

# SBAC ELA/Literacy Assessment Claims & Targets Overview

## What Students Need to Know and Be Able to Do – Grade 5

### Claim 1: READING

Students can read closely and analytically to comprehend a range of increasingly complex *literary*\* and informational\* texts.

*\*Bold italics are used to mark details specific to Literary Text. Underlining is used to mark details specific to Informational Text.  
Plain text is used for information that is applicable to both Literary and Informational Text.*

50% of text-related assessment evidence will come from reading *literary texts*, and may include stories, poems, plays, myths, or legends.  
50% will come from reading informational texts, and may include science, social studies, and technical texts/topics.

### Claim 1 Targets (*Literary*):

### Claim 1 Targets (Informational):

<p><b>T1. KEY DETAILS (<i>Literary</i>)</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>RL1</b></p>	<p><b>T8. KEY DETAILS (<u>Informational</u>)</b></p> <p><b>RI1, RI7</b></p> <p>DOK 1, DOK 2</p>
<p><b>T2. CENTRAL IDEAS (<i>Literary</i>)</b> Identify or <b>summarize</b> central ideas/key events, <u>procedures or topics and subtopics</u>.</p> <p><b>RL2</b></p>	<p><b>T9. CENTRAL IDEAS (<u>Informational</u>)</b></p> <p><b>RI2</b></p> <p>DOK 2, DOK 3</p>
<p><b>T3. WORD MEANINGS (<i>Literary</i>)</b> Determine intended <b>or precise</b> meanings of words, including words with multiple meanings, academic/tier 2 words, <u>domain-specific (tier 3) words</u>, based on context, word relationships (e.g., <u>synonyms, antonyms, homographs</u>), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, <u>thesaurus, glossary</u>), <u>with primary focus on the academic vocabulary common to complex texts in all disciplines</u>.</p> <p><b>RL4, L4, L5c</b></p>	<p><b>T10. WORD MEANINGS (<u>Informational</u>)</b></p> <p><b>RI4, L4, L5c</b></p> <p>DOK 1, DOK 2</p>
<p><b>T4. REASONING &amp; EVIDENCE (<i>Literary</i>)</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences:  <b><i>Literary: (character development/actions/traits; first- or third-person point of view, theme; author’s message).</i></b> Informational: (author’s line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</p> <p><b>RL3, RL6, RL9</b></p>	<p><b>T11. REASONING &amp; EVIDENCE (<u>Informational</u>)</b></p> <p><b>RI3, RI6, RI7, RI8, RI9</b></p> <p>DOK 3</p>
<p><b>T5. ANALYSIS WITHIN OR ACROSS TEXTS (<i>Literary</i>)</b> Within or across texts:  <b><i>Literary: Examine or compare relationships (e.g., literary elements: setting, conflict, dialogue, point of view, characterization).</i></b> Informational: Analyze or compare how information is presented (events, people, ideas, topic).</p> <p><b>RL3, RL6</b></p>	<p><b>T12. ANALYSIS WITHIN OR ACROSS TEXTS (<u>Informational</u>)</b></p> <p><b>RI3, RI6</b></p> <p>DOK 3, DOK 4</p>
<p><b>T6. TEXT STRUCTURES &amp; FEATURES (<i>Literary</i>)</b> <b>Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.</b></p> <p><b>RL5</b></p>	<p><b>T13. TEXT STRUCTURES &amp; FEATURES (<u>Informational</u>)</b> <u>Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.</u></p> <p><b>RI5</b></p> <p>DOK 2, DOK 3</p>
<p><b>T7. LANGUAGE USE (<i>Literary</i>)</b> Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.</p> <p><b>L5, RL4</b></p>	<p><b>T14. LANGUAGE USE (<u>Informational</u>)</b></p> <p><b>L5, L5a, L5b</b></p> <p>DOK 2, DOK 3</p>

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## What Students Need to Know and Be Able to Do – Grade 5

### Claim 2: WRITING

Students can produce effective writing for a range of purposes and audiences.

**Claim 2 Targets: Assessment evidence will come from composing, revising, and/or editing writing.**

<p><b>T1a. WRITE BRIEF TEXTS</b> Write brief narratives: Write and/or revise one or more paragraphs demonstrating specific <b>narrative</b> techniques (<i>use of dialogue, sensory or concrete details, description</i>), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (<i>closure, detailing characters, plot, setting, or an event</i>).</p> <p><b>W3a, W3b, W3c, W3d, and/or W3e, L3a</b></p>	<p><b>T1b. REVISE BRIEF TEXTS</b> Revise brief narratives: Write = DOK 3, Revise = DOK 2</p>
<p><b>T2. COMPOSE FULL TEXTS</b></p> <p>Write full compositions demonstrating <b>narrative</b> techniques (<i>dialogue, sensory or concrete details, description, pacing</i>), structures, appropriate transitions for coherence, and author’s craft appropriate to purpose (<i>closure, detailing characters, plot, setting, and events</i>).</p> <p><b>W3a, W3b, W3c, W3d, W3e, W4, W5, W8, W9</b></p> <p style="text-align: right;">DOK 4</p>	
<p><b>T3a. WRITE BRIEF TEXTS:</b> Write brief <b>informational</b>: Write and/or revise <b>one or more informational/explanatory paragraphs</b> 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 and explanation presented.</p> <p><b>W2a, W2b, W2c, W2d, W2e, and/or W9</b></p>	<p><b>T3b. REVISE BRIEF TEXTS:</b> Revise brief <b>informational</b>: Write = DOK 3, Revise = DOK 2</p>
<p><b>T4. COMPOSE FULL TEXTS</b></p> <p>Write <b>full informational/explanatory texts</b> on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to prompt) and elaboration; and develop an appropriate conclusion related to the information and explanation presented.</p> <p><b>W2a, W2b, W2c, W2d, W2e, W3b, W4, W5, W8, W9</b></p> <p style="text-align: right;">DOK 4</p>	
<p><b>T5. USE TEXT FEATURES (not assessed in summative CAT assessment)</b></p> <p>Use text features (<u>headings</u>, <b>bold text</b>, <u>captions</u>, etc.) in <b>informational</b> texts to enhance meaning.</p> <p><b>W2a</b></p> <p style="text-align: right;">DOK 2</p>	
<p><b>T6a. WRITE BRIEF TEXTS:</b> Write brief <b>opinion</b> pieces: Write and/or revise <b>one or more paragraphs</b> demonstrating ability to <b>state opinions</b> about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaborations, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p> <p><b>W1a, W1b, W1c, W1d, W8, and/or W9</b></p>	<p><b>T6b. REVISE BRIEF TEXTS:</b> Revise brief <b>opinion</b> pieces: Write = DOK 3, Revise = DOK 2</p>
<p><b>T7. COMPOSE FULL TEXTS</b></p> <p>Write <b>full opinion pieces</b> about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources where appropriate to prompt) and elaboration, and develop an appropriate conclusion related to the opinion presented.</p> <p><b>W1a, W1b, W1c, W1d, W3b, W4, W5, W8, W9</b></p> <p style="text-align: right;">DOK 4</p>	
<p><b>T8. LANGUAGE &amp; VOCABULARY USE</b></p> <p>Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>W2d, W3d, L3a, L6</b></p> <p style="text-align: right;">DOK 1, DOK 2</p>	
<p><b>T9. EDIT:</b> Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p><b>L1, L2</b></p> <p style="text-align: right;">DOK 1, DOK 2</p>	
<p><b>T10. TECHNOLOGY (not assessed on the summative assessment)</b></p> <p>Use tools of technology to gather information, make revisions, or produce texts.</p> <p><b>W6</b></p> <p style="text-align: right;">DOK 1</p>	

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<b>Claim 3: SPEAKING &amp; LISTENING</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>Claim 4: RESEARCH &amp; INQUIRY</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
<b>Claim 3 Targets:</b> <i>Targets 1-3 address SPEAKING.</i> <i>Target 4 addresses LISTENING.</i>	
<b>T1. LANGUAGE &amp; VOCABULARY USE</b> (not assessed on summative assessment) Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. <b>L1, L3a, L3c, L6, SL6</b> DOK 1	<b>T1. PLAN-RESEARCH</b> (not assessed on summative assessment) Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources. <b>SL1, SL2, SL3, SL4, W6, W7</b> DOK 2, DOK 3, DOK 4—when multiple sources are used.
<b>T2. CLARIFY MESSAGE</b> (not assessed on summative assessment) Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. <b>SL6</b> DOK 1	<b>T2. INTERPRET &amp; INTEGRATE INFORMATION</b> 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. <b>RI1, RI6, RI7, RI9, W8, W9</b> DOK 2 on Computer Adaptive Test DOK 3 on Performance Task
<b>T3. PLAN-SPEAK-PRESENT</b> (not assessed on summative assessment) Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. <b>SL1, SL2, SL4, SL5, SL6, W8</b> DOK 2, DOK 3	<b>T3. ANALYZE INFORMATION-SOURCES</b> Distinguish relevant/irrelevant information. <b>RI7, W8, W9</b> DOK 2 on Computer Adaptive Test DOK 4 on Performance Task
<b>T4. LISTEN-INTERPRET</b> Interpret and use information delivered orally. <b>SL2, SL3</b> DOK 1, DOK 2, DOK 3	<b>T4. USE EVIDENCE</b> Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed. <b>RI1, RI6, RI7, RI9, W1b, W8, W9</b> DOK 2 on Computer Adaptive Test DOK 3 on Performance Task