



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.	4.RL.1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	1, 2	MC, MS, HT
	2: Central Ideas: Identify or summarize central ideas/key events.	4.RL.2 <u>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u>	2	MC, MS, EBSR, HT
	3: Word Meanings: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	4.RL.4 <u>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).</u>	1, 2	MC, MS, HT
		4.L.4 <u>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.</u>		
		4.L.5c <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u>		

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



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>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).</p>	<p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	3	EBSR, HT, ST/CR
	<p>5: Analysis Within or Across Texts: Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.</p>	<p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	3, 4	MC, MS, EBSR, HT
	<p>6: Text Structures and Features: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.</p>	<p>4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	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.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	2, 3	MC, MS	
		4.L.5 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.	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.	1, 2	MC, MS, HT	
		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.			
	9: Central Ideas: Identify central ideas, key events, or procedures.		4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2	MC, MS, EBSR, HT
				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 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>4.RI.4 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>.</p> <p>4.L.4 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> <p>4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	1, 2	MC, MS, HT
	<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>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>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.</p> <p>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.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	3	EBSR, HT, 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.	12: Analysis Within or Across Texts: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, show cause/effect, and integrate information).	<u>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</u>	3, 4	MC, MS, EBSR, 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>		
	13: Text Structures/Features: Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.	<u>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>	2, 3	MC, MS
		<u>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</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>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	2, 3	MC, MS
		<u>4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u>		
<u>4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</u>				

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective writing for a range of purpose and audiences.</p>	<p>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).</p>	<p>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></p> <p>4.W.3b <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>4.W.3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>4.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>4.W.3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>4. 4.W.9a <u>Apply grade 4 Reading standards 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].”).</u></p>	3	WR/CR
	<p>1b: Revise Brief Texts: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	<p>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></p> <p>4.W.3b <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>4.W.3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>4.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>4.W.3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>4.W.9a <u>Apply grade 4 Reading standards 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].”).</u></p>	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective writing for a range of purpose and audiences.</p>	<p>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.</p>	<p>4.W.2a <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></p> <p>4.W.2b <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>4.W.2c <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u></p> <p>4.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>4.W.2e <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>4.W.9b <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></p>	3	WR/CR
	<p>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.</p>	<p>4.W.2a <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></p> <p>4.W.2b <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>4.W.2c <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u></p> <p>4.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>4.W.2e <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>4.W.9b <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></p>	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective writing for a range of purpose and audiences.</p>	<p>6a: Write Brief Texts: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p>	<p>4.W.1a <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></p> <p>4.W.1b <u>Provide reasons that are supported by facts and details.</u></p> <p>4.W.1c <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>4.W.1d <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p>4.W.8 <u>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></p> <p>4.W.9b <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></p>	3	WR/CR
	<p>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.</p>	<p>4.W.1a <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></p> <p>4.W.1b <u>Provide reasons that are supported by facts and details.</u></p> <p>4.W.1c <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>4.W.1d <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p>4.W.8 <u>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></p> <p>4.W.9b <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></p>	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.	8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	4.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	1, 2	MC, MS, HT
		4.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>		
3: Students can employ effective speaking and listening skills 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 opinion texts.	4.L.6 <u>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
		4.L.1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>		
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.	4.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	1, 2, 3	MC, MS, EBSR, MA
		4.SL.2 <u>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>		
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.	4.SL.3 <u>Identify the reasons and evidence a speaker provides to support particular points.</u>	1, 2, 3	MC, MS, EBSR, MA
		4.SL.3 <u>Identify the reasons and evidence a speaker provides to support particular points.</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: Interpret and Integrate Information: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.</p>	<p><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></p> <p><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></p> <p><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></p> <p><u>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><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></p> <p><u>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	2	MC, MS, HT, MA
	<p>3: Analyze Information/Sources: Distinguish relevant/irrelevant information.</p>	<p><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></p> <p><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></p> <p><u>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	2	MC, MS

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

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