

4 ELA Claims and Targets Grades 3 - 6

Claim 1 – Reading Target *Black font grades 3 – 6. Red font – grade specific.*

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). To see standards within each target by grade: [Claims/Targets/Standards](#)

Literary Text Targets

- Target 1. KEY DETAILS:** Given an inference or conclusion, use explicit details & implicit information from text to support inferences/conclusions.
- Target 2. CENTRAL IDEAS:** Identify/determine a theme or central idea (*gr. 3 includes lesson or moral*) from details in text, or summarize text (*gr 3 explain how its conveyed through key details, events or sequence*), (*gr. 6 . provide a summary without personal opinions or judgment*).
- Target 3. WORD MEANINGS:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (*gr 4 antonyms, synonyms*), (*gr. 6 connotations, denotations*), word structure (e.g., common roots, affixes *gr 4-5: add common Greek or Latin roots, affixes*), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context (*gr 5 figurative language such as metaphors and similes, word relationships*) and the academic (tier 2) vocabulary common to complex texts in all disciplines.
- Target 4. REASONING & EVALUATION:** Infer or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, point of view, [*Gr. 4-5 add themes & topics*]), (*gr. 6 character development and plot*) & use supporting evidence as justification-explanation.
- Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Describe (*gr 5 compare*) & explain relationships among literary elements (e.g., characters, *gr. 4 add setting and event, gr 6 plot and resolution*) within or across texts or *distinguish (gr. 4 compare and contrast gr.5 describe, gr.6 explain)* the narrator or characters' point of view within or across texts.
- Target 6. TEXT STRUCTURES/FEATURES:** Relate knowledge of text structures (*gr 3 building upon earlier sections*), (*gr. 4 differences between poem, drama & prose*) or text features (e.g., illustrations) to explain (*gr. 5 analyze*) information within the text (*gr 6 impact of choices on meaning or presentation*).
- Target 7. LANGUAGE USE:** Determine use of (*gr 3: language by distinguishing literal from non-literal*) meanings of words and phrases used in context, or demonstrate understanding of (*gr. 4 figurative language & gr. 5 include metaphors and similes, gr 6 add connotative meanings*) nuances in word meanings (*gr 6 and impact on meaning and tone*).

Informational Text Targets

- Target 8. KEY DETAILS:** Given an inference or conclusion, use explicit details & implicit information from text to support inferences/conclusions.
- Target 9. CENTRAL IDEAS:** Identify or determine a main idea and key details supporting it, (*gr 4–5 add: summarize key details using evidence from text*), (*gr 6 distinct from personal opinion or judgements*).
- Target 10. WORD MEANINGS:** Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, & words with multiple meanings in context, (*gr.3 add structure*), (e.g., common Greek or Latin roots, affixes), (*gr 4-5-6 word relationships (e.g., synonyms, antonyms)*), (*gr 6 connotations/ denotations*) or use of reference materials (dictionary) with primary focus on determining meaning in context & academic (tier 2) vocabulary common to complex texts in all disciplines.).
- Target 11. REASONING & EVALUATION:** Infer/ draw conclusion about a text OR make inferences/conclusions to compare texts (*gr. 3 e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; points or key details*), (*gr 4; firsthand and secondhand accounts of events or topics; use of information in charts-graphs-diagrams-timelines-animations; reasoning & evidence to support points*), (*gr. 5-6 e.g., relationships/interactions between individuals, events, ideas, or concepts; points of view; use of information in multiple print; reasoning & evidence to support points*), (*gr 6 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 /evaluate argument & specific claims*) use supporting evidence as justification.
- Target 12. ANALYSIS WITH OR ACROSS TEXTS:** Describe (*gr. 4-5 interpret /explain how*), (*gr 6 analyze or compare*) information within /across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect), (*gr. 4-5 is presented*) or distinguish (*gr. 4-5-6 compare/contrast*) author's point of view (*gr. 5-6 how information reveals author's point of view*).
- Target 13. TEXT STRUCTURES/FEATURES:** Relate knowledge of text features (e.g., maps, photographs, (*gr. 4 charts, graphs, diagrams, time lines, animations*), (*gr. 4–5 text structures: chronology, comparison, cause/effect, problem/solution*) to show (*gr. 4–5 to interpret /explain information*), (*gr 6 to analyze or integrate the impact of those choices on meaning or presentation*), understanding .
- Target 14. LANGUAGE USE:** Demonstrate understanding of word relationships /nuances, (*gr. 3 literal /non-literal*), (*gr 4-5 figurative language, word relationships*), words and phrases used in context, (*gr 4-5-6 similes, metaphors, idioms, adages, proverbs*) or (*gr 3. identify connections between words and their uses*), (*gr. 6 . impact of those word choices on meaning*).

Claim 2 – Writing Targets

Students can produce effective and well-grounded writing for a range of purposes and audiences.

Narrative Writing Targets

- Targets 1a and 1b. WRITE/REVISE BRIEF TEXTS:** Write 1-3 paragraphs demonstrating specific narrative techniques (use of dialogue, [*gr 4–5 sensory /concrete details*], description), chronology, (*gr 6 and other text structures*), appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event), (*gr 6 introduce narrator or use dialogue when describing an event*).
- Target 2. COMPOSE FULL TEXTS:** Write full narrative texts. Use complete writing process to show narrative techniques (dialogue, description [*gr 4-5 sensory/concrete details*],[*gr 5 add pacing*]), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events), (*gr 6 style or point of view in a short story*).

Language and Vocabulary

- Target 8. LANGUAGE & VOCABULARY USE:** Accurately (*gr 4-5-6 strategically*) use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Informational(gr 3 – 5) Explanatory (gr 6) Writing Targets

- Target 3a and 3b. WRITE/REVISE BRIEF TEXTS:** Write 1-3 informational paragraphs to show ability to organize ideas by stating focus (main idea – *gr 6 is theme*), (*gr 6 developing a topic*) including transitional strategies for coherence, or supporting (*gr 3 details and conclusion*), (*gr. 4-5 evidence and elaboration, [gr 6 and vocabulary]*) or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented).
- Target 4. COMPOSE FULL TEXTS:** Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating (*gr 6 maintaining*) a focus (*main idea – gr 6 thesis or controlling idea*); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion (*gr 4-5-6 related to the information or explanation presented*).
- Target 5. USE TEXT FEATURES:** Use (*gr 6 employ*), text features (*gr 3 illustrations*), (*gr 4-5 headings, bold text, captions, etc.*), (*gr 6 visual components*) in informational texts to enhance meaning (*gr 6 for purpose and style*). **NOT ASSESSED**

Edit and Clarify

- Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts (*gr 6 explanatory and argumentative texts*).

Opinion (gr 3 – 5) Argument (gr 6) Writing Targets

- Target 6a and b. WRITE/REVISE BRIEF TEXTS:** Write 1-3 paragraphs demonstrating ability to state an opinion (*gr 6 express arguments*) about topics/sources; set a context, organize ideas, develop supporting reasons (*gr. 4 add evidence /elaboration*), or (*gr 3 provide appropriate conclusion*), (*gr 4-5 develop a conclusion that is appropriate to purpose and audience and related to the opinion presented*), (*gr 6 establish and support a claim, organize and cite sources*).
- Target 7. COMPOSE FULL TEXTS:** Write full opinion (*gr 6 arguments*) pieces about topics using a complete writing process attending to purpose/audience: organize ideas by stating a context and focus (opinion); (*gr 6 establish and support a claim*) include structures & appropriate transitional strategies for coherence; elaborate & include supporting reasons (*gr 4-5 and evidence*) from sources; and (*gr 3 an appropriate conclusion*), (*gr 4-5 develop appropriate conclusion related to the opinion presented*).

Technology

- Target 10 TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.

Claim 3 – Speaking & Listening

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

Speaking and Listening

- Target 1. LANGUAGE & VOCABULARY USE:** Accurately (*gr. 4-5-6 Strategically*) use precise language (including academic and domain specific vocabulary), figurative language, syntax, and discourse appropriate to the intent, purpose, and audience when speaking. **NOT ASSESSED**
- Target 2. CLARIFY MESSAGE:** Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. **NOT ASSESSED**
- Target 3. PLAN/SPEAK/PRESENT:** Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details), (*gr 4-5-6 summarize/paraphrase*) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. **NOT ASSESSED**
- Target 4. LISTEN/INTERPRET:** interpret (*gr 6 add analyze*) and use information delivered orally or visually.

Claim 4 – Research

Students research to investigate topics, analyze, integrate, and present information.

Research

- Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept, (*gr 6 to explore a topic, issue or problem to logically organize ideas and supporting details*), (*gr 5 – using multiple sources*). **NOT ASSESSED**
- Target 2. ANALYZE/INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics that are provided; select and integrate (*gr 6 analyze*) information from data or print and non-print text sources (*gr 6 data sets, conducting procedures, etc.*) for a given purpose.
- Target 3. EVALUATE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information (*gr 6: 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*).
- Target 4. USE EVIDENCE:** Cite evidence to support opinions (*gr 6 arguments*), ideas or analyses.