



# ENGLISH LANGUAGE ARTS/ LITERACY GRADE 6 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.

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* RL5 L5a
	<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
	<b>Target 12: Analysis Within or Across Texts</b> 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.	RI3 RI6
	<b>Target 13: Text Structures and Features</b> 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.	RI5 RH5 RST5 RI7
	<b>Target 14: Language Use</b> 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.	L5 L5a

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.

Claims	Targets	Standards*
Claim 2: Writing	<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>	W3a* W3b-e
	<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>	L3a L3b
	<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>	W3a*    W5* W3b-e    W8* W4        W9

Claims	Targets	Standards*
<b>Claim 2: Writing</b> Students can produce effective writing for a range of purposes and audiences.	<p align="center"><b>Target 3a: Write Brief Explanatory Texts</b></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.	W2a* W2b-f W8 W9
	<p align="center"><b>Target 3b: Revise Brief Explanatory Texts</b></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.	L3a L3b
	<p align="center"><b>Target 4: Compose Full Informational Texts</b></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.	W2a*    W5* W2b-f    W9 W4
	<p align="center"><b>Target 5: Use Text Features</b>                      (not assessed on summative assessment)</p> Employ text features and visual components appropriate to purpose and style.	W2a*
	<p align="center"><b>Target 6a: Write Brief Argumentative Texts</b></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.	W1a-e W8 W9 L3a L3b
	<p align="center"><b>Target 6b: Revise Brief Argumentative Texts</b></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.	W1a-e W4 W5*    W8 W9
	<p align="center"><b>Target 7: Compose Full Opinion Texts</b></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.	W2d W3d L3a L6
	<p align="center"><b>Target 8: Language and Vocabulary Use</b></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.	L1 L2
	<p align="center"><b>Target 9: Edit</b></p> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	W6*
	<p align="center"><b>Target 10: Technology</b>                      (not assessed on summative assessment)</p> Use tools of technology to gather information, make revisions, or produce texts.	

\* 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> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>Target 1: Language and Vocabulary Use</b> (not assessed on summative assessment) Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose	L1* L3a L6 SL6
	<b>Target 2: Clarify Message</b> (not assessed on summative assessment) Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.	SL6
	<b>Target 3: Plan/Speak/Present</b> (not assessed on summative assessment) 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.	SL1 SL4 SL5 SL6
	<b>Target 4: Listen and Interpret</b> Analyze, interpret, and use information delivered orally.	SL2      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> 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

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