



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		
<p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p>1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p>	<p>8.RL.1 <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></p>	2	MC, MS, HT		
	<p>2: Central Ideas: Summarize central ideas/key events using key details from the text.</p>	<p>8.RL.2 <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></p>	2	MC, MS, EBSR, HT		
			3	ST/CR		
	<p>3: Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p>8.RL.4 <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></p>	<p>8.L.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</u></p>	1, 2	MC, MS, HT	
						<p>8.L.5b <u>Use the relationship between particular words to better understand each of the words.</u></p>
						<p>8.L.5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</u></p>
<p>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.</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.	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).	8.RL.3 <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>	3, 4	EBSR, HT, ST/CR
		8.RL.6 <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>		
		8.RL.9 <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>		
	5: Analysis Within or Across Texts: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts.	8.RL.3 <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>	3, 4	MC, MS, HT
		8.RL.6 <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>		
	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.	8.RL.5 <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>	2, 3	MC, MS

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	7: Language Use: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	<u>8.RL.1</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.	3	MC, MS
		<u>8.RI.4</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>8.L.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	8: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<u>8.RI.1</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.	2	MC, MS, HT
		<u>8.RH.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.		
		<u>8.RH.3</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).		
9: Central Ideas: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.	<u>8.RI.2</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.	2	MC, MS, EBSR, HT	
	<u>8.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>8.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.	3	ST/CR	

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Claim	Target	Standards	DOK	Item Types
<p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p>10: Word Meanings: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p>	<p>8.RI.4 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.</p>	<p>1, 2</p>	<p>MC, MS, HT</p>
		<p>8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>		
		<p>8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p>		
		<p>8.L.4 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>		
		<p>8.L.5b Use the relationship between particular words to better understand each of the words.</p>		
		<p>8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>		
		<p>8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

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Claim	Target	Standards	DOK	Item Types
<p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p>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).</p>	<p>8.RI.3 <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u></p>	<p>3, 4</p>	<p>EBSR, HT, ST/CR</p>
		<p>8.RI.6 <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></p>		
		<p>8.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></p>		
		<p>8.RST.6 <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u></p>		
		<p>8.RI.7 <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></p>		
		<p>8.RI.8 <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></p>		
		<p>8.RH.8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p>		
		<p>8.RST.8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>8.RI.9 <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></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.	12: Analysis Within or Across Texts: Analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.	<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>	3, 4	MC, MS, EBSR, HT
		<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>		
	13: Text Structures and Features: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation.	<u>8.RI.5 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>	2, 3	MC, MS
		<u>8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</u>		
		<u>8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</u>		
	14: Language Use: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	<u>8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	3	MC, MS
<u>8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.</u>				

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>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).</p>	<p>8.W.3a <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></p> <p>8.W.3b <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p> <p>8.W.3c <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></p> <p>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></p> <p>8.W.3e <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	3	WR/CR
	<p>1b: Revise Brief Texts: 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).</p>	<p>8.W.3a <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></p> <p>8.W.3b <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p> <p>8.W.3c <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></p> <p>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></p> <p>8.W.3e <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>3a: Write Brief Texts: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p>	<p>8.W.2a <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></p> <p>8.W.2b <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>8.W.2c <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>8.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>8.W.2e <u>Establish and maintain a formal style.</u></p> <p>8.W.2f <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>3b: Revise Brief Texts: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p>	<p>8.W.2a <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></p>	2	MC, MS, HT
		<p>8.W.2b <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p>		
		<p>8.W.2c <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p>		
		<p>8.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p>		
		<p>8.W.2e <u>Establish and maintain a formal style.</u></p>		
		<p>8.W.2f <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p>		
		<p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>		

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>6a: Write Brief Texts: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>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></p>	3	WR/CR
		<p>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></p>		
		<p>8.W.1c <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u></p>		
		<p>8.W.1d <u>Establish and maintain a formal style.</u></p>		
		<p>8.W.1e <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p>		
		<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>6b: Revise Brief Texts: 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.</p>	<p>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></p> <p>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></p> <p>8.W.1c <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p>8.W.1d <u>Establish and maintain a formal style.</u></p> <p>8.W.1e <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p>	2	MC, MS, HT
	<p>8: Language and Vocabulary Use: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p>	<p>8.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>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></p> <p>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></p> <p>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.</u></p>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.	8.L.1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	1	MC, MS, HT
		8.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>		
		8.L.3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u>		
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.	8.SL.2 <u>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	1, 2, 3	MC, MS, EBSR, HT
		8.SL.3 <u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>		
4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information	2: Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	8.RI.1 <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
		8.RI.6 <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>		
		8.RI.8 <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>		
		8.RI.9 <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>		
		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>		

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Claim	Target	Standards	DOK	Item Types
<p>4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information</p>	<p>2: Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).</p>	<p>8.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></p>	2	MC, MS, HT
		<p>8.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></p>		
		<p>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></p>		
		<p>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).</u></p>		
		<p>8.RH.8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p>		
		<p>8.RST.8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p>		
		<p>8.RH.9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p>		
		<p>8.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.</u></p>		
<p>8.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></p>				

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Claim	Target	Standards	DOK	Item Types
<p>4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p>2: Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).</p>	<p>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 quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>	2	MC, MS, HT
		<p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>		
		<p>8.WHST.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>		
	<p>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.</p>	<p>8.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></p>	2	MC, MS
		<p>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 quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>		
	<p>4: Use Evidence: Cite evidence to support analyses, arguments, or critiques</p>		<p>8.RH.1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p>	2
<p>8.RST.1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p>				
<p>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></p>				
<p>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).</u></p>				

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<p>4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p>4: Use Evidence: Cite evidence to support analyses, arguments, or critiques</p>	<p>8.RH.8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p>	2	MC, MS, HT, MA
		<p>8.RST.8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p>		
		<p>8.RH.9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p>		
		<p>8.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.</u></p>		
		<p>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></p>		
		<p>8.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></p>		
		<p>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 quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>		
		<p>8.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>		
		<p>8.WHST.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>		

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