

English Language Arts

Sample Graduation Standards and Performance Indicators

English Language Arts: Reading Foundations

READING FOUNDATIONS

Understand concepts of print and basic conventions of English (CCRF). *Proficiency in this area should be demonstrated by the end of grade 5, at which point students should apply these skills into their daily reading routine.*

Fifth-Grade Performance Indicators

- A. Demonstrate an understanding of the organization and basic features of print. (RF.1)
- B. Demonstrate an understanding of spoken words, syllables and sounds (phonemes). (RF.2)
- C. Know and apply grade level phonics and word-analysis skills in decoding words. (RF.3)
- D. Read with sufficient accuracy and fluency to support comprehension. (RF.4)

Eighth-Grade Performance Indicators

Applied in reading comprehension and interpretation performance indicators.

High School Performance Indicators

Applied in reading comprehension and interpretation performance indicators.

English Language Arts Graduation Standard 1

READING COMPREHENSION

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

Fifth-Grade Performance Indicators

- 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)

Eighth-Grade Performance Indicators

- A. Determine the theme or central ideas 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

High School Performance Indicators

- 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)



- C. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a literary or informational text based on specific information in the text. (RL+RI.3)
- D. Determine the meaning of academic and domain-specific words and phrases as they are used in a text, including figurative language. (RL+RI.4; L.4,5,6)

supporting ideas, and provide an objective summary. (RI.2)

- C. Analyze how any genre of text makes connections among and distinctions between individuals, ideas, or events. (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)

- 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 7, 10)

Fifth-Grade Performance Indicators

- A. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL+RI.1)
- B. 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)
- C. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RL+RI.6)
- D. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.7)
- E. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to

Eighth-Grade Performance Indicators

- 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. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how conflicting evidence and points of view impact the text, or how a character's point of view creates effects such as suspense or humor. (RI+RL.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

High School Performance Indicators

- 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

solve a problem efficiently. (RI.7)

- F. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.8)
- G. 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. (RL+RI.9)

specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize irrelevant. (RI.8)

- F. Analyze how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic, and draw on themes, patterns or character types from a variety of literary and informational texts. (RL+RI.9)

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. (CCWA 1, 4,10)

Fifth-Grade Performance Indicators

Write opinion pieces on topics or texts, supporting a point of view with reasons and information that: (W.1)

- A. 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.1a)
- B. Provide logically ordered reasons that are supported by facts and details. (W.1b)
- C. Link opinion and reasons using words, phrases, and clauses. (W.1c)
- D. Provide a concluding statement or section related to the opinion presented. (W.1d)

Eighth-Grade Performance Indicators

Write arguments to support claims with clear reasons and relevant evidence that: (W.1)

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

High School Performance Indicators

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.1a)
- B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)
- 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.1c)
- D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)
- E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)

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. (CCWA 2, 3, 4, 10)

Fifth-Grade Performance Indicators

Write informative/explanatory texts to examine a topic and convey ideas and information that: (W.2; L.3)

- A. Introduce a topic clearly, provide a general observation and focus, and group related information logically. (W.2a)
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.2b)

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

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

For both informative and narrative pieces of writing:

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

Eighth-Grade Performance Indicators

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

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

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

- C. 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.3a)
- D. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (W.3b)

For both informative and narrative pieces of writing:

- E. Use appropriate and varied transitions to create cohesion and clarify the relationships among, ideas, concepts, events and/or experiences. (W.2.c; W.3c)
- F. Use precise language, domain-specific vocabulary, and descriptive details explain a topic or convey experiences. (W.2d; W.3d)

High School Performance Indicators

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information that: (W.2; L.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.2a)
- 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.2b)

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

- C. 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.3a)

- D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.3b)

For both informative and narrative pieces of writing:

- E. 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.2c; W.3c)

- G. Provide a conclusion that follows from the narrated experiences or events or the information presented. (W.2f; W.3e)

- F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)
- G. 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.2f; W.3e)

English Language Arts Graduation Standard 5

WRITING PROCESS

Develop and strengthen writing. (CCWA 5)

Fifth-Grade Performance Indicators

- 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; L.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)

Eighth-Grade Performance Indicators

- 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 and usage when writing. (L.1; L.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)

High School Performance Indicators

- 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; L.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. (CCWA 7, 10)

Fifth-Grade Performance Indicators

- 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)

Eighth-Grade Performance Indicators

- A. Collect relevant information from multiple print and digital sources. (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, analyzing how multiple texts or works of literature demonstrate factual or interpretive agreement, conflict, or different information on the same topic. (W.9)

High School Performance Indicators

- 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 DISCUSSION

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSLA 1)

Fifth-Grade Performance Indicators

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

Eighth-Grade Performance Indicators

- 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.1a,d)
- B. Follow rules for collegial discussions and decision-making, track progress toward goals and deadlines, and define individual roles as needed. (SL.1b)

High School Performance Indicators

- A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.1a)
- B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)
- C. Respond thoughtfully to diverse perspectives;

- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.1d)
- E. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.2)
- F. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.3; L.3)
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (SL.1c)
- D. Analyze the purpose of information presented in diverse formats and media and evaluate the motives behind its presentation. (SL.2)
- 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)
- 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.1d)
- 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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective (CCSLA 4)

Fifth-Grade Performance Indicators

- 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. Adapt speech to a variety of contexts and tasks. (SL.6; L.3)
- E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (L.6)

Eighth-Grade Performance Indicators

- A. Present claim and findings in a focused, cohesive manner, emphasizing salient points and relevant evidence. (SL.4)
- B. Use appropriate eye contact, adequate volume, and clear pronunciation. (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. 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)

High School Performance Indicators

- 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)