

- Proficiency #1: Reading Literature
- Proficiency #2: Reading Informational Text
- Proficiency #3: Writing
- Proficiency #4: Language
- Proficiency #5: Speaking & Listening

Please note: Numbers in parentheses in Performance Indicators refer to the CCSS College and Career Readiness anchor and/or grade-specific standards.

Graduation Proficiency 1: Reading Literature
<p>Description: Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.</p>

Proficiency 1 Performance Indicators

K-2	3-5	6-8	9-12
<p>A. Identify key details in a text. (RL.K-2.1)</p> <p>B. Recount stories. (RL.K-2.2)</p> <p>C. Identify a central message or lesson in the text. (RL.K-2.2)</p> <p>D. Describe how characters in the text respond to major events and challenges. (RL.K-2.3)</p> <p>E. Describe the overall</p>	<p>A. Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1)</p> <p>B. Determine a theme from details in the text. (RL.3-5.2)</p> <p>C. Provide a summary of the text. (RL.3-5.2)</p> <p>D. Compare and contrast</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RL.6-8.1)</p> <p>B. Analyze the development of a theme or central idea in the text. (RL.6-8.2)</p> <p>C. Provide an objective summary of the text. (RL.6-8.2)</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RL.9-12.1)</p> <p>B. Analyze the development of multiple themes or central ideas in a text. (RL.9-12.2)</p> <p>C. Provide an objective summary of the text. (RL.9-12.2)</p>

ELA Graduation Proficiencies and Performance Indicators

Rhode Island Learning Champions

January, 2018

DRAFT

<p>structure of a text. (RL.K-2.5)</p> <p>F. Identify the differences in the points of view of characters in the text. (RL.K-2.6)</p> <p>G. Compare and contrast multiple versions of the same story. (RL.K-2.9)</p> <p>H. Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)</p> <p>I. Read with accuracy and fluency to support comprehension. (RF.K-2.4)</p>	<p>characters, settings, or events in the text. (RL.3-5.3)</p> <p>E. Explain how components of the text fit together to provide the overall structure. (RL.3-5.5)</p> <p>F. Describe how a narrator’s or speaker’s point of view influences the text. (RL.3-5.6)</p> <p>G. Compare and contrast texts in the same genre. (RL.3-5.9)</p>	<p>D. Analyze particular lines of dialogue or text. (RL.6-8.3)</p> <p>E. Analyze different structures across multiple texts. (RL.6-8.5)</p> <p>F. Analyze how differences in the points of view of the character(s) and the audience create a specific effect. (RL.6-8.6)</p> <p>G. Analyze how a modern work of fiction draws on themes, and/or character types from myths or traditional stories. (RL.6-8.9)</p>	<p>D. Analyze how the author’s use of narrative technique(s) impact the text. (RL.9-12.3)</p> <p>E. Analyze how an author’s choices contribute to the overall structure and meaning of the text. (RL.9-12.5)</p> <p>F. Analyze how point of view helps the reader discern what is explicitly stated in a text in contrast with what is inferred. (RL.9-12.6)</p> <p>G. Analyze how multiple texts address similar themes or topics. (RL.9-12.6)</p>
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Graduation Proficiency 2: Reading Informational Text

Description: Students will read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

Proficiency 2 Performance Indicators

K-2	3-5	6-8	9-12
<p>A. Identify key details in a text. (RI.K-2.1)</p> <p>B. Identify the main topic and retell key details of the text. (RI.K-2.2)</p> <p>C. Identify the connection between a series of events, ideas, concepts, or steps in a text. (RI.K-2.3)</p> <p>D. Identify the main purpose of a text. (RI.K-2.6)</p> <p>E. Describe how the author supports specific points in a text. (RI.K-2.8)</p> <p>F. Compare and contrast the most important points presented by two texts on the same topic. (RI.K-2.9)</p>	<p>A. Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RI3-5.1)</p> <p>B. Identify multiple main ideas in a text. (RI3-5.2)</p> <p>C. Summarize the text. (RI3-5.2)</p> <p>D. Explain the relationships or interactions between multiple individuals, events, ideas, or concepts in the text. (RI3-5.3)</p> <p>E. Compare and contrast the overall text structures presented in multiple texts. (RI3-5.5)</p> <p>F. Analyze multiple points of view of the same event or</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RI.6-8.1)</p> <p>B. Analyze the development of a central idea over the course of the text. (RI.6-8.2)</p> <p>C. Provide an objective summary of the text. (RI.6-8.2)</p> <p>D. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (RI.6-8.3)</p> <p>E. Analyze the structure of a paragraph in the text. (RI.6-8.5)</p> <p>F. Analyze how an author’s purpose acknowledges and</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RI.9-12.1)</p> <p>B. Analyze the development of multiple central ideas over the course of the text. (RI.9-12.2)</p> <p>C. Provide an objective summary of the text. (RI.9-12.2)</p> <p>D. Analyze the development and interaction of a complex set of ideas or sequence of events. (RI.9-12.3)</p> <p>E. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument. (RI.9-12.5)</p> <p>F. Analyze how an author’s point of view or purpose</p>

ELA Graduation Proficiencies and Performance Indicators

Rhode Island Learning Champions

January, 2018

DRAFT

<p>G. Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)</p> <p>H. Read with accuracy and fluency to support comprehension. (RF.K-2.4)</p>	<p>topic. (RI3-5.6)</p> <p>G.Explain how an author uses reasons and evidence to support particular points in a text. (RI3-5.8)</p> <p>H. Integrate information across texts. (RI3-5.9)</p>	<p>responds to conflicting evidence or points of view. (RI.6-8.6)</p> <p>G. Evaluate the argument and specific claims in a text. (RI.6-8.8)</p> <p>H. Analyze multiple texts that provide conflicting information on the same topic. (RI.6-8.9)</p>	<p>impacts the style and content of the text. (RI.9-12.6)</p> <p>G. Evaluate the reasoning presented within the text. (RI.9-12.8)</p> <p>H. Analyze texts of historical and literary significance for their themes, purposes and rhetorical features. (RI.9-12.9)</p>
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Graduation Proficiency 3: Writing

Description: Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.

Proficiency 3 Performance Indicators

K-2	3-5	6-8	9-12
<p>A. Write opinion pieces indicating a point of view. (W.K-2.1)</p> <p>B. Write informational/explanatory texts. (W.K-2.2)</p> <p>C. Write narratives of a well elaborated event or short sequence of events. (W.K-2.3)</p>	<p>A. Write opinion pieces supporting a point of view. (W.3-5.1)</p> <p>B. Write informative/ explanatory pieces to integrate information. (W.3-5.2)</p> <p>C. Write narratives to develop real or imagined experiences or events. (W.3-5.3)</p>	<p>A. Write arguments to support claims with reasons and evidence. (W.6-8.1)</p> <p>B. Write informative/ explanatory texts to examine a topic and analyze relevant content. (W.6-8.2)</p> <p>C. Write narratives to develop real or imagined experiences or events. (W.6-8.3)</p>	<p>A. Write arguments to support claims in an analysis of substantive topics or texts. (W.9-12.1)</p> <p>B. Write informative/ explanatory texts to examine and convey complex ideas, concepts and information through the analysis of content. (W.9-12.2)</p> <p>C. Write narratives to develop real or imagined experiences or events. (W.9-12.3)</p>

Graduation Proficiency 4: Language

Description: Students will build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.

Proficiency 4 Performance Indicators

K-2	3-5	6-8	9-12
<p>A. Demonstrate command of the conventions of standard English grammar and usage when speaking or writing. (L.K-2.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K-2.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.K-2.4)</p> <p>D. Demonstrate understanding of word relationships and nuances in word meanings. (L.K-2.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3-5.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3-5.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.3-5.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3-5.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6-8.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6-8.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words or phrases. (L.6-8.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-12.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.9-12.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-12.5)</p>

Graduation Proficiency 5: Speaking and Listening

Description: Students will effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

Proficiency 5 Performance Indicators

K-2	3-5	6-8	9-12
<p>A. Participate in collaborative conversations with diverse partners, respecting group norms. (SL.K-2.1)</p> <p>B. Recount or describe appropriate facts and/or details from a text read aloud, information presented orally or through other media. (SL.K-2.2)</p> <p>C. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information. (SL.K-2.3)</p> <p>D. Recount an experience or story with appropriate facts and relevant details, speaking audibly in coherent sentences.</p>	<p>A. Participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.3-5.1)</p> <p>B. Summarize information presented in diverse media and formats (e.g. visually, quantitatively, and orally). (SL.3-5.2)</p> <p>C. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.3-5.3)</p> <p>D. Report on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive</p>	<p>A. Participate in a range of collaborative discussions with diverse partners, posing questions that appropriately connect the idea(s). (SL.6-8.1)</p> <p>B. Analyze the information presented in diverse media and formats (e.g., visually, quantitatively, orally) and determine purpose. (SL.6-8.2)</p> <p>C. Evaluate the speaker's argument, specific claim and the relevance of evidence presented, and determine if reasoning makes sense. (SL.6-8.3)</p>	<p>A. Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.9-12.1)</p> <p>B. Synthesize multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems. (SL.9-12.2)</p> <p>C. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.9-12.3)</p> <p>D. Orally present information, findings, and supporting evidence clearly, concisely; appropriate to purpose, audience, and task. (SL.9-12.4)</p>

ELA Graduation Proficiencies and Performance Indicators

Rhode Island Learning Champions

January, 2018

DRAFT

<p>(SL.K-2.4)</p>	<p>details to support main ideas or themes; speak clearly at an understandable pace. (SL.3-5.4)</p>	<p>D. Orally present claims and information, in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details. (SL.6-8.4)</p>	
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