



ENGLISH LANGUAGE ARTS GRADE 5 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.



30 September 2015

ELA Grade 5

Claims	Targets	Standards*
<p>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.</p>	<p>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.</p>	RL1*
	<p>Target 2: Central Ideas Identify or determine a theme or central idea from details in the text, or summarize the text.</p>	RL2
	<p>Target 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>	RL4* L4* L4a-d L5c*
	<p>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., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.</p>	RL3 RL6 RL9
	<p>Target 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>	RL3 RL6
	<p>Target 6: Text Structures and Features Analyze text structures to explain information within the text.</p>	RL5* RL7
	<p>Target 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>	RL4 L5
	<p>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.</p>	RI1 RI7
	<p>Target 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>	RI2
	<p>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, antonyms), 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>	RI4 L4 L4a-d
	<p>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., 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>	RI3 RI6 RI7 RI8 RI9
	<p>Target 12: Analysis Within or Across Texts Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.</p>	RI3 RI6
	<p>Target 13: Text Structures and Features Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.</p>	RI5 RI7
	<p>Target 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.</p>	L5 L5a L5b

Note: All Claim 1 Targets incorporate RL1/RI1

* An asterisk indicates that a portion of the Standard is assessed with the aligned Target

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Claims	Targets	Standards*
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Claim 2: Writing</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students can produce effective writing for a range of purposes and audiences.</p>	<p>Target 1a: Write Brief Narrative 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>	<p>W3a-e W9* L3a (Target 1b)</p>
	<p>Target 1b: Revise Brief Narrative 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>	
	<p>Target 2: Compose Full Narrative Texts 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>W3a-e W8* W4 W9 W5*</p>
	<p>Target 3a: Write Brief Informational 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>W2a* W2b-e W9 L3a (Target 3b)</p>
	<p>Target 3b: Revise Brief Informational 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>Target 4: Compose Full Informational Texts 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>W2a* W5* W2b-e W8* W3b W9 W4</p>
	<p>Target 5: Use Text Features (not assessed on summative assessment) Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>W2a* W2b*</p>
	<p>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 evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p>	<p>W1a-d W8* W9 L3a (Target 6b)</p>
	<p>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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p>	
	<p>Target 7: Compose Full Opinion Texts 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>W1a-d W5* W3b W8* W4 W9</p>
<p>Target 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>	<p>W2d L3a W3d L6</p>	
<p>Target 9: Edit Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>L1 L2</p>	
<p>Target 10: Technology (not assessed on summative assessment) Use tools of technology to gather information, make revisions, or produce texts.</p>	<p>W6*</p>	

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Claims	Targets	Standards*
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 <i>(not assessed on summative assessment)</i> Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.	L1* L3a L6 SL6
	Target 2: Clarify Message <i>(not assessed on summative assessment)</i> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.	SL6
	Target 3: Plan/Speak/Present <i>(not assessed on summative assessment)</i> 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.	SL1-SL2 SL4 SL5 SL6 W8
	Target 4: Listen and Interpret Interpret and use information delivered orally.	SL2 SL3

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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 <i>(not assessed on summative assessment)</i> 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.	SL1-SL3 SL4* W6* W7
	Target 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.	RI1 RI9* RI6 W8* RI7 W9
	Target 3: Analyze Information/Sources Distinguish relevant/irrelevant information.	RI7 W8* W9
	Target 4: Use Evidence Cite evidence to support opinions, ideas, or analyses.	RI1 W1b RI6 W8* RI7 W9 RI9

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