

# English Language Arts (3-5)

## Five Town Graduation Standards and Essential Outcomes

### English Language Arts Graduation Standard 1

**READING COMPREHENSION:** Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA.R.10)

#### Common Core State Standards – Key

**CCRA** - College and Career Readiness Anchor

**R** - Reading

**RI** - Reading Informational Text

**RL** - Reading Literature

**RF** - Reading Fundamentals

**W** - Writing

**SL** - Speaking and Listening

**L** - Language

#### 3rd Essential Outcomes

- A. Identify central message, lesson, and moral from multiple sources. (RL.2)
- B. Describe story elements. (Local)
- C. Determine main idea. (Local)
- D. Determine meaning of words and phrases in text. (RL.4)
- E. Understand concepts of print and basic conventions of English. Apply these skills in daily reading routine. (RF.3)

#### 4th Essential Outcomes

- A. Determine theme and summarizes text. (RL.2)
- B. Determine main idea and synthesize text. (Local)
- C. Describe each story element. (RL.3)
- D. Determines meaning of words and phrases in text. (RL.4)
- E. Understand concepts of print and basic conventions of English. Apply these skills in daily reading routine. (RF.3)

#### 5th Essential Outcomes

- A. Determine the theme of a story, drama or poem from details in the text; summarize the text. (RL.2)
- B. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.2)
- C. Compare and contrast literary elements (e.g. character, setting, events). (Local)
- D. Determine the meaning of academic and domain-specific words and phrases as they are used in a text, including figurative language. (RL.4, 5, 6+RI.4)
- E. Understand concepts of print and basic conventions of English. Apply these skills in daily reading routine. (RF.3)

### English Language Arts Graduation Standard 2

**READING INTERPRETATION:** Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCRA.R .7, 10)

3rd Essential Outcomes

- A. Describe and explain characters actions and motivation and how these contribute to sequence of events in a story. (RL.3)
- B. Understand and distinguish point of view. (RL.6)
- C. Ask and answer questions to show understanding of text: text is basis for answers. (RI.1)

4th Essential Outcomes

- A. Describe in depth a character, setting, or event in a story drawing on specific details in the text. (RL.3)
- B. Compare and contrast point of view. (RL.6)
- C. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text. (RI.1)

5th Essential Outcomes

- A. Compare and contrast two or more characters, settings, or events in a story drawing on specific details in text. (RL.3)
- B. Describe how point of view influences events in a story. (RL.6)
- C. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.1)
- D. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more literary and informational texts. (RL+RI.5)
- E. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.6)
- F. Integrate and compare information from several texts on the same topic, or in the same genre, in order to write or speak about the subject knowledgeably. (RI.9)

**WRITING ARGUMENTS:** Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCRA.W.1, 4,10)

3rd Essential Outcomes

- D. Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.1.a)
- E. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. (W.1.b)
- F. Provide reasons that support the opinion. (W.1.c)
- G. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (W.1.d)
- H. Provide a concluding statement or section. (W.1.d)

4th Essential Outcomes

- D. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.1.a)
- E. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped. (W.1.b)
- F. Provide reasons that are supported by facts and details. (W.1.c)
- G. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). (W.1.d)
- H. Provide a concluding statement or section related to the opinion presented. (W.2.e)

5th Essential Outcomes

- A. Compare and contrast two or more characters, settings, or events in a story drawing on specific details in text. (RL.3)
- B. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.1.a)
- C. Provide logically ordered reasons that are supported by facts and details. (W.1.b)
- D. Link opinion and reasons using words, phrases, and clauses. (W.1.c)
- E. Provide a concluding statement or section related to the opinion presented. (W.1.d)

English Language Arts Graduation Standard 4

**WRITING INFORMATIVE AND NARRATIVE TEXTS:** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCRA.W.2, 3, 4, 10)

3rd Essential Outcomes

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.2.a)
- B. Introduce a topic and group related information together; include illustrations when

4th Essential Outcomes

- A. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.a)
- B. Orient the reader by establishing a situation

5th Essential Outcomes

**Write informative/explanatory texts to examine a topic and convey ideas and information that:**

- A. Introduce a topic clearly, provide a general

- useful to aiding comprehension. (W.2.b)
- C. Develop the topic with facts, definitions, and details. (W.2.c)
- D. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (W.2.d)
- E. Provide a concluding statement or section. (W.3)
- F. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.a)
- G. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.b)
- H. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.c)
- I. Use temporal words and phrases to signal event order. (W.3.d)

- and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.a)
- C. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.3.b)
- D. Use a variety of transitional words and phrases to manage the sequence of events. (W.3.c)
- E. Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.3.d)
- F. Provide a conclusion that follows from the narrated experiences or events. (W.3.e)
- G. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.2)
- H. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.2.a)
- I. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.2.b)
- J. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (W.2.c)
- K. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.2.d)
- L. Provide a concluding statement or section related to the information or explanation presented. (W.4)

observation and focus, and group related information logically. (W.2.a+L.3)

- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.2.b)

**Write narratives to develop real or imagined experiences or events that:**

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.a)
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.3.b)

**For both informative and narrative pieces of writing:**

- A. Use a variety of transitional words, phrases, and clauses to manage the sequence of events and link ideas. (W.2.c, 3.c)
- B. Use precise language, domain-specific vocabulary, and sensory details to explain a topic or convey experiences. (W.2.d, 3.d)
- C. Provide a conclusion that follows from the narrated experiences or events or the information presented. (W.2.f, 3.e)

## English Language Arts Graduation Standard 5

**WRITING PROCESSES:** Develop and strengthen writing. (CCRA.W.5)

### 3rd Essential Outcomes

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 3.) (W.6)
- B. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.6)
- C. Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage when writing. (L.1)

### 4th Essential Outcomes

- A. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.5)
- B. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 4.) (W.6)
- C. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.6)
- D. Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage when writing. (L.1, 2)

### 5th Essential Outcomes

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5)
- B. Demonstrate a grade-level appropriate command of the conventions of standard English grammar and usage when writing. (L.1, 2)
- C. With some guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.6)
- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.6)

## English Language Arts Graduation Standard 6

**WRITING RESEARCH:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCRA.W.7, 10)



A. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.8)



A. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.9)  
B. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8)



A. Recall relevant information from experiences or gather relevant information from print and digital sources. (W.8)  
B. Summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.8)  
C. Draw evidence from literary or informational texts to support analysis, reflection, and research, integrating information from several texts. (W.9)



**SPEAKING AND LISTENING-COMPREHENSION AND COLLABORATION:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCRA.SL.1)



A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.1.a)  
B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,



A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.1.a)  
B. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.1.b)



A. Explicitly draw on texts and other information known about the topic to explore ideas under discussion. (SL.1.a)  
B. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.1.b)  
C. Pose and respond to specific questions by

listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.b)

- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1.c)
- D. Explain ideas and understanding in light of the discussion. (SL.1)

- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (SL.1.c)
- D. Review the key ideas expressed and explain ideas and understanding in light of the discussion. (SL.1.d)
- E. Paraphrase portions of a text read aloud or information presented in diverse media and formats (SL.2)

making comments that contribute to the discussion and elaborate on the remarks of others. (SL.1.c)

- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions. (SL.1.d)
- E. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.2)



**SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective (CCRA.SL.4)



- A. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.4)
- B. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)

- A. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4)

- A. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (SL.4)
- B. Speak clearly at an understandable pace. (SL.4)
- C. Include multimedia and visual displays in presentations. (SL.5)
- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other

logical relationships and effectively use transition words. (L.6)