

WESTBROOK SCHOOL DEPARTMENT
ELA Essential Outcomes for Grades 6 - 12
What Students Need to Know and Be Able to Do

<u>(Grade 6)</u>	<u>(Grade 7)</u>	<u>(Grade 8)</u>	<u>(Grades 9 –English I)</u>	<u>(Grades 10 – English II)</u>	<u>(Grades 11 – English III)</u>
<ul style="list-style-type: none"> • Students will compare and contrast written information • Student will identify within a story the protagonist, antagonist, setting, conflict/resolution, and rising/falling action/climax • Students will identify the point of view being expressed within a written selection • Students will analyze written text to determine genre • Students will locate information and demonstrate understanding by following directions • Students will identify author's purpose/make inferences within a written text • Students will express a story prediction • Students will identify cause and effect within a written text • Students will express story summary • Develop a well constructed written work in paragraph form • Students will exhibit correct dialog usage • Students will identify parts of speech and use them to enrich written material • Memorize spelling rules and apply them in everyday use • Demonstrate correct punctuation in written language • Show varied sentence structure in written material • Organize information in to a logical 3 paragraph constructed response • Choose appropriate letter format (friendly or business) and write an appropriate letter • Identify new words within written information and use context clues to figure out its meaning • Students will demonstrate sequence of events • Students will recognize main idea and supporting detail • Students will analyze a reading selection and state own opinion of text 	<ul style="list-style-type: none"> • Use Context clues to comprehend text • Interpret point of view • Interpret characters' traits through what they say, what they do, and what others say of them • Demonstrate an understanding of different internal and external conflicts (person vs. self, person vs. person, person vs. society, person vs. nature) • Identify the theme of a story • Use prior knowledge to make accurate predictions in reading • Diagram the plot chart of a short story and novel which includes setting, major and subordinate characters, conflict, exposition, climax, and resolution • Produce and support generalizations from informational articles • Recognize and create examples of repetition, rhyme scheme, rhythm, symbolism, and onomatopoeia in poetry • Identify and understand an author's use of flashbacks in a piece of fiction • Recognize and spell correctly the following homophones • Use commas correctly to separate introductory clauses from independent clauses, and compound sentences • Correctly capitalize proper nouns, pronouns, and adjectives in their writing • Write three factual details to support a persuasive argument • Recognize the differences between phrases and clauses • Write a topic sentence that explains the content of a written piece • Identify simple subject and simple predicate of a sentence • Differentiate between fact and opinion • Compare and contrast so that they can understand similarities and differences in reading literature 	<ul style="list-style-type: none"> • Synthesize clues to infer plausible ending, explanation, or reason • Summarize and paraphrase written text • Identify examples of both internal and external conflict • Differentiate points of view • Recognize author's purpose (persuade, illustrate, inform, entertain) • Identify symbolism as figurative language • Identify characteristics of types of poetry • Describe the use of diction, (style of word choice: formal/informal, plain/fancy, ordinary/technical, sophisticated/down to earth, old fashioned/ modern), figurative language, repetition, rhyme, and tone (formal/informal, serious/playful, bitter, ironic) to convey meaning in poetry • Recognize irony • Generate a theme from your understanding of a piece of literature • Analyze author's perception noting incidences of bias, stereotyping, and generalizations • Explain instances of propaganda and faulty reasoning • Write dialog correctly • Use correctly: its, it's, their, they're, there, whose, who's, then, than, you're, your, to, too, where, were, no, know • Create a 5-paragraph essay • Create an argumentative essay • Write using a variety of phrases to enhance style • Write using a consistent verb tense (past, present, future) • Manipulate parts of speech effectively and employ a variety of sentence structures to communicate • Identify and correct fragments and run-on sentences 	<ul style="list-style-type: none"> • Use a flexible range of before, during, and after reading strategies to deepen understanding of the author's message • Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings • Analyze the difference between first and third person narration and the effect of point of view on a reader's interpretation of a text • Evaluate the theme or themes, whether explicitly stated or implied, in a literary text • Edit for correct grammar, usage, and mechanics • Create legible final drafts • Organize ideas in a logical sequence with effective transitions • Explain and evaluate information from reading, listening, or viewing • Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that is accurate, credible, and relevant • Integrate paraphrasing, quotations, and citations into a written text that maintains the flow of ideas • Access and present information ethically and legally • Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, and audience • Expand on ideas presented by others • Explain the similarities and differences between the messages conveyed by print and non-print sources 	<ul style="list-style-type: none"> • Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes • Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme • Evaluate the extent to which the author's conclusions can be logically drawn from provided evidence • Evaluate the data contained in tables, charts, and other visual representations for accuracy, credibility, and relevancy • Locate, summarize, and synthesize information from primary and secondary sources • Revise drafts to improve synthesis of information from sources ensuring the organizational structure, perspective, and style are effective for the targeted audience and purpose • Use diction, syntax, imagery, and tone to create a distinctive style • Select and apply research methods that suit the purpose of the inquiry • Make judgments about conflicting sources incorporating those that are valid and refuting others • Synthesize information from multiple sources and/or data gathered from fieldwork and interviews • Integrate paraphrasing, quotations, and citations into written text which maintains the flow of ideas • Access and present information ethically and legally • Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience • Use appropriate punctuation, spelling, sentence, and paragraph structure to suit purpose, context, and audience • Choose and present appropriate information logically • Compare the role of print and non-print sources, including advertising in shaping public opinion 	<ul style="list-style-type: none"> • Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression • Identify, compare, and analyze recurring themes across literary works • Analyze external and internal conflicts of characters • Evaluate the logic of persuasive texts noting instances of unsupported inferences and fallacious reasoning • Recognize and explain the use and abuse in persuasive texts of forms of nuance such as ambiguity, contradiction, irony, and over and/or understatement • Integrate paraphrasing, quotations, and citations into a written text that maintains the flow of ideas • Access and present information ethically and legally • Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience • Use appropriate punctuation, spelling, sentence, and paragraph structure to suit purpose, context, and audience • Formulate clarifying questions • Examine and critique information presented • Analyze feedback and revise to improve effectiveness of communication <p style="text-align: center;"><u>(Grades 12 – English IV)</u></p> <ul style="list-style-type: none"> • Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts • Determine the effects of common literary devices on the style and tone of a text • Compare types of poetry • Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument • Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice • Complete college, job, licensing, and scholarship applications • Request information from a variety of sources • Write editorials