Smarter Balanced Assessment

Claims, Targets, and Standard Alignment for ELA

Kindergarten ELA

[Note: As there is no Kindergarten 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. | K.RL.1 With prompting and support, 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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text.K.RL.2 With prompting and support, retell familiar stories, including key details. | 22 |

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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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text.K.RL.4 Ask and answer questions about unknown words in a text.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) 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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text.K.RL.3 With prompting and support, identify characters, settings, and major events in a story.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar 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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text.K.RL.3 With prompting and support, identify characters, settings, and major events in a story.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 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. | K.RL.1 With prompting and support, ask and answer questions about key details in a text.K.RL.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 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. | K.RL.4 Ask and answer questions about unknown words in a text.K.RL.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). | 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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.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). | 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. | K.RI.1 Ask and answer questions about key details in a text.K.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 | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.RL.4 Ask and answer questions about unknown words in a text.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
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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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.K.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.K.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).K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.K.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). | 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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.K.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. | 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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.RI.5 Identify the front cover, back cover, and title page of a book.K.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, 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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) 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). | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 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. | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 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. | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 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. | K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | 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. | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | 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. | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | 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. | K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize the first word in a sentence and the pronoun I.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | 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. | K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Print many upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
6. Produce and expand complete sentences in shared language activities.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize the first word in a sentence and the pronoun I.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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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. | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.1. Understand and follow one-and two-step oral directions.

K.SL.3 Ask and answer questions in order to seek help, get 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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.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).K.RL.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).K.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. | K.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).K.RL.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).K.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. | K.RI.1 With prompting and support, ask and answer questions about key details in a text.K.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.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 2 |