

# English Language Arts (6-8)

## 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

#### 6th Essential Outcomes

- A. Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text. (RL.2)
- B. Describe plot and character development in a literary text and analyze how an individual event or idea develops in an informational text. (RL+RI.3)
- C. Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings; analyze the impact of specific word choices. (RL+ RI.4; L.4, 5, 6)

#### 7th Essential Outcomes

- A. Determine a theme or central idea of a text and analyze its development over the course of the text and provide an objective summary of the text. (RL.2)
- B. Determine two or more central ideas in a text and analyze their development over the course of the text and provide an objective summary of the text. (RI.2)
- C. Analyze how elements in a story connect/overlap and analyze interactions among individuals, events, or ideas. (RL + RI.3)
- D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices. (RL+RI.4+L.4, 5, 6)

#### 8th Essential Outcomes

- A. Determine the theme or central idea of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary. (RL.2)
- B. Determine a central idea of the text, analyze its development including its relationship to supporting ideas, and provide an objective summary. (RI.2)
- C. Use comparisons, analogies, and categories to analyze connections among and distinctions between individuals, events, or ideas. (RL+RI.3)
- D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL+RI.4; L.4, 5, 6)

## English Language Arts Graduation Standard 2

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

### 6th Essential Outcomes

- A. Cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text. (RL+RI.1)
- B. Analyze structural components of a literary and informational text to determine how they contribute to the development of ideas in a text. (RL+RI.5)
- C. Determine and explain the author's point of view in a literary and informational text. (RL+RI.6)
- D. Compare and contrast the reading of a literary text to listening and/or viewing the same version of the text. (RL+RI.7)
- E. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are not supported by reason and evidence. (RI.8)
- F. Evaluate informational texts to determine fact/opinion; compare and contrast different forms or genres of literary texts with similar themes/ideas. (RL+RI.9)

### 7th Essential Outcomes

- A. Cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text. (RL+RI.1)
- B. Analyze structural components of a literary and information text (sentences, chapters, sections, stanzas) to recognize how they contribute to the development of ideas and meaning of the text. (RL+RI.5)
- C. Analyze differing points of view of characters in literary texts and of authors in informational texts. (RL+RI.6)
- D. Compare and contrast the reading of a literary or informational text to listening and/or viewing the same version of the text by analyzing the techniques used in each media. (RL+RI.7)
- E. Trace and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.8)
- F. Analyze texts of different genres to determine authors' approaches to similar themes and ideas. (RL+RI.9)

### 8th Essential Outcomes

- A. Cite textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text. (RL+RI.1)
- B. Compare and contrast the structure of two or more literary and informational texts and analyze how the differing structure of each text contributes to its meaning and style. (RL+RI.5)
- C. Analyze differing points of view of characters in literary texts to determine effects on the mood of the text and analyze an author's point of view in informational texts to determine how the author deals with conflicting information/ideas. (RL+RI.6)
- D. Evaluate the advantages and disadvantages of using different media to present a topic, idea, or literary work. (RL+RI.7)
- E. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize irrelevant evidence. (RI.8)
- F. Analyze how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic. (RL+RI.9)

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

- A. Introduce claim(s) and organize the reasons and evidence clearly. (W.1.a)
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.1.b)
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.1.c)
- D. Establish and maintain a formal style. (W.1.d)
- E. Provide a concluding statement or section that follows from the argument presented. (W.1.e)

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W.1.a)
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.1.b)
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W.1.c)
- D. Establish and maintain a formal style. (W.1.d)
- E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1.e)

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.1.a)
- B. Support claim(s) with logical reasoning and relevant evidence. (W.1.b)
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.1.c)
- D. Establish and maintain a formal style. (W.1.d)
- E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1.e)

**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)

**Write informative/explanatory texts to examine and convey ideas, concepts, and information that: (W.2)**

- A. Introduce a topic and organize ideas, concepts, and information. (W.2.a)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.2.b)

**Write narratives to develop real or imagined experience or events that: (W.3)**

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

**For both informative and narrative writing: (W.2+W.3)**

- A. Use appropriate and varied transitions to create cohesion and clarify the relationships among, ideas, concepts, events and/or experiences. (W.2.c, 3.c)
- B. Use precise language, domain-specific vocabulary, and descriptive details to explain a topic or capture the action and convey experiences and events. (W.2d+3.d)
- C. Provide a conclusion that follows from the narrated experiences or events or provide a conclusion to the information presented. (W.2.f+3.e)

**Write informative/explanatory texts to examine and convey ideas, concepts, and information that: (W.2)**

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. (W.2.a)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.2.b)

**Write narratives to develop real or imagined experience or events that: (W.3)**

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.3.a)
- B. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. (W.3.b)

**For both informative and narrative writing: (W.2+W.3)**

- A. Use appropriate and varied transitions to create cohesion and clarify the relationships among, ideas, concepts, events and/or experiences. (W.2.c+3.c)
- B. Use precise language, domain-specific vocabulary, and descriptive details to explain a topic or capture the action and convey experiences and events. (W.2.d+3.d)
- C. Provide a conclusion that follows from the narrated experiences or events or provide a conclusion to the information presented. (W.2.f+3.e)

**Write informative/explanatory texts to examine and convey ideas, concepts, and information that: (W.2)**

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. (W.2.a)
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (W.2.b)

**Write narratives to develop real or imagined experience or events that: (W.3)**

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.3.a)
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (W.3.b)

**For both informative and narrative writing: (W.2+W.3)**

- A. Use appropriate and varied transitions to create cohesion and clarify the relationships among, ideas, concepts, events and/or experiences. (W.2.c+3.c)
- B. Use precise language, domain-specific vocabulary, and descriptive details to explain a topic or capture the action and convey experiences and events. (W.2.d+3.d)
- C. Provide a conclusion that follows from the narrated experiences or events or provide a conclusion to the information presented. (W.2.f+3.e)

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

- A. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.5)
- B. Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. (L.1, 2)
- C. Use technology to produce and publish writing, as well as to interact and collaborate with others. (W.6)
- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6)

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- B. Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. (L.1, 2)
- C. Use technology to produce and publish writing and link and to and cite sources, as well as to interact and collaborate with others. (W.6)
- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6)

- A. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.5)
- B. Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. (L.1, 2)
- C. Use technology to produce and publish writing, and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others. (W.6)
- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.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. Collect relevant information from multiple print and digital sources and assess the credibility and accuracy of each source (W.8)
- B. Quote and paraphrase data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources. (W.8)
- C. Draw evidence from literary or informational texts to support analysis, reflection, and research as applicable to grade 6 Reading Standards of literature and literary nonfiction. (W.9)

- A. Collect relevant information from multiple print and digital sources and assess the credibility and accuracy of each source (W.8)
- B. Quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format. (W.8)
- C. Draw evidence from literary or informational texts to support analysis, reflection, and research as applicable to grade 7 Reading Standards of literature and literary nonfiction. (W.9)

- A. Collect relevant information from multiple print and digital sources and assess the credibility and accuracy of each source (W.8)
- B. Quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format. (W.8)
- C. Draw evidence from literary or informational texts to support analysis, reflection, and research as applicable to grade 8 Reading Standards of literature and literary nonfiction. (W.9)



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



- A. Refer to evidence on the topic, text or issue to probe and reflect on ideas under discussion, and acknowledge evidence presented by others. (SL.1.a, d)
- B. Follow rules for polite discussions and decision-making. (SL.1.b)
- C. Pose relevant questions and respond to others' questions and comments. (SL.1.c)
- D. Interpret information presented in diverse

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- C. Pose relevant questions and respond to others' questions and comments. (SL.1.c)
- D. Analyze the main ideas and supporting details

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- B. Follow rules for polite discussions and decision-making. (SL.1.b)
- C. Pose relevant questions and respond to others' questions and comments. (SL.1.c)
- D. Analyze the purpose of information presented

media and formats and explain how it contributes to a topic, text, or issue under study. (SL.2)

presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. (SL.2)

in diverse formats and media and evaluate the motives behind its presentation. (SL.2)

- E. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.3+L.3)

- E. Delineate a speaker's argument and claims, evaluating the soundness of reasoning, sufficiency of evidence, and identify when irrelevant evidence is introduced. (SL.3+L.3)



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



- A. Present claims and findings in a focused, organized manner, emphasizing relevant points and evidence. (SL.4)
- B. Use appropriate eye contact, volume, intonation, pronunciation, pacing, and poise. (SL.4)
- C. Integrate multimedia and visual displays into presentations. (SL.5)
- D. Adapt speech to a variety of contexts and tasks. (SL.6+L.3)
- E. Use grade-appropriate words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6)



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- A. Present claims and findings in a focused, cohesive manner, emphasizing relevant points and evidence. (SL.4)
- B. Use appropriate eye contact, volume, intonation, pronunciation, pacing, and poise. (SL.4)
- C. Integrate multimedia and visual displays into presentations. (SL.5)
- D. Adapt speech to a variety of contexts and tasks. (SL.6+L.3)
- E. Use grade-appropriate words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6)