ENGLISH LANGUAGE ARTS/ LITERACY GRADE 5 CROSSWALK

Claims-Targets-Standards

This document aligns the Delaware ELA/Literacy 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 Smarter ELA/Literacy reports.

ELA/Literacy instruction and assessment will reflect broad evidenced-based measures based on what students know and can do. These high level ELA/Literacy claims include (see Figure 1).

ELA/LITERACY CLAIMS	
Claim #1	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Claim #2	Students can produce effective writing for a range of purposes and audiences.
Claim #3	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Claim #4	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Figure 1 illustrates the high level in which students will be measured.

> **Claims** –Claims are arguments derived from evidence about college and career readiness.
> **Targets** – Targets are the bridge between the content standards and the assessment evidence that supports the claim. Targets insure sufficiency of evidence to justify each claim.

As a way to provide guidance to ELA/Literacy educators, this grade-level crosswalk document illustrates how the standards map to each assessment target and align to the critical areas for each grade as well as the claim which will be measured. This crosswalk document will allow educators to understand and visualize the interconnectedness of the standards to the assessment.

A crosswalk of the claims, rationales for the claims, and connecting verbiage are also included to clearly communicate how students can demonstrate processes and proficiencies associated with characteristics of college and career readiness.

ELA/LITERACY CLAIM #1

At the heart of the Common Core State Standards is a focus on literacy instruction that centers on careful examination of texts—reading closely and drawing evidence from the text to support inferences and judgments made (Coleman & Pimentel, 2012a, 2012b). The ability to read a variety of text types, including increasingly complex texts, is another key component of being college and career ready. In 2006, ACT, Inc. released a report, Reading between the Lines, which revealed an important finding: text complexity matters (ACT, Inc., 2006). Being able to read and analyze a variety of complex texts helps students make sense of information, understand diverse viewpoints, and become active, productive, and informed citizens. Students who are college and career ready in reading can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can cite and evaluate specific evidence when offering an oral, written, or graphic interpretation of a text.

Text selection for reading items: All Claim 1 items (including vocabulary) will be passage-dependent. The ELA assessment blueprint describes the number of reading passages (or pairs of passages) to be used at each grade level; selection criteria for all passages include the standards-based recommendations for text types and passage lengths. As part of the text selection process, each proposed passage is accompanied by a text-complexity "placemat" that addresses research-based qualitative as well as quantitative factors when justifying the selection of a text for a proposed grade level.

ELA Grade 5

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 or determine a theme or central idea from details in the text, or summarize the text.	RL2
	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.	RL4* L4* L4a-c L5c*
	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.	RL3 RL6 RL9
	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	RL3 RL6
	Target 6: Text Structures and Features Analyze text structures to explain information within the text.	RL5*
	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.	RL4 L5 L5a L5b
	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 or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	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, 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.	RI4 L4 L4a-d L5c
	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.	RI3 RI6 RI7 RI8 RI9
	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.	RI3 RI6
	Target 13: Text Structures and Features Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	RI5 RI7
	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.	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

ELA/LITERACY CLAIM #2

To communicate effectively, students need to understand why they are writing—for what different purposes and for what audiences. Writing develops the ability to generate, organize, make sense of, and deeply understand information in order to produce new ideas and insights. Writing Next (Graham & Perin, 2007) and its successor, Writing to Read (Graham & Hebert, 2010), argue convincingly for increasing the amount of time that students engage in writing and for teaching writing strategies and processes that have students create texts and write about and reflect on what they are reading. The Framework for Success in Postsecondary Writing, co-authored by the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP), states that "writing activities and assignments should be designed with genuine purposes and audiences in mind (from teachers and other students to community groups, local or national officials, commercial interests, students' friends and relatives, and other potential readers) in order to foster flexibility and rhetorical versatility. Standardized writing curricula or assessment instruments that emphasize formulaic writing for non-authentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education" (2011, p. 3).

Writing dispositions/habits of mind (or the ways writers approach writing) include engagement through making connections among ideas; persistence in grappling with challenging ideas and texts; an understanding of the responsibility to incorporate ideas of others, giving proper attribution; flexibility with approaches and styles to match purpose; and the utilization of metacognitive skills to reflect on one's development as a writer. The Framework for Success in Postsecondary Writing defines rhetorical knowledge as the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts. Rhetorical flexibility in relation to audience, purpose, and task, as well as the use of multiple approaches for developing and organizing ideas, is also central to the Writing Framework for the 2011 National Assessment of Educational Progress (National Assessment Governing Board, 2011, pp. 4–5). Consistently applying rhetorical knowledge and demonstrating dispositions of writing are what we look for in proficient writers at all grade levels.

ELA Grade 5

Claims	Targets	Standards*
Claim 2: Writing Students can produce effective writing for a range of purposes and audiences.	**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). **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 L3a (Target 1b)
	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).	W3a-e W8* W4 W9 W5*
	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. **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 W8 W9 L3a (Target 3b)
	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* W5* W2c-e W8* W4 W9
	Target 5: Use Text Features (*not* assessed on summative assessment) Use text features (headings, bold text, captions, etc.) 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 evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. **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 L3a (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* 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 L6 W3d
	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 (*not* assessed on summative assessment) Use tools of technology to gather information, make revisions, or produce texts.	W6*

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

ELA/LITERACY CLAIM #3

Rationale for ELA/Literacy Claim #3 Success in college coursework and careers depends heavily on the ability to communicate effectively—demonstrating active listening, interpersonal communication, and the ability to integrate oral/visual/graphic information. "Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is [often] illustrated . . . using the distinction linguists make between receptive language (language that is heard, processed, and understood by an individual) and expressive language (language that is generated and produced by an individual). . . . Sticht and James (1984) . . . found evidence strongly suggesting that children's listening comprehension outpaces reading comprehension until the middle school years (grades 6–8)" (Common Core State Standards Initiative, 2010, Appendix A, page 26). Stressing listening comprehension and discussion/speaking communications develops students' ability to process more complex information than they may be able to read or even write about, especially at the elementary and middle grades. The critical importance of communication skills was highlighted in a recent report issued by the Alliance for Excellence in Education (2011). The authors assert: "Our increasingly complex world demands much of its students. In almost every aspect of their lives, young people are being asked to learn more, process more, and produce more. These increasing demands mirror the world around them. Now more than ever, the nation's education system is being challenged by a technology-driven global economy that requires a skilled and deeply literate workforce. . . . Deeper learning is required . . . and prepares students to know and master core academic content; think critically and solve complex problems; work collaboratively; communicate effectively; and be self-directed and able to incorporate feedback" (pp. 1–2). Development of these deep learning skills requires utilization of all of the language arts, including listening and speaking. In the classroom, the CCSS Speaking and Listening standards require students to demonstrate a range of interactive oral communication and interpersonal skills. Students must work collaboratively; express their own ideas and listen carefully to ideas of others; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to achieve communicative purposes; understand and use language effectively; and adapt speech to context, content, and task. At the present time, CCSS Speaking standards cannot be assessed nationally for many reasons

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** (*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 for clarifying the message.	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

ELA/LITERACY CLAIM #4
The Common Core State Standards reflect the fact that inquiry and critical thinking are essential attributes of a student who is college and career ready, enabling students to produce new insights, perspectives, solutions, and products. The standards include a number of references to the kinds of research and investigation in which students should be prepared to engage. These references include both the ability to gather, synthesize, and evaluate information from multiple texts and, when appropriate, the ability to build on the ideas of others through collaboration and explorations of diverse perspectives. Today, a myriad of both print and non-print information is available globally. Students need to know how to filter information, evaluate the credibility of sources, detect and challenge the underlying assumptions, and make thoughtful decisions based on their analysis of what is relevant to the topic, issue, or problem being explored. These skills are important for college and career success, as students and employees are asked to move past obvious or surface level interpretations and use literacy skills to make sense of and respond to the written, visual, and verbal information they encounter. In How People Learn (Bransford, Brown, & Cocking, 1999), the authors state that to develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. This principle emerges from research on learning and transfer. Experts, regardless of the field, always draw on a richly structured information base; they are not just "good thinkers" or "smart people." The abilities to plan a task, to notice patterns, to generate reasonable arguments and explanations, and to draw analogies to other problems are all more closely intertwined with factual knowledge than was once believed (Pellegrino, 2002).

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) 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	RI9* 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