



# ENGLISH LANGUAGE ARTS GRADE 6 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 6

Claims	Targets	Standards*	
<b>Claim 1: Reading</b> Students can read closely and analytically to comprehend a range of increasingly complex literary (Targets 1-7) and informational (Targets 8-14) texts.	<b>Target 1: Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL1	
	<b>Target 2: Central Ideas</b> Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	RL2*	
	<b>Target 3: Word Meanings</b> Determine intended or precise 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., connotations, denotations), 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.	RL4* L4* L4a-d	L5b-c L6*
	<b>Target 4: Reasoning and Evidence</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	RL3 RL6 RL9	
	<b>Target 5: Analysis Within or Across Texts</b> Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	RL3* RL6	
	<b>Target 6: Text Structures and Features</b> Analyze text structures and the impact of those choices on meaning or presentation.	RL5	
	<b>Target 7: Language Use</b> Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	RL1 RL4 L5*	
	<b>Target 8: Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided by the text.	RI1 RH1	RST1 RH3
	<b>Target 9: Central Ideas</b> Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	RI2 RH2	RST2
	<b>Target 10: Word Meanings</b> 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., connotations, denotations), 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.	RI4* RH4 RST4 L4 L4a*	L4b L4c* L4d L5b-c L6
	<b>Target 11: Reasoning and Evidence</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	RI3 RI6 RH6 RST6 RI7	RI8 RH8 RST8 RI9

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Claims	Targets	Standards*
Claim 1: Reading	<p><b>Target 12: Analysis Within or Across Texts</b></p> <p>Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.</p>	<p>RI3 RI6</p>
	<p><b>Target 13: Text Structures and Features</b></p> <p>Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.</p>	<p>RI5      RST5 RH5      RI7</p>
	<p><b>Target 14: Language Use</b></p> <p>Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.</p>	<p>L5 L5a</p>

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.	<p><b>Target 1a: Write Brief Narrative Texts</b></p> <p>Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).</p>	<p>W3a* W3b-e W9 L3a</p>
	<p><b>Target 1b: Revise Brief Narrative Texts</b></p> <p>Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p>	
	<p><b>Target 2: Compose Full Narrative Texts</b></p> <p>Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).</p>	<p>W3a*      W5* W3b-e      W8* W4          W9</p>
	<p><b>Target 3a: Write Brief Explanatory Texts</b></p> <p>Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p>	<p>W2a* W2b-f W9 L3a</p>
	<p><b>Target 3b: Revise Brief Explanatory Texts</b></p> <p>Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p>	
	<p><b>Target 4: Compose Full Informational Texts</b></p> <p>Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic 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.</p>	<p>W2a*      W5* W2b-f      W8 W3b        W9 W4</p>
	<p><b>Target 5: Use Text Features</b> (not assessed on summative assessment)</p> <p>Employ text features and visual components appropriate to purpose and style.</p>	<p>W2a*</p>

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Claims	Targets	Standards*
Claim 2: Writing	<p><b>Target 6a: Write Brief Argumentative Texts</b></p> <p>Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.</p>	W1a-e W9 L3a
	<p><b>Target 6b: Revise Brief Argumentative Texts</b></p> <p>Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.</p>	
	<p><b>Target 7: Compose Full Opinion Texts</b></p> <p>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.</p>	W1a-e W4 W5*      W8 W9
	<p><b>Target 8: Language and Vocabulary Use</b></p> <p>Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p>	W2d W3d L6
	<p><b>Target 9: Edit</b></p> <p>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</p>	L1 L2 L3*
	<p><b>Target 10: Technology</b> (not assessed on summative assessment)</p> <p>Use tools of technology to gather information, make revisions, or produce texts.</p>	W6*

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

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

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Claims	Targets	Standards*
<b>Claim 4: Research</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>Target 1: Plan and Research</b> <i>(not assessed on summative assessment)</i> Conduct short research projects to explore a topic, issue, or problem, logically organizing ideas and supporting details.	SL1-SL2 SL4* SL5 W7/WHST7
	<b>Target 2: Analyze/Integrate Information</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	RI1 RI6 RI8 RI9 W8* W/WHST9 RH/RST1-2 RH/RST7-9
	<b>Target 3: Evaluate Information/Sources</b> 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.	W8* WHST8*
	<b>Target 4: Use Evidence</b> Cite evidence to support arguments, ideas, or analyses.	RI9 RH/RST1 RH/RST7-9 W1b W/WHST8* W/WHST9
	<b>Target 5: Language and Vocabulary Usage</b> <i>(not assessed on summative assessment)</i> 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
	<b>Target 6: Edit</b> <i>(not assessed on summative assessment)</i> Apply grade-appropriate grammar usage and mechanics to clarify a message.	L1 L2*
	<b>Target 7: Technology</b> <i>(not assessed on summative assessment)</i> Use tools of technology to gather information, make revisions, or produce texts/presentations.	W/WHST6 W/WHST8

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