ENGLISH LANGUAGE ARTS GRADE 3 CROSSWALK

Claims-Targets-Standards

This document aligns the Michigan ELA Standards with Claims and Assessment Targets. The Claims and Targets can be used to design classroom lessons and district assessment. In addition, it serves as a guide in understanding the M-STEP reports.

MICHIGAN Department of Education

ELA Grade 3		
Claims	**Targets**	**Standards***
Claim 1: Reading Students can read closely and analytically to comprehend a range of increasingly complex literary (Targets 1-7) and informational (Targets 8-14) texts	**Target 1: Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL1*
	Target 2: Central Ideas Identify central ideas, key events, or the sequence of events presented in a text.	RL2
	Target 3: Word Meanings Determine intended or precise meaning of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).	RL4* L4* L4a-d L5c*
	Target 4: Reasoning and Evidence Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author's message).	RL3 RL6 RL9
	Target 5: Analysis Within or Across Texts Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	RL3 RL6
	Target 6: Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.	RL5* RL7
	Target 7: Language Use Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	RL4 L5
	Target 8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI1 RI7
	Target 9: Central Ideas Identify central ideas, key events, or procedures and details that support them.	RI2
	Target 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), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on academic vocabulary common to complex texts in all disciplines.	RI4 L4 L4a-d
	Target 11: Reasoning and Evidence Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).	RI3 RI6 RI7 RI8 RI9
	Target 12: Analysis Within or Across Texts Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).	RI3 RI6
	Target 13: Text Structures and Features Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.	RI5 RI7
	Target 14: Language Use Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	L5 L5a L5b

- Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding Target.

ELA Grade 3		
Claims	**Targets**	**Standards***
Claim 2: Writing Students can produce effective writing for a range of purposes and audiences.	**1a: Write Brief Narrative 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).	W3a-d
	Target 1b: Revise Brief Narrative Texts Revise 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).	
	Target 2: Compose Full Narrative Texts Write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	W3a-d W4* W5* W8*
	Target 3a: Write Brief Informational 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.	W2a* W2b-d
	Target 3b: Revise Brief Informational 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.	
	Target 4: Compose Full Informational Texts Write full informational/explanatory texts 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 details (from sources when appropriate to prompt) and an appropriate conclusion.	W2a* W2b-d W3b W4* W5* W8*
	Target 5: Use Text Features (*not* assessed on summative assessment) Use text features (illustrations) in informational texts to enhance meaning.	W2a*
	Target 6a: Write Brief Opinion 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.	W1a-d W8*
	Target 6b: Revise Brief Opinion 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.	
	Target 7: Compose Full Opinion Texts Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.	W1a-d W3b W4* W5* W8*
	Target 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.	L3a L6*
	Target 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.	L1 L2 L3b
	Target 10: Technology (*not* assessed on summative assessment) Use tools of technology to produce texts.	W6*

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ELA Grade 3		
Claims	**Targets**	**Standards**
Claim 3: Speaking and Listening Students can employ effective speaking and listening skills for a range of purposes and audiences.	**1: Language and Vocabulary Use** (*not* assessed on summative assessment) Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.	L1* L3a- L3b L6 SL6
	Target 2: Clarify Message (*not* assessed on summative assessment) Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.	SL6
	Target 3: Plan/Speak/Present (*not* assessed on summative assessment) Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.	SL1-SL2 SL4 SL5* SL6 W8
	Target 4: Listen and Interpret Interpret and use information delivered orally.	SL2 SL3

ELA Grade 3		
Claims	**Targets**	**Standards**
Claim 4: Research Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**1: Plan and Research** (*not* assessed on summative assessment) Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.	SL1-SL4 W6 W7
	Target 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.	RI1 RI7 RI9 W8*
	Target 3: Analyze Information/Sources Distinguish relevant/irrelevant information.	RI7 RI9 W8*
	Target 4: Use Evidence Cite evidence to support opinions based on prior knowledge and information collected.	RI1 RI6 RI7 RI9 W1b W8*

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