

English Language Arts (9-12)

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

9-12 Essential Outcomes

- A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)
- B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)
- C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (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)

9-12 Essential Outcomes

- A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)
- B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)
- C. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6)
- D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question, or solve a problem. (RL+RI.7)
- E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8)
- F. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)

English Language Arts Graduation Standard 3

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

9-12 Essential Outcomes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that: (W.1)

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1.a)
- B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1.b)
- C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1.c)
- D. Establish and maintain a formal style and objective tone. (W.1.d, 2.e)
- E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1.e)

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)

9-12 Essential Outcomes

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information that: (W.2, 3)

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2.a)
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2.b)

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

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.3.a)
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.3.b)

For both informative and narrative pieces of writing: (W.2, 3)

- A. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2.c, 3.c)
- B. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2.d, 3.d)
- C. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2.f, 3.e)

English Language Arts Graduation Standard 5

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

9-12 Essential Outcomes

- A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)
- B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.1, .2)
- C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.6)
- D. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (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)

9-12 Essential Outcomes

- A. Collect relevant information from multiple print and digital sources. (W.8)
- B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (W.8)
- C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (W.9)

English Language Arts Graduation Standard 7

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)

9-12 Essential Outcomes

- A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.1.a)

- B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1.b, c)
- C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.1.d)
- D. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems. (SL.2)
- E. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)

English Language Arts Graduation Standard 8

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

9-12 Essential Outcomes

- A. Develop a clear line of reasoning that addresses alternative or opposing perspectives. (SL.4)
- B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (SL.4)
- C. Make strategic use of digital media in presentations. (SL.5)
- D. Adapt speech to a variety of contexts and tasks. (SL.6; L.3)
- E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)