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.
<table>
<thead>
<tr>
<th>Claims</th>
<th>Targets</th>
<th>Standards*</th>
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</thead>
<tbody>
<tr>
<td><strong>Claim 1: Reading</strong></td>
<td><strong>Target 1: Key Details</strong>&lt;br&gt;Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</td>
<td>RL1*</td>
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<td><strong>Target 2: Central Ideas</strong>&lt;br&gt;Identify or determine a theme or central idea from details in the text, or summarize the text.</td>
<td>RL2</td>
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<td><strong>Target 3: Word Meanings</strong>&lt;br&gt;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.</td>
<td>RL4*&lt;br&gt;L4*&lt;br&gt;L4a-d&lt;br&gt;L5c*</td>
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<td><strong>Target 4: Reasoning and Evidence</strong>&lt;br&gt;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.</td>
<td>RL3&lt;br&gt;RL6&lt;br&gt;RL9</td>
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<td><strong>Target 5: Analysis Within or Across Texts</strong>&lt;br&gt;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.</td>
<td>RL3&lt;br&gt;RL6</td>
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<td><strong>Target 6: Text Structures and Features</strong>&lt;br&gt;Analyze text structures to explain information within the text.</td>
<td>RL5*&lt;br&gt;RL7</td>
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<td><strong>Target 7: Language Use</strong>&lt;br&gt;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.</td>
<td>RL4*&lt;br&gt;L5</td>
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<td><strong>Target 8: Key Details</strong>&lt;br&gt;Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</td>
<td>RI1&lt;br&gt;RI7</td>
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<td><strong>Target 9: Central Ideas</strong>&lt;br&gt;Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.</td>
<td>RI2</td>
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<td><strong>Target 10: Word Meanings</strong>&lt;br&gt;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.</td>
<td>RI4*&lt;br&gt;L4*&lt;br&gt;L4a-d</td>
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<td><strong>Target 11: Reasoning and Evidence</strong>&lt;br&gt;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.</td>
<td>RI3&lt;br&gt;RI6&lt;br&gt;RI7&lt;br&gt;RI8&lt;br&gt;RI9</td>
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<td><strong>Target 12: Analysis Within or Across Texts</strong>&lt;br&gt;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.</td>
<td>RI3&lt;br&gt;RI6</td>
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<td><strong>Target 13: Text Structures and Features</strong>&lt;br&gt;Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.</td>
<td>RI5&lt;br&gt;RI7</td>
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<td><strong>Target 14: Language Use</strong>&lt;br&gt;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.</td>
<td>L5&lt;br&gt;L5a&lt;br&gt;L5b</td>
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Note: All Claim 1 Targets incorporate RL1/RI1<br>* An asterisk indicates that a portion of the Standard is assessed with the aligned Target
ELA Grade 5

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| **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). | W3a-e
W9* L3* (Target 1b) |
| **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). | W3a-e
W4 W8*
W5* |
| **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). | W2a-
W2b-e
W9 L3 (Target 3b) |
| **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. | W2a-
W2b* |
| **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. | W2a-
W2b-e
W9 |
| **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. | W2a-
W2b-e
W8*
W3b
W4 |
| **Target 5: Use Text Features** | Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. | W2a
W2b* |
| **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. | W1a-d
W8*
W9 |
| **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. | W1a-d
W8*
W9 L3 (Target 6b) |
| **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. | W1a-d
W5* W3b
W4 W8*
W9 |
| **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. | W2d
W3d L3a |
| **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. | L1
L2 |
| **Target 10: Technology** | Use tools of technology to gather information, make revisions, or produce texts. | W6* |
## ELA Grade 5

### Claims

#### Claim 3: Speaking and Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

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| **Target 1: Language and Vocabulary Use**  
(*not assessed on summative assessment*)  
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**  
(*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., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate. | SL1-SL2  
SL4  
SL5  
SL6  
W8 |
| **Target 4: Listen and Interpret**  
Interpret and use information delivered orally. | SL2  
SL3 |

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

### Claims

#### Claim 4: Research

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

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| **Target 1: Plan and Research**  
(*not assessed on summative assessment*)  
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  
RI6  
RI7  
W8*  
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  
RI6  
RI7  
RI9  
W1b  
W8*  
W9 |

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