

College and Career Ready Literacy SBAC Claims and Targets Quick Reference

<p style="text-align: center;">Claim 1 – Reading</p> <p>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s).</p>	<p style="text-align: center;">Claim 2 – Writing</p> <p>Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p style="text-align: center;">Claim 3 – Speaking & Listening</p> <p>Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>	<p style="text-align: center;">Claim 4 – Research</p> <p>Students can engage in research/inquiry to investigate topics, and analyze, integrate, and present information.</p>
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Assessment Targets

<p style="text-align: center;">Literary Text</p> <p>1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts</p> <p>2. CENTRAL IDEALS: Summarize central ideas/key events using key relevant details</p> <p>3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words including distinguishing connotation denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)</p> <p>4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style (e.g. dramatic irony, humor satire, understatement) on plot/subplot development)</p> <p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material</p> <p>6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</p> <p>7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</p>	<p style="text-align: center;">Narrative Writing</p> <p>1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator point of view, use dialogue to advance the action)</p> <p>2. COMPOSE FULL TEXTS: The CC places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced summative assessment; however the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.</p>	<p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain specific vocabulary), figurative language, syntax, and discourse appropriate to the intent, purpose, and audience when speaking</p> <p>2. CLARIFY MESSAGE: use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience</p> <p>3. PLAN/SPEAK/PRESENT: Compose (gather and organize) and orally deliver short (e.g., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</p>	<p>1. PLAN/RESEARCH: Devise an approach and conduct short focused research projects to explore a topic, issue or problem, analyzing interrelationships amount concepts or perspectives</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Cite evidence to support arguments or conjectures</p>																		
<p style="text-align: center;">Informational Text</p> <p>8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts</p> <p>9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events or procedures using supporting ideas and relevant details</p> <p>10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools)</p> <p>11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)</p> <p>12. ANALYSIS WITH OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features.</p> <p>13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation</p> <p>14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.</p>	<p style="text-align: center;">Informational Writing</p> <p>3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion appropriate to purpose and audience</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate and elaboration with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience</p> <p>5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style</p>	<p style="text-align: center;">SHIFTS in ELA/LITERACY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Shift 1</td> <td style="width: 40%;">Balancing Informational & Literary Text</td> <td style="width: 50%;">Students read a true balance of informational and literary texts.</td> </tr> <tr> <td>Shift 2</td> <td>Knowledge in the Disciplines</td> <td>Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities</td> </tr> <tr> <td>Shift 3</td> <td>Staircase of Complexity</td> <td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td> </tr> <tr> <td>Shift 4</td> <td>Text-based Answers</td> <td>Students engage in rich and rigorous evidence based conversations about text.</td> </tr> <tr> <td>Shift 5</td> <td>Writing from Sources</td> <td>Writing emphasizes use of evidence from sources to inform or make an argument.</td> </tr> <tr> <td>Shift 6</td> <td>Academic Vocabulary</td> <td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td> </tr> </table>		Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.	Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities	Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.	Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.	Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.	Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.
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<p style="text-align: center;">Argumentative Writing w/ Evidence</p> <p>6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence (from texts when appropriate) and counter claims using credible sources, or providing a conclusion (e.g. articulating implications or stating significance of the problem) appropriate to purpose and audience</p> <p>7. COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience</p>		<p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revisiting or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts</p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts</p>																			