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 lists Depth of Knowledge level(s), item type(s) in which the target may be assessed as well as the Interim Assessment Block (IAB) that the target may be assessed in.

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
- CR – Constructed Response

Depth of Knowledge:
- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

NOTE:
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	IAB	DOK	Item Types
1.Reading	**1**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**3.RL.1** Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u>.	**Block 1**: Read Literary Texts	1, 2	MC, MS, HT
	2: **Central Ideas:** Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	**3.RL.1** Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u>. **3.RL.2** 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>.	**Block 1:** Read Literary Texts	2,3 3	MC, EBSR, HT ST/CR

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KEY DATA SYSTEMS

Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**3**: **Word Meanings:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **3.L.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	**Block 1:** Read Literary Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**4**: **Reasoning and Evidence:** 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.	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters. **3.RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**Block 1:** Read Literary Texts	3	EBSR, HT, ST/CR
	5: **Analysis Within or Across Texts:** Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view.	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters.	**Block 1:** Read Literary Texts	3, 4	MC, MS, EBSR, HT

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**6**: **Text Structures and Features:** Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	**3.RL.1** Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u>. **3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <u>describe how each successive part builds on earlier sections</u>. **3.RL.7** <u>Explain how specific aspects of a text's illustrations contribute</u> to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**Block 1:** Read Literary Texts	2, 3	MC, MS

	7: **Language Use:** 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.	**3.RL.4** <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</u>.
		3.L.5 <u>Demonstrate understanding of word relationships and nuances in word meanings</u>.
		   a. <u>Distinguish the literal and non-literal meanings of words and phrases in context</u> (e.g., take steps).
		   b. <u>Identify</u> real-life <u>connections between words and their use</u> (e.g., describe people who are friendly or helpful).
			Block 1: Read Literary Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**8**: **Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Block 2:** Read Informational Texts	1, 2	MC, MS, HT
	9: **Central Ideas:** Identify or determine a main idea and the key details that support it.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Block 2:** Read Informational Texts	2,3	MC, EBSR, HT
				3	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**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, 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.	**3.RI.1** Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> **3.RI.4** <u>Determine the meaning of general academic and domain-specific words and phrases in a text</u> relevant to a *grade 3 topic or subject area*. **3.L.4** <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*</u>, choosing flexibly from a range of strategies. a. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u> 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). 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). d. <u>Use</u> glossaries or <u>beginning dictionaries</u>, both print and digital, <u>to determine or clarify the precise meaning of key words and phrases.</u>	**Block 2:** Read Informational Texts	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**11**: **Reasoning and Evidence:** 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.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **3.RI.6** Distinguish their own point of view from that of the author of a text. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	**Block 2:** Read Informational Texts	3	EBSR, HT, ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**12**: **Analysis Within or Across Texts:** Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **3.RI.6** Distinguish their own point of view from that of the author of a text.	**Block 2:** Read Informational Texts	3, 4	MC, MS, EBSR, HT
	13: **Text Structures/Features:** Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Block 2:** Read Informational Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
1.Reading	**14: Language Use:** 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.	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.L.5** 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*).	**Block 2**: Read Informational Texts	2, 3	MC, MS

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**1a**: **Write Brief Texts:** Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**3.W.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **3.W.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3.W.3c** Use temporal words and phrases to signal event order. **3.W.3d** Provide a sense of closure.	**Block 3:** Brief Writes	3	CR
	3a: Write Brief Texts: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	**3.W.2a** Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension. **3.W.2b** Develop the topic with facts, definitions, and details. **3.W.2c** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **3.W.2d** Provide a concluding statement or section. **3.W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 3:** Brief Writes	3	CR

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**6a: Write Brief Texts:** Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	**3.W.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **3.W.1b** Provide reasons that support the opinion. **3.W.1c** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. **3.W.1d** Provide a concluding statement or section. **3.W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 3:** Brief Writes	3	CR

Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**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 appropriate to purpose (closure, detailing characters, plot, setting, or an event).	**3.W.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **3.W.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3.W.3c** Use temporal words and phrases to signal event order. **3.W.3d** Provide a sense of closure.	**Block 4:** Revision	2	MC, MS, HT
	3b: Revise Brief Texts: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	**3.W.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **3.W.2b** Develop the topic with facts, definitions, and details. **3.W.2c** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. **3.W.2d** Provide a concluding statement or section.	**Block 4:** Revision	2	MC, MS, HT
	6b: Revise Brief Texts: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	**3.W.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **3.W.1b** Provide reasons that support the opinion. **3.W.1c** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. **3.W.1d** Provide a concluding statement or section.	**Block 4:** Revision	2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**8: Language and Vocabulary Use:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	**3.L.3a** Choose words and phrases for effect. **3.L.6** Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**Block 5:** Language and Vocabulary Use	1, 2	MC, MS, HT
	9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	**3.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Block 6:** Editing	1, 2	MC, MS, HT

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**2. Compose Full Texts (Narrative)** Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	**3.W.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **3.W.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3.W.3c** Use temporal words and phrases to signal event order. **3.W.3d** Provide a sense of closure. **3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. **3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 11:** Narrative Performance Task	4	Narrative Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**4: Compose Full Texts (Informational)** Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	**3.W.2a** Introduce a topic clearly and group related information, including illustrations, when useful to aiding comprehension. **3.W.2b** Develop the topic with facts, definitions, and details. **3.W.2c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **3.W.2d** Provide a concluding statement or section. **3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. **3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 9:** Informational Performance Task	4	Informational Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
2.Writing	**7. Compose Full Texts (Opinion)** Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	**3.W.1a** Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **3.W.1b** Provide reasons that support the opinion. **3.W.1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. **3.W.1d** Provide a concluding statement or section. **3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. **3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 10:** Opinion Performance Task	4	Opinion Full Write

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Claim	Target	Standards	IAB	DOK	Item Types
3.Listening	**4**: **Listen/Interpret:** Interpret and use information delivered orally.	**3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**Block 7:** Listen and Interpret	1, 2, 3	MC, MS, EBSR, MA

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Claim	Target	Standards	IAB	DOK	Item Types
4.Research	**2: Interpret and Integrate Information**: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	**3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 8:** Research **Block 9:** Informational Performance Task **Block 10:** Opinion Performance Task **Block 11:** Narrative Performance Task	**CAT:**2 **PT:** 3	MC, MS, HT, MA

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Claim	Target	Standards	IAB	DOK	Item Types
4.Research	**3: Analyze Information/Sources**: Distinguish relevant/irrelevant information.	**3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Block 8:** Research	**CAT:** 2	MC, MS
			Block 9: Informational Performance Task	**PT:** 3	MC, MS, HT, MA
			Block 10: Opinion Performance Task **Block 11:** Narrative Performance Task	**PT:** 4/ST 3/Machine Scored	ST/CR

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Claim	Target	Standards	IAB	DOK	Item Types
4.Research	**4: Use Evidence:** Cite evidence to support opinions or ideas.	**3.RI.1** <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u>. **3.RI.6** <u>Distinguish their own point of view from that of the author of a text</u>. **3.RI.7** <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text </u>(e.g., where, when, why, and how key events occur). **3.RI.9** <u>Compare and contrast the most important points and key details presented in two texts on the same topic</u>. **3.W.1b** <u>Provide reasons that support the opinion</u>. **3.W.8** Recall information from experiences or<u> gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>	**Block 8:** Research	**CAT:** 2	MC, MS, HT
			Block 9: Informational Performance Task **Block 10:** Opinion Performance Task **Block 11:** Narrative Performance Task	**PT:** 3	MC, MS, HT, MA

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