



# ENGLISH LANGUAGE ARTS/LITERACY GRADE 3 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 |  |
|---------------------|--|
| <b>Claim #1</b>     | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| <b>Claim #2</b>     | Students can produce effective writing for a range of purposes and audiences.  |
| <b>Claim #3</b>     | Students can employ effective speaking and listening skills for a range of purposes and audiences.                         |
| <b>Claim #4</b>     | 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 3

| Claims   | Targets  | Standards*                      |
|--|--|---------------------------------|
| <b>Claim 1: Reading</b><br>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><br>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><br>Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.  | RL2                             |
|  | <b>Target 3: Word Meanings</b><br>Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.                | RL4*<br>L4*<br>L4a-d<br>L5c*    |
|  | <b>Target 4: Reasoning and Evidence</b><br>Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, or plot) and use supporting evidence as justification/explanation.  | RL3<br>RL6<br>RL9               |
|  | <b>Target 5: Analysis Within or Across Texts</b><br>Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.  | RL3<br>RL6                      |
|  | <b>Target 6: Text Structures and Features</b><br>Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.   | RL5*<br>RL7                     |
|  | <b>Target 7: Language Use</b><br>Determine use of language by distinguishing literal from nonliteral meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.  | RL4<br>L5a-b                    |
|  | <b>Target 8: Key Details</b><br>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.   | RI1<br>RI7                      |
|  | <b>Target 9: Central Ideas</b><br>Identify or determine a main idea and the key details that support it.   | RI2                             |
|  | <b>Target 10: Word Meanings</b><br>Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, 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<br>L4<br>L4a-d              |
|  | <b>Target 11: Reasoning and Evidence</b><br>Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.   | RI3<br>RI6<br>RI7<br>RI8<br>RI9 |
|  | <b>Target 12: Analysis Within or Across Texts</b><br>Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.  | RI3<br>RI6                      |
|  | <b>Target 13: Text Structures and Features</b><br>Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.  | RI5<br>RI7                      |
|  | <b>Target 14: Language Use</b><br>Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.  | L5<br>L5a<br>L5b                |

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.

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 3

| Claims   | Targets  | Standards*                         |
|--|--|------------------------------------|
| Claim 2: Writing<br>Students can produce effective writing for a range of purposes and audiences.  | <p><b>Target 1a: Write Brief Narrative Texts</b><br/>Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>   | W3a-d                              |
|  | <p><b>Target 1b: Revise Brief Narrative Texts</b><br/>Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>   |                                    |
|  | <p><b>Target 2: Compose Full Narrative Texts</b><br/>Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>                                       | W3a-d<br>W4*<br>W5*<br>W8*         |
|  | <p><b>Target 3a: Write Brief Informational Texts</b><br/>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 details, or an appropriate conclusion.</p>  | W2a*<br>W2b-d                      |
|  | <p><b>Target 3b: Revise Brief Informational Texts</b><br/>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 details, or an appropriate conclusion.</p>  |                                    |
|  | <p><b>Target 4: Compose Full Informational Texts</b><br/>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 an appropriate conclusion.</p> | W2a*<br>W2b-d<br>W4*<br>W5*<br>W8* |
|  | <p><b>Target 5: Use Text Features</b><br/>(not assessed on summative assessment)<br/>Use text features (illustrations) in informational texts to enhance meaning.</p>  | W2a*                               |
|  | <p><b>Target 6a: Write Brief Opinion Texts</b><br/>Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>  | W1a-d<br>W8*                       |
|  | <p><b>Target 6b: Revise Brief Opinion Texts</b><br/>Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>  |                                    |
|  | <p><b>Target 7: Compose Full Opinion Texts</b><br/>Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.</p>          | W1a-d<br>W4*<br>W5*<br>W8*         |
| <p><b>Target 8: Language and Vocabulary Use</b><br/>Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> | L3a<br>L6*   |                                    |
| <p><b>Target 9: Edit</b><br/>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</p>                         | L1<br>L2<br>L3b  |                                    |
| <p><b>Target 10: Technology</b><br/>(not assessed on summative assessment)<br/>Use tools of technology to produce texts.</p>   | W6*  |                                    |

\*Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding 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*                          |
|--|--|-------------------------------------|
| <b>Claim 3: Speaking and Listening</b><br>Students can employ effective speaking and listening skills for a range of purposes and audiences. | <b>Target 1: Language and Vocabulary Use</b><br>(not assessed on summative assessment)<br>Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.   | L1*<br>L3a- L3b<br>L6<br>SL6        |
|  | <b>Target 2: Clarify Message</b><br>(not assessed on summative assessment)<br>Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.  | SL6                                 |
|  | <b>Target 3: Plan/Speak/Present</b><br>(not assessed on summative assessment)<br>Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. | SL1-SL2<br>SL4<br>SL5*<br>SL6<br>W8 |
|  | <b>Target 4: Listen and Interpret</b><br>Interpret and use information delivered orally.   | SL2<br>SL3                          |

\*Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding 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*                             |
|--|--|--|
| <b>Claim 4: Research</b><br>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | <b>Target 1: Plan and Research</b><br><i>(not assessed on summative assessment)</i><br>Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept. | SL1-SL4<br>W6<br>W7                    |
|  | <b>Target 2: Interpret and Integrate Information</b><br>Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.         | RI1<br>RI7<br>RI9<br>W8*               |
|  | <b>Target 3: Analyze Information/Sources</b><br>Distinguish relevant/irrelevant information.   | RI7<br>RI9<br>W8*                      |
|  | <b>Target 4: Use Evidence</b><br>Cite evidence to support opinions based on prior knowledge and information collected.   | RI1    RI9<br>RI6    W1b<br>RI7    W8* |

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