Smarter Balanced Assessment

Claims, Targets, and Standard Alignment for ELA

Grade 1 ELA

[Note: As there is no Grade 1 version of the SBAC Assessment, Claims and Targets have not been officially identified. However, ELA SBAC ELA Claims are consistent from grade to grade for the grades that are tested. The following charts illustrate how Grade 2 fits within this aligned system of Claims, Targets, and Standards.]

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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | 1.RL.1 Ask and answer questions about key details in a text. | 1, 2 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 2: Central Ideas: Identify central ideas, key events, or the sequence of events presented in a text. | 1.RL.1 Ask and answer questions about key details in a text.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 23 |

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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RL.1 Ask and answer questions about key details in a text.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.Use sentence-level context as a clue to the meaning of a word or phrase.Use frequently occurring affixes as a clue to the meaning of a word.Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.1. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RL.1 Ask and answer questions about key details in a text.1.RL.3 Describe characters, settings, and major events in a story, using key details.1.RL.6 Identify who is telling the story at various points in a text.1.RL.9 Compare and contrast the adventures and experiences of characters in stories.. | 3 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RL.1 Ask and answer questions about key details in a text.1.RL.3 Describe characters, settings, and major events in a story, using key details.1.RL.6 Identify who is telling the story at various points in a text. | 3, 4 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RL.1 Ask and answer questions about key details in a text.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. | 2, 3 |

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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 2, 3 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 8: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.7 Use the illustrations and details in a text to describe its key ideas. | 1,2 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 9: Central Ideas: Identify or determine a main idea and the key details that support it. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.2 Identify the main topic and retell key details of a text. | 23 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. Clarifications | 1.RI.1 Ask and answer questions about key details in a text.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use frequently occurring affixes as a clue to the meaning of a word.
3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.1.RI.7 Use the illustrations and details in a text to describe its key ideas.1.RI.8 Identify the reasons an author gives to support points in a text.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 3 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 3 |

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| Claim | Target | Standards | DOK |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 13: Text Structures/Features: Relate knowledge of text structures or text features (e.g., maps, photographs) to demonstrate understanding of the text. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.5 Know and use various text structures (e.g. sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.1.RI.7 Use the illustrations and details in a text to describe its key ideas. | 2, 3 |
| 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | 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. | 1.RI.1 Ask and answer questions about key details in a text.1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
2. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
4. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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| Claim | Target | Standards | DOK |
| 2: Students can produce effective writing for a range of purposes and audiences. | 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). | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 3 |
| 2: Students can produce effective writing for a range of purposes 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. | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 2 |
| 2: Students can produce effective writing for a range of purposes 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 details, or an appropriate conclusion. | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 2 |

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| Claim | Target | Standards | DOK |
| 2: Students can produce effective writing for a range of purposes 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 details, or an appropriate conclusion. | 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 2 |
| 2: Students can produce effective writing for a range of purposes 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 reasons, or provide an appropriate conclusion. | 1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | 3 |
| 2: Students can produce effective writing for a range of purposes 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 reasons, or provide an appropriate conclusion. | 1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | 2 |
| 2: Students can produce effective writing for a range of purposes and audiences. | 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. | 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize dates and names of people.
2. Use end punctuation for sentences.
3. Use commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). | 1, 2 |

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| Claim | Target | Standards | DOK |
| 2: Students can produce effective 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 opinion texts. | 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Print all upper- and lowercase letters.
2. Use common, proper, and possessive nouns.
3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
4. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
5. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
6. Use frequently occurring adjectives.
7. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
8. Use determiners (e.g., articles, demonstratives).
9. Use frequently occurring prepositions (e.g., during, beyond, toward).
10. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize dates and names of people.
2. Use end punctuation for sentences.
3. Use commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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| Claim | Target | Standards | DOK |
| 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. | 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.1. Give, restate, and follow simple two-step directions.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1, 2, 3 |
| 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 key details that are provided; select information from data or print and non-print text sources for a given purpose. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.7 Use the illustrations and details in a text to describe its key ideas.1.RL.9 Compare and contrast the adventures and experiences of characters in stories.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 2 |

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| Claim | Target | Standards | DOK |
| 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | 3: Analyze Information/Sources:Distinguish relevant/irrelevantinformation. | 1.RI.7 Use the illustrations and details in a text to describe its key ideas.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 2 |
| 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | 4: Use Evidence: Cite evidence tosupport opinions or ideas. | 1.RI.1 Ask and answer questions about key details in a text.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.1.RL.9 Compare and contrast the adventures and experiences of characters in stories.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 2 |