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**: **Key Details:** 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: **Central Ideas:** Identify or summarize central ideas/key events.	**5.RL.2** <u>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</u>.	2	MC, MS, EBSR, HT
			3	ST/CR
	3: **Word Meanings:** Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**5.RL.4** <u>Determine the meaning of words and phrases as they are used in a text</u>, including figurative language such as metaphors and similes.	1, 2	MC, MS, HT
		5.L.4 <u>Determine</u> or clarify <u>the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content</u>, choosing flexibly from a range of strategies.		
		5.L.5c <u>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</u>.		

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

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**4: Reasoning and Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author's message).	**5.RL.3** 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). **5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described. **5.RL.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	3	EBSR, HT, ST/CR
	5: Analysis Within or Across Texts: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, and plot/events).	**5.RL.3** 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). **5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described.	3, 4	MC, MS, EBSR, HT
	6: **Text Structures and Features:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	**5.RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2, 3	MC, MS

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

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**7**: **Language Use:** Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	**5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	2, 3	MC, MS
	8: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **5.RI.7** 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.	1, 2	MC, MS, HT
	9: **Central Ideas:** Identify central ideas, key events, procedures, or topics and subtopics.	**5.RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	MC, MS, EBSR, HT
			3	ST/CR
	10: **Word Meanings:** Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.	1, 2	MC, MS, HT
		5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		

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

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**11**: **Reasoning and Evidence:** Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).	**5.RI.3** 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.	3	EBSR, HT, ST/CR
		5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
		5.RI.7 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.		
		5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
		5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
	12: **Analysis Within or Across Texts:** Analyze or compare how information is presented within or across texts (events, people, ideas, topic).	**5.RI.3** 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.	3, 4	MC, MS, EBSR, HT
		5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
	13: **Text Structures and Features:** Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.	**5.RI.5** 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.	2, 3	MC, MS

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

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	**14: Language Use:** Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	**5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **5.L.5a** Interpret figurative language, including similes and metaphors, in context. **5.L.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.	2, 3	MC, MS
2: Students can produce effective writing for a range of purpose and audiences.	**1a: Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event.)	**5.W.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **5.W.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **5.W.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **5.W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. **5.W.3e** Provide a conclusion that follows from the narrated experiences or events. **5.W.9a** Apply *grade 5 Reading standards* 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

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

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**1b: Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.	**5.W.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	2	MC, MS, HT
		5.W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
		5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
		5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.		
		5.W.3e Provide a conclusion that follows from the narrated experiences or events.		
		5.W.9a Apply *grade 5 Reading standards* 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]").		

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

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**3a: Write Brief Texts:** Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting 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.	**5.W.2a** 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. **5.W.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **5.W.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **5.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **5.W.2e** Provide a concluding statement or section related to the information or explanation presented. **5.W.9b** 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]").	3	WR/CR

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

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**3b: Revise Brief Texts:** Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting 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.	**5.W.2a** 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. **5.W.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **5.W.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **5.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **5.W.2e** Provide a concluding statement or section related to the information or explanation presented. **5.W.9b** 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]").	2	MC, MS, HT

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

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**6a: Write Brief Texts:** Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	**5.W.1a** 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. **5.W.1b** Provide logically ordered reasons that are supported by facts and details. **5.W.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). **5.W.1d** Provide a concluding statement or section related to the opinion presented. **5.W.9b** 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]").	3	WR/CR

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

Claim	Target	Standards	DOK	Item Types
2: Students can produce effective writing for a range of purpose and audiences.	**6b: Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.	**5.W.1a** 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. **5.W.1b** Provide logically ordered reasons that are supported by facts and details. **5.W.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). **5.W.1d** Provide a concluding statement or section related to the opinion presented. **5.W.9b** 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]").	2	MC, MS, HT
	8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	**5.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **5.W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.	1, 2	MC, MS, HT

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

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

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

Claim	Target	Standards	DOK	Item Types
4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.	**3: Analyze Information/Sources:** Distinguish relevant/irrelevant information.	**5.RI.7** 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.	2	MC, MS
		5.W.8 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.		
		5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	4: Use Evidence: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.	**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	MC, MS, HT
		5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
		5.RI.7 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.		
		5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
		5.W.1b Provide logically ordered reasons that are supported by facts and details.		
		5.W.8 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.		
		5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		

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