ENGLISH LANGUAGE ARTS
High School 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 assessments. In addition, the document serves as a guide in understanding the M-STEP reports.

MICHIGAN
Department of
Education

ELA High School

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 Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	RL2*	
	Target 3: 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. denotation), word patterns, etymology, 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.	RL4* L4* L4a-d	L5b-c L6
	Target 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., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.	RL3 RL6 RL9*	
	Target 5: Analysis Within or Across Texts Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	RL3 RL6	
	Target 6: Text Structures and Features Analyze text structures and the impact of those choices on meaning or presentation.	RL5	
	Target 7: Language Use Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone.	RL1 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 RH1	RST1 RH3
	Target 9: Central Ideas Determine a central idea and the key details that support it, or provide an objective summary of the text.	RI2* RH2	RST2
	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., connotation, denotation), word patterns, etymology, 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.	RI4* RH4 RST4 L4 L4a*	L4b L4c* L4d L5b-c L6
	Target 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., development of individuals, ideas or events; author's point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.	RI3 RI6 RH6 RST6	RI9 RI7 RI8 RH8 RST8
	Target 12: Analysis Within or Across Texts Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view.	RI3 RI6	
	Target 13: Text Structures and Features Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	RI5 RH5 RST5	RI7 L5* L5a
	Target 14: Language Use Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.	L5* L5a	

Note: All Claim 1 Targets incorporate RL1/RI1.

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

Claims	Targets	Standards*
Claim 2: Writing Students can produce effective writing for a range of purposes and audiences.	**Target 1a: Write Brief Narrative Texts** Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).	W3a* W3b-e W9
	Target 1b: Revise Brief Narrative Texts Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).	
	Target 2: Compose Full Narrative Texts Write full narrative texts using a complete writing process demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors' craft—all appropriate to purpose (writing a speech; style or point of view in a short story).	W3a* W5* W3b-e W8* W4 W9
	Target 3a: Write Brief Explanatory Texts Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implication or the significance of a topic).	W2a-f W9
	Target 3b: Revise Brief Explanatory Texts Apply a variety of strategies when revising one or more paragraphs of explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).	
	Target 4: Compose Full Informational Texts Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).	W2a-f W4 W5* W8 W9
	Target 5: Use Text Features (*not* assessed on summative assessment) Employ text features and visual components appropriate to purpose and style.	W2a*
	Target 6a: Write Brief Argumentative Texts Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	W1a-e W9
	Target 6b: Revise Brief Argumentative Texts Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	

ELA High School

Claims	Targets	Standards*
Claim 2: Writing	**Target 7: Compose Full Opinion Texts** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	W1a-e W8* W4 W9 W5
	Target 8: Language and 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 revising or composing texts.	W2d W3d* L3a* L6*
	Target 9: Edit Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	L1 L2
	Target 10: Technology (*not* assessed on summative assessment) Use tools of technology to gather information, make revisions, or produce texts.	W6*

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

Claims	Claims	Claims
Claim 3: Speaking and Listening Students can employ effective speaking and listening skills for a range of purposes and audiences.	**Target 1: Language and Vocabulary Use** (*not* assessed on summative assessment) Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.	L1 L3a* 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., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.	SL1 SL4 SL5 SL6
	Target 4: Listen and Interpret Analyze, interpret, and use information delivered orally.	SL2 SL3

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

ELA High School

Claims	Targets	Standards*	
Claim 4: Research Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	**Target 1: Plan and Research** (*not* assessed on summative assessment) Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	SL1-SL2 SL4-SL5 W6	W7 WHST7
	Target 2: Analyze/Integrate Information Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	RI1 RI7 SL2	W/HST8* W/WHST9 RH/RST1-3 RH/RST7-9
	Target 3: Evaluate Information/Sources Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources	W/WHST8* RH/RST8 RST9	
	Target 4: Use Evidence Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.	RH/RST1 RH/RST7-9	W1b W/WHST8* W/WHST9
	Target 5: Language and Vocabulary Usage (*not* assessed on summative assessment) Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.	W2d W3d L6	
	Target 6: Edit (*not* assessed on summative assessment) Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and opinion/argumentative texts).	L1 L2	
	Target 7: Technology (*not* assessed on summative assessment) Use tools of technology to gather information, make revisions, or produce texts/presentations.	W/WHST6	

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