Macintosh HD:Users:george:Desktop: 3 Logos for LLA:LeadLearnerAsD27aR01bP13ZL-Johnson1b_cmyk.epsSmarter Balanced Assessment

Claims, Targets, and Standard Alignment for ELA

Grade 2 ELA

[Note: As there is no Grade 2 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. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | 1, 2 |
|  | 2: Central Ideas: Identify central ideas, key events, or the sequence of events presented in a text. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 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. | 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. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2. RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.   2.L.5b Demonstrate understanding of word relationships and nuances in word meanings.   1. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | 1, 2 |

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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. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | 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. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | 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. | 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | 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. | 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) 2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | 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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | 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. | 2.RI.1 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | 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. | 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 | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. | 1, 2 |

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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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RI.8 Describe how reasons support specific points the author makes in a text.  2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. | 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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | 3, 4 |

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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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | 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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) 2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | 2, 3 |

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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). | 2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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. | 2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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. | 2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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. | 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 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. | 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | 3 |

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| Claim | Target | Standards | DOK |
| 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. | 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | 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. | 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Compare formal and informal uses of English.   2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | 1, 2 |

Grade 2 ELA

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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. | 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Create readable documents with legible print. 2. Use collective nouns (e.g., group). 3. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 4. Use reflexive pronouns (e.g., myself, ourselves). 5. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 6. Use adjectives and adverbs, and choose between them depending on what is to be modified. 7. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).   2.L.2 L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives.   Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil). | 1, 2 |

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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. | 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   1. Give and follow three- and four-step oral directions.   2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | 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. | 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RL.9 Compare and contrast the most important points presented by two texts on the same topic.  2.W.8 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/irrelevant  information. | 2.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  2.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  2.W.8 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 to  support opinions or ideas. | 2.RI.1 With prompting and support, ask and answer questions about key details in a text.  2.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  2.W.8 Recall information from experiences or gather information from provided sources to answer a question. | 2 |