RL.1:</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>  <b>11.RL.5:</b> <u>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</u>	3, 4	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.	<b>7: Language Use:</b> Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone.	<b>11.RL.1:</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>11.RL.4:</b> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u> <b>11.L.5a:</b> <u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>	3	MC, MS
	<b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>11.RI.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</u> <b>11.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u> <b>11.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u> <b>11.RH.3:</b> <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u>	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.	9: <b>Central Ideas:</b> Determine a central idea and the key details that support it, or provide an objective summary of the text.	<b>11.RI.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	2	MC, MS, EBSR, HT
		<b>11.RI.2:</b> <u>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u>		
		<b>11.RH.2:</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u>		
		<b>11.RST.2:</b> <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u>	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.	<b>10: Word Meanings:</b> 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., connotation, denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>11.RI.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	1, 2	MC, MS, HT
		<b>11.RI.4:</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</u>		
		<b>11.RH.4:</b> <u>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</u>		
		<b>11.RST.4:</b> <u>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 <i>grades 11–12 texts and topics</i>.</u>		

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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.	<b>10: Word Meanings:</b> Determine intended or precise meanings of words, including academic/tier 2 words, domain specific/technical (tier 3) words, and connotation/denotation, based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines.	<b>11.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u> b. <u>Identify and correctly use patterns of word changes that indicate different meanings</u> or parts of speech (e.g., conceive, conception, conceivable). c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> , its part of speech, <u>its etymology</u> , or its standard usage. d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).	1, 2	MC, MS, HT
		<b>11.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u>		
		<b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>		

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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.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of events/ideas/individuals; author's point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	<u>11.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	3, 4	EBSR, HT, ST/CR
		<u>11.RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>		
		<u>11.RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>		
		<u>11.RH.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</u>		
		<u>11.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.</u>		
		<u>11.RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u>		

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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.	<b>11: Reasoning and Evidence:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of events/ideas/individuals; author's point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	<b>11.RI.8:</b> <u>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</u>	3, 4	EBSR, HT, ST/CR
		<b>11.RH.8</b> <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</u>		
		<b>11.RST.8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<b>11.RI.9</b> <u>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</u>		

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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 texts	<b>12: Analysis Within or Across Texts:</b> Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose.	<b>11.RI.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	3, 4	MC, MS, EBSR, HT
		<b>11.RI.3:</b> <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>		
		<b>11.RI.6:</b> <u>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>		
	<b>13: Text Structures/Features:</b> Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	<b>11.RI.1:</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	3, 4	MC, MS
		<b>11.RI.5:</b> <u>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>		
		<b>11.RH.5:</b> <u>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<b>13: Text Structures/Features:</b> Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	<b>11.RST.5:</b> <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u>	3, 4	MC, MS
		<b>11.RI.7:</b> <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u>		
		<b>11.RH.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u>		
		<b>11.RST.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u>		

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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 texts.	<b>14: Language Use:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.	<u>11.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>11.L.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>	3	MC, MS
2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>1a: Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator or using dialogue when describing an event).	<u>11.W.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u> <u>11.W.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u> <u>11.W.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u> <u>11.W.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u> <u>11.W.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>	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.	1a: Write Brief Texts: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).	11.W.9a: <u>Apply grades 11-12 Reading standards to literature</u> (e.g., “Demonstrate knowledge of eighteenth-, nineteenth and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	3	WR/CR
		11.W.9b <u>Apply grades 11-12 Reading standards to literary non-fiction</u> (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>1b: Revise Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).	<b>11.W.3a:</b> <u>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>	2	MC, MS, HT
		<b>11.W.3b:</b> <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>		
		<b>11.W.3c:</b> <u>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u>		
		<b>11.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>		
		<b>11.W.3e:</b> <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>		
		<b>11.W.9a:</b> <u>Apply <i>grades 11-12 Reading standards to literature</i> (e.g., "Demonstrate knowledge of eighteenth-, nineteenth and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</u>		
		<b>11.W.9b</b> <u>Apply <i>grades 11-12 Reading standards to literary non-fiction</i> (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u>		

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>3a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p>	<p><b>11.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p>	3	WR/CR
		<p><b>11.W.2b:</b> <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p>		
		<p><b>11.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p>		
		<p><b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p>		
		<p><b>11.W.2e:</b> Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p>		
		<p><b>11.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p>		
		<p><b>11.W.9b</b> <u>Apply <i>grades 11-12 Reading standards</i> to literary non-fiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u></p>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>3b: Revise Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).	<b>11.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>	2	MC, MS, HT
		<b>11.W.2b:</b> <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u>		
		<b>11.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u>		
		<b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>		
		<b>11.W.2e:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>		
		<b>11.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u>		
		<b>11.W.9b</b> <u>Apply <i>grades 11-12 Reading standards</i> to literary non-fiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u>		

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Claim	Target	Standards	DOK	Item Types
<b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>6a: Write Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<b>11.W.1a:</b> <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u>	3	WR/CR
		<b>11.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>		
		<b>11.W.1c:</b> <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>		
		<b>11.W.1d:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>		
		<b>11.W.1e:</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		<b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction</u> (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		

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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.	<b>6b: Revising Brief Texts:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<b>11.W.1a:</b> <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>	2	MC, MS, HT
		<b>11.W.1b:</b> <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>		
		<b>11.W.1c:</b> <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u>		
		<b>11.W.1d:</b> Establish and maintain a formal style.		
		<b>11.W.1e:</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>		
		<b>11.W.9b</b> <u>Apply <i>grades 11-12 Reading standards</i> to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</u>		

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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.	<b>8: Language and Vocabulary Use:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	<b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>	1, 2	MC, MS, HT
		<b>11.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>		
		<b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>		
	<b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	<b>11.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>11.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1, 2	MC, MS, HT

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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: Analyze, interpret, and use information delivered orally.	<u>11.SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u>	1, 2, 3	MC, MS, EBSR, MA
		<u>11.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>		
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: Analyze/Integrate Information: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<u>11.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	2	MC, MS, HT
		<u>11.RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u>		
		<u>11.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u>		
		<u>11.RST.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u>		
		<u>11.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u>		

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Claim	Target	Standards	DOK	Item Types
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	2: <b>Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<b>11.RST.2:</b> <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u>	2	MC, MS, HT
		<b>11.RH.3:</b> <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u>		
		<b>11.RST.3:</b> <u>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</u>		
		<b>11.RH.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u>		
		<b>11.RST.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u>		
		<b>11.RH.8:</b> <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</u>		
		<b>11.RST.8:</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<b>11.RH.9:</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>2: Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<b>11.RST.9:</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u>	2	MC, MS, HT
		<b>11.SL.2:</b> <u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u>		
		<b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>11.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>11.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>3: Evaluate Information/Sources:</b> 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. Evaluate relevance, accuracy, and completeness of information from multiple sources.	<b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources</u> , using advanced searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	2	MC, MS, MA
		<b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources</u> , using advanced searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		

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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: <b>Use Evidence:</b> Cite evidence to support arguments or conjectures.	<b>11.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u>	2	MC, MS, HT, MA
		<b>11.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u>		
		<b>11.RH.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u>		
		<b>11.RST.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u>		
		<b>11.RH.8</b> <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</u>		
		<b>11.RST.8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u>		
		<b>11.RH.9:</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u>		
		<b>11.RST.9:</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u>		

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Claim	Target	Standards	DOK	Item Types
<b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>4: Use Evidence:</b> Cite evidence to support arguments or conjectures.	<b>11.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>	2	MC, MS, HT, MA
		<b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>		
		<b>11.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		
		<b>11.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>		

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