

# 4 ELA Claims and Targets – Grades 7-8

## Claim 1 – Reading Targets

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). For a complete list of standards by grade within each target: [Claims-Targets-Standards](#)

### Literary Text Targets

- Target 1.** KEY DETAILS: 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.
- Target 2.** CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.
- Target 3.** WORD MEANINGS: Target 3. WORD MEANINGS: 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 (*Gr 7 synonyms, antonyms, analogy, connotations*), (*gr 8 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.
- Target 4.** REASONING & EVALUATION: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (*Gr. 7 character development, setting, plot, point of view, or fictional portrayal of time, place or character*), (*Gr. 8 dialogue, plot, character development, points of view, themes*), and use supporting evidence as justification/explanation.
- Target 5.** ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (*Gr. 7 setting, characters, plot*), (*Gr. 8 dialogue, advancing action, character actions/interactions*), (*Gr. 7 within or across texts or analyze how an author develops the narrator or characters' point of view*), (*Gr. 8 analyze differences in point of view*), within or across texts.
- Target 6.** TEXT STRUCTURES/FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.
- Target 7.** LANGUAGE USE: 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.

### Informational Text Targets

- Target 8.** KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference
- Target 9.** CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.
- 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 (*Gr. 7 synonym, antonym, analogy, Gr. 7 & 8 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.
- Target 11.** REASONING & EVALUATION: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (*Gr. 7 interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims*), (*Gr. 8 connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims*), and use supporting evidence as justification/explanation.
- Target 12.** ANALYSIS WITH OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (*Gr. 7 interactions between individuals, events, or ideas*), (*Gr. 8 individuals, ideas, or events*), or how information within or across texts reveals author's point of view or purpose.
- Target 13.** TEXT STRUCTURES/FEATURES: Relate knowledge of text structures (*Gr. 7 organization of a text*), (*Gr. 8 organization of a paragraph*) or text features to (*Gr. 7 analyze or compare the impact*), (*Gr. 8 to analyze the impact (advantages/disadvantages)*), of those choices on meaning or presentation.
- Target 14.** LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (*Gr. 7 literary, mythological allusions*), (*Gr. 8 e.g., verbal irony, puns*), used in context and the 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: Target 1 a. WRITE BRIEF TEXTS: 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).
- Target 2.** COMPOSE FULL TEXTS: 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).

### Language and Vocabulary

- Target 8.** LANGUAGE & VOCABULARY USE: 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.

### Informational/Explanatory Writing Targets

- Target 3a and 3b.** WRITE/REVISE BRIEF TEXTS: 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 and supports the information or explanation presented.
- Target 4.** COMPOSE FULL TEXTS: 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.
- Target 5.** USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style (**NOT ASSESSED** on summative).

### Edit and Clarify

- Target 9.** EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.

### Opinion/Argument Writing Targets

- Target 6a and b.** WRITE/REVISE BRIEF TEXTS: 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 and supports the argument presented.
- Target 7.** COMPOSE FULL TEXTS: Write full arguments about topics using the 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.

### 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 and listening skills for a range of purposes and audiences.

### Speaking and Listening

- Target 1.** LANGUAGE & VOCABULARY USE: 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., 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. **NOT ASSESSED**
- Target 4.** LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually

## Claim 4 – Research

Students can engage in research/inquiry to investigate topics, and analyze, integrate, and present information.

### Research

- Target 1.** PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, Gr. 7 analyzing concepts and supporting evidence), (Gr. 8 analyzing interrelationships among concepts or perspectives.) **NOT ASSESSED**
- Target 2.** ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, procedures, etc.).
- Target 3.** EVALUATE INFORMATION/SOURCES: 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 arguments, ideas, or analyses.