



Smarter Balanced Assessment Consortium Claims, Targets, and Standard Alignment for ELA



The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcomes achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards.

The following tables layout the claims and targets for claims 1-4. Each target may feature a standard or a variety of standards that make up the skill(s) of the target. Each target lists Depth of Knowledge level(s), item type(s) in which the target may be assessed as well as the Interim Assessment Block (IAB) that the target may be assessed in.

Item Types:

- MC – Multiple Choice, Single Correct Response
- MS – Multiple Choice, Multiple Correct Response
- HT – Hot Text, Select Text and Reorder Text
- EBSR – Evidence-based Selected Response
- MA – Matching Tables
- CR – Constructed Response

Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

NOTE:

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|--|--|--------------|----------------------------|
| 1. Reading | 1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | 5.RL.1 Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u> | Block 1: Read Literary Texts | 1, 2 | MC, MS, HT |
| | 2: Central Ideas: Identify or determine a theme or central idea from details in the text, or summarize the text. | 5.RL.1 Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u> 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; <u>summarize the text.</u> | Block 1: Read Literary Texts | 2,3 3 | MC, MS, EBSR, HT CR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|--|--|------|------------|
| 1. Reading | <p>3: Word Meanings: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p> | <p>5.RL.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RL.4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p>5.L.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., photograph, photosynthesis).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify <u>the precise meaning of key words and phrases.</u></p> <p>5.L.5c <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p> | <p>Block 1: Read Literary Texts</p> | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|--|---|--|------|------------------|
| 1. Reading | <p>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, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.</p> | <p>5.RL.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RL.3 <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u></p> <p>5.RL.6 <u>Describe how a narrator's or speaker's point of view influences how events are described.</u></p> <p>5.RL.9 <u>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u></p> | <p>Block 1: Read Literary Texts</p> | 3 | EBSR, HT, CR |
| | <p>5: Analysis Within or Across Texts: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.</p> | <p>5.RL.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RL.3 <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u></p> <p>5.RL.6 <u>Describe how a narrator's or speaker's point of view influences how events are described.</u></p> | <p>Block 1: Read Literary Texts</p> | 3, 4 | MC, MS, EBSR, HT |
| | <p>6: Text Structures and Features: Analyze text structures to explain information within the text.</p> | <p>5.RL.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RL.5 <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u></p> | <p>Block 1: Read Literary Texts</p> | 2, 3 | MC, MS |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|--|---|------|------------------|
| 1. Reading | 7: Language Use: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context. | <p>5.RL.4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p>5.L.5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figurative language, including similes and metaphors, in context.</u></p> <p>L-5b <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> | Block 1: Read Literary Texts | 2, 3 | MC, MS |
| | 8: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | <p>5.RI.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RI.7 <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> | Block 2: Read Informational Texts | 1, 2 | MC, MS, HT |
| | 9: Central Ideas: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. | <p>5.RI.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RI.2 <u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u></p> | Block 2: Read Informational Texts | 2, 3 | MC, MS, EBSR, HT |
| | | 3 | | CR | |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|--|--|---|------|------------|
| 1. Reading | <p>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, word relationships (e.g., synonyms, antonyms), word 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.</p> | <p>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>Block 2: Read Informational Texts</p> | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|--|---|---|------|------------------|
| 1. Reading | <p>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., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.</p> | <p><u>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><u>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><u>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><u>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u></p> <p><u>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> | <p>Block 2: Read Informational Texts</p> | 3 | EBSR, HT, CR |
| | <p>12: Analysis Within or Across Texts: Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or determine how the information reveals the author's point of view.</p> | <p><u>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><u>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> | <p>Block 2: Read Informational Texts</p> | 3, 4 | MC, MS, EBSR, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|---|---|------|------------|
| 1. Reading | 13: Text Structures and Features: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. | <u>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u> <u>5.RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> | Block 2: Read Informational Texts | 2, 3 | MC, MS |
| | 14: Language Use: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning. | <u>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>5.L.5a Interpret figurative language, including similes and metaphors, in context.</u> <u>5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</u> | Block 2: Read Informational Texts | 2, 3 | MC, MS |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-----------|--|---|--------------------------|-----|------------|
| 2.Writing | 1a: Write Brief Texts: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). | <p>5.W.3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>5.W.3b <u>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u></p> <p>5.W.3c <u>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u></p> <p>5.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> | Block 3: Brief Writes | 3 | WR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-----------|---|--|--------------------------|-----|------------|
| 2.Writing | <p>3a: Write Brief Texts: Write one or more informational paragraphs 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 or explanation presented.</p> | <p>5.W.2a <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>5.W.2b <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>5.W.2c <u>Link ideas within and across categories of information using words, phrases, and clauses</u> (e.g., in contrast, especially).</p> <p>5.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>5.W.2e <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>5.W.8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and sort evidence into provided categories.</p> <p>5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | Block 3: Brief Writes | 3 | WR |
| | <p>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 evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p> | <p>5.W.1a <u>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u></p> <p>5.W.1b <u>Provide reasons that support the opinion.</u></p> <p>5.W.1c <u>Use linking words and phrases</u> (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>5.W.1d <u>Provide a concluding statement or section.</u></p> <p>5.W.8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and sort evidence into provided categories.</p> <p>5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p> | Block 3: Brief Writes | 3 | WR |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-----------|--|---|-------------------|-----|------------|
| 2.Writing | 1b: Revise Brief Texts: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). | <p>5.W.3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>5.W.3b <u>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u></p> <p>5.W.3c <u>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u></p> <p>5.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> | Block 4: Revision | 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|--|----------------------|-----|---------------|
| 2. Writing | <p>3b: Revise Brief Texts: Revise one or more informational paragraphs 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 or explanation presented.</p> | <p>5.W.2a <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>5.W.2b <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>5.W.2c <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u></p> <p>5.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>5.W.2e <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>5.L.3a <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p> | Block 4: Revision | 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|---|---|------|------------|
| 2. Writing | 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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. | <p>5.W.1a <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u></p> <p>5.W.1b <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>5.W.1c <u>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</u></p> <p>5.W.1d <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p>5.L.3a <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p> | Block 4: Revision | 2 | MC, MS, HT |
| | 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. | <p>5.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>5.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> | Block 5: Language and Vocabulary Use | 1, 2 | MC, MS, HT |
| | 9: Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. | <p>5.L.1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>5.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> | Block 6: Editing | 1, 2 | MC, MS, HT |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-----------|---|---|---|-----|----------------------------|
| 2.Writing | <p>2. Compose Full Texts (Narrative)</p> <p>Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> | <p>5.W.3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>5.W.3b <u>Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>5.W.3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>5.W.3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>5.W.3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>5.W.4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p>5.W.5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p>5.W.8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | Block 11: Narrative Performance Task | 4 | Narrative Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-----------|--|--|---|-----|--------------------------|
| 2.Writing | <p>4. Compose Full Texts (Informational) Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p> | <p>5.W.2a <u>Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>5.W.2b <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>5.W.2c <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u></p> <p>5.W.2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>5.W.2e <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>5.W.4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p>5.W.5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p>5.W.8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | <p>Block 9: Informational Performance Task</p> | 4 | Informational Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|---|---|-----|-----------------------|
| 2. Writing | <p>7. Compose Full Texts (Opinion) Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> | <p>5.W.1a <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</u> 5.W.1b <u>Provide logically ordered reasons that are supported by facts and details.</u> 5.W.1c <u>Link opinion and reasons using words and clauses (e.g., consequently, specifically).</u> 5.W.1d <u>Provide a concluding statement or section related to the opinion presented.</u> 5.W.4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u> 5.W.5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u> 5.W.8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> 5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p> | Block 10: Opinion Performance Task | 4 | Opinion Full Write |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|--------------------|--|---|---|---------|------------------|
| 3.Listening | 4: Listen/Interpret: Interpret and use information delivered orally. | 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | Block 7: Listen and Interpret | 1, 2, 3 | MC, MS, EBSR, MA |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|--|--|---|---------------|-------------------|
| 4.Research | 2: Interpret and Integrate Information: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose. | 5.RI.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> | Block 8: Research | CAT: 2 | MC, MS, HT |
| | | 5.RI.6 <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u> | | | |
| | | 5.RI.7 <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> | Block 9: Informational Performance Task Block 10: Opinion Performance Task Block 11: Narrative Performance Task | PT: 3 | MC, MS, HT, MA |
| | | 5.RI.9 <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u> | | | |
| | | 5.W.8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> | | | |
| | | 5.W.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> | | | |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|-------------|--|---|--|--------|----------------|
| 4. Research | 3: Analyze Information/Sources: Distinguish relevant/irrelevant information. | 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | Block 8: Research | CAT: 2 | MC, MS |
| | | | Block 9: Informational Performance Task | PT: 3 | MC, MS, HT, MA |
| | | | Block 10: Opinion Performance Task | | PT: 4 |
| | | | Block 11: Narrative Performance Task | | |

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| Claim | Target | Standards | IAB | DOK | Item Types |
|------------|---|---|----------------------|-------------------|---------------|
| 4.Research | 4: Use Evidence: Cite evidence to support opinions, ideas, or analyses. | <p><u>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><u>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><u>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><u>5.W.1b Provide logically ordered reasons that are supported by facts and details.</u></p> <p><u>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><u>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | Block 8: Research | CAT: 2 | MC, MS, HT |
| | | <p>Block 9: Informational Performance Task</p> <p>Block 10: Opinion Performance Task</p> <p>Block 11: Narrative Performance Task</p> | PT: 3 | MC, MS, HT, MA | |

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