

### SIXTH

#### Reading (literature)

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.

Possible goal: When given a text at the student's reading level, student will answer questions that the text explicitly states as well as simple inferences that must be drawn from the text improving reading comprehension skills from answering explicit and simple inferential questions with (X)% accuracy to answering explicit and simple inferential questions with (X)% accuracy as measured by program data.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

EE.RL.6.2 Identify details in a text that are related to the theme or central idea.

Possible goal: When given a text at the student's reading level, student will identify details that are related to the theme or central idea improving reading comprehension skills from identifying details related to the theme or central idea in (X) out of 10 opportunities to identifying details related to the theme or central idea in (X) out of 10 opportunities as measured by program data.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

EE.RL.6.3 Can identify how a character responds to a challenge in a story.

Possible goal: When given a text at the student's reading level, student will identify how a character responds to a challenge in a story improving reading comprehension skills from identifying how a character responds to a challenge in (X) out of 10 opportunities to identifying how a character responds to a challenge in (X) out of 10 opportunities as measured by program data.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

EE.RL.6.4 Determine how word choice changes the meaning in a text.

Possible goal: When given a text at the student's reading level, student will determine how word choice changes the meaning in a text improving reading comprehension skills from determining how word choice changes the meaning in (X) out of 10 opportunities to determining how word choice changes the meaning in (X) out of 10 opportunities as measured by program data.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).

Possible goal: When given a text at the student's reading level, student will determine the structure of the text (story, poem, drama, etc) improving reading comprehension skills from

determining the structure of the text in (X) out of 10 opportunities to determining the structure of the text in (X) out of 10 opportunities as measured by program data.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

EE.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

Possible goal: When given a text at the student's reading level, student will identify words or phrases that describe or show what the narrator or speaker is thinking or feeling improving reading comprehension skills from identifying words or phrases that describe or show what the narrator or speaker is thinking or feeling in (X) out of 10 opportunities to identifying words or phrases that describe or show what the narrator or speaker is thinking or feeling in (X) out of 10 opportunities as measured by program data.

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

EE.RL.6.7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.

Possible goal: When given a written story, drama or poem and a video or live performance of the same text, student will compare the experience of reading or listening to the text with the experience of watching the performance improving reading skills from comparing the experience of reading or listening to the text with the experience of watching the performance in (X) out of 5 opportunities to comparing the experience of reading or listening to the text with the experience of watching the performance in (X) out of 5 opportunities as measured by program data.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

EE.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.

Possible goal: When given two stories, myths or texts with similar topics or themes, student will compare and contrast the two by stating (X) similarities and difference improving reading comprehension skills from comparing and contrasting two stories, myths or texts in (X) out of 10 opportunities to comparing and contrasting two stories, myths or texts in (X) out of 10 opportunities as measured by program data.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Possible goal: When given stories, dramas or poetry, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Reading (informational text)

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.

Same as RL 6.1

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.

Possible goal: When given a text at the student's reading level, student will determine the main idea of a passage and details or facts related to the main idea improving reading comprehension from determining the main idea of a passage and details or facts related to the main idea in (X) out of 10 opportunities to determining the main idea of a passage and details or facts related to the main idea in (X) out of 10 opportunities as measured by program data.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.

Possible goal: When given a text at the student's reading level, student will identify a detail that elaborated upon individuals, events or ideas introduced in the text improving reading comprehension skills from identifying a detail that elaborated upon individuals, events or ideas introduced in the text in (X) out of 10 opportunities to identifying a detail that elaborated upon individuals, events or ideas introduced in the text in (X) out of 10 opportunities as measured by program data.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

EE.RI.6.4 Determine how word choice changes the meaning of a text.

Same as RL 6.4

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

EE.RI.6.5 Determine how the title fits the structure of the text.

Possible goal: When given an informational text, student will determine how the title fits the structure of the text improving reading comprehension skills from determining how the title fits the structure of the text in (X) out of 5 opportunities to determining how the title fits the structure of the text in (X) out of 5 opportunities as measured by program data.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

EE.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.

Possible goal: When given an informational text, the student will identify words or phrases in the text that describe or show the author's point of view improving reading comprehension skills

from identifying words or phrases in the text that describe or show the author's point of view in (X) out of 10 opportunities to identifying words or phrases in the text that describe or show the author's point of view in (X) out of 10 opportunities as measured by program data.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

EE.RI.6.7 Find similarities in information presented in different media or formats as well as in text.

Possible goal: When given information presented in different media or formats including text, student will find similarities in information presented improving reading comprehension skills from finding similarities in information presented in (X) out of 10 opportunities to finding similarities in information presented in (X) out of 10 opportunities as measured by program data.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

EE.RI.6.8 Distinguish claims in a text supported by reason.

Possible goal: When given an informational text, student will distinguish claims that are supported by reason improving reading comprehension skills from distinguishing claims that are supported in (X) out of 10 opportunities to distinguishing claims that are supported in (X) out of 10 opportunities as measured by program data.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

EE.RI.6.9 Compare and contrast how two texts describe the same event.

Possible goal: When given two texts describing the same event, student will compare and contrast the two texts improving reading comprehension skills from comparing and contrasting two texts in (X) out of 5 opportunities to comparing and contrasting two texts in (X) out of 5 opportunities as measured by program data.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RI.6.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

Possible goal: When given a literary nonfiction text, student will demonstrate understanding of the text by answering comprehension questions while actively reading or listening to the text improving reading comprehension skills from demonstrating understanding of the text by answering comprehension questions with (X)% accuracy to demonstrating understanding of the text by answering comprehension questions with (X)% accuracy as measured by program data.

### Writing

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

EE.W.6.1 Write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text.

Possible goal: When given a topic or text, student will write a claim about the topic or text and support the claim with (X) reasons improving writing skills from writing and supporting a claim (in

complete sentences?) in (X) out of 10 opportunities to writing and supporting a claim (in complete sentences?) in (X) out of 10 opportunities as measured by program data.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

EE.W.6.2 Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic

Possible goal: When given the opportunity to share information in writing, student will introduce the topic and provide facts, details or other information related to the topic (using complete sentences/ paragraph form) improving writing skills from introducing a topic in writing and providing facts, details or other information related to the topic (using complete sentence/ paragraph form) in (X) out of 5 opportunities to introducing a topic in writing and providing facts, details or other information related to the topic (using complete sentence/ paragraph form) in (X) out of 5 opportunities as measured by program data.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EE.W.6.3 Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event.

Possible goal: When given an event or personal experience, student will write a narrative about a real or imagined experience including (X) events and using words to establish a time frame and to convey specific details improving writing skills from writing a narrative in (X) out of 5 opportunities to writing a narrative in (X) out of 5 opportunities as measured by program data.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.

Possible goal: When given a prompt or self selected topic, student will produce writing that is appropriate for the task, purpose and audience improving writing skills from producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities to producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities as measured by program data.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.

Possible goal: When given a graphic organizer, student will plan before writing and revise their own writing with the support of adults and peers improving writing skills from planning and revising their writing in (X) out of 10 opportunities to planning and revising their writing in (X) out of 10 opportunities as measured by program data.

W.6.6 Use technology, including the Internet, 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 three pages in a single sitting.

EE.W.6.6 Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Possible goal: When given the opportunity to interact and collaborate with peers, student will use technology to produce writing improving writing skills from using technology to produce writing in (X) out of 10 opportunities to using technology to produce writing in (X) out of 10 opportunities.

### Seventh

#### Reading (Literature)

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Possible goal: When given a text at the student's reading level, student will analyze the text to identify where information is explicitly stated and where inferences must be drawn improving reading comprehension skills from identifying where information is explicitly stated and where inferences must be drawn in (X) out of 10 opportunities to identify where information is explicitly stated and where inferences must be drawn in (X) out of 10 opportunities as measured by program data.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

EE.RL.7.2 Identify events in a text that are related to the theme or central idea.

Possible goal: When given a text at the student's reading level, student will identify events in a text that are related to the theme or central idea improving reading comprehension skills from identifying events in a text that are related to the theme or central idea in (X) out of 10 opportunities to identify events in a text that are related to the theme or central idea in (X) out of 10 opportunities as measured by program data.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

EE.RL.7.3 Determine how two or more story elements are related.

Possible goal: When given a text at the student's reading level, student will determine how two or more story elements are related improving reading comprehension skills from determining how two or more story elements are related in (X) out of 10 opportunities to determining how two or more story elements are related in (X) out of 10 opportunities as measured by program data.

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.



EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.

Possible goal: When given a text at the student's reading level, student will determine the meaning of simple idioms and figures of speech as they are used improving reading comprehension skills from determining the meaning of simple idioms and figures of speech as they are used in (X) out of 10 opportunities to determining the meaning of simple idioms and figures of speech as they are used in (X) out of 10 opportunities as measured by program data.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).

Possible goal: When given two texts (e.g. stories, poems, or dramas), student will compare the structure of the texts improving reading comprehension skills from comparing the structure of two texts in (X) out of 10 opportunities to comparing the structure of two texts in (X) out of 10 opportunities as measured by program data.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text.

Possible goal: When given two characters or narrators in a text, student will compare the points of view of the characters or narrators improving reading comprehension skills from comparing the points of view of two characters or narrators in (X) out of 10 opportunities to comparing the points of view of two characters or narrators in (X) out of 10 opportunities as measured by program data.

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

EE.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.

Possible goal: When given a story, drama or poem, student will compare a text version to an audio, video or live version of the same text improving reading comprehension skills from comparing a text version to an audio, video or live version of the same text in (X) out of 10 opportunities to comparing a text version to an audio, video or live version of the same text in (X) out of 10 opportunities as measured by program data.

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

EE.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.

Possible goal: Given a text at the student's reading level, student will compare a fictional time, place or character in the text with the same time, place or character portrayed in a historical account improving reading comprehension skills from comparing a fictional text to a historical

account of a time, place or character in (X) out of 5 opportunities to comparing a fictional text to a historical account of a time, place or character in (X) out of 5 opportunities as measured by program data.

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Possible goal: When given stories, dramas or poetry, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Reading (Informational Text)

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Same as RL 7.1

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

EE.RI.7.2 Determine two or more central ideas in a text.

Possible goal: When given a text at the student's reading level, student will determine (X) central ideas in the text improving reading comprehension skills from determining the central ideas in a text in (X) out of 10 opportunities to determining the central ideas in a text in (X) out of 10 opportunities as measured by program data.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

EE.RI.7.3 Determine how two individuals, events or ideas in a text are related.

Possible goal: When given a text at the student's reading level, student will determine how two individual, events or ideas are related improving reading comprehension skills from determining how two individuals, events or ideas are related in (X) out of 10 opportunities to determining how two individuals, events or ideas are related in (X) out of 10 opportunities as measured by program data.

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.

Possible goal: When given a text at the student's reading level, student will determine how words or phrases are used to persuade or inform a text improving reading comprehension skills



from determining how words or phrases are used to persuade or inform a text in (X) out of 10 opportunities to determining how words or phrases are used to persuade or inform a text in (X) out of 10 opportunities as measured by program data.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.

Possible goal: When given a text at the student's reading level, student will determine how a fact, step or event fits into the overall structure of the text improving reading comprehension skills from determining how a fact, step or event fits into the overall structure of the text to determining how a fact, step or event fits into the overall structure of the text as measured by program data.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

EE.RI.7.6 Determine an author's purpose or point of view.

Possible goal: When given a text at the student's reading level, student will determine the author's purpose or point of view improving reading comprehension skills from determining the author's purpose or point of view in (X) out of 10 opportunities to determining the author's purpose or point of view in (X) out of 10 opportunities as measured by program data.

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

EE.RI.7.7 Compare a text to an audio, video or multimedia version of the same text.

Possible goal: When given a text at the student's reading level, student will compare text to an audio, video or multimedia version of the same text improving reading comprehension skills from comparing the text to an audio, video or multimedia version of the same text in (X) out of 10 opportunities to comparing the text to an audio, video or multimedia version of the same text in (X) out of 10 opportunities as measured by program data.

RI.7.8 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.

EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.

Possible goal: When given an informational text, student will determine how a claim or reason fits into the overall structure of the text improving reading comprehension skills from determining how a claim or reason fits into the overall structure of the text in (X) out of 10 opportunities to determining how a claim or reason fits into the overall structure of the text in (X) out of 10 opportunities as measured by program data.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.

Possible goal: When given two texts on the same topic, student will compare and contrast how the texts present the details of the topic improving reading comprehension skills from comparing and contrasting how two texts present details of a topic in (X) out of 10 opportunities to comparing and contrasting how two texts present details of a topic in (X) out of 10 opportunities as measured by program data.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

Possible goal: When given literary nonfiction, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Writing

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

EE.W.7.1 Write claims about topics or texts. a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create cohesion

Possible goal: When given a topic or text, student will write a claim about the topic or text and support the claim with (X) reasons using temporal words (first, next, also) to create cohesion improving writing skills from writing and supporting a claim (in complete sentences?) using temporal words in (X) out of 10 opportunities to writing and supporting a claim (in complete sentences?) using temporal words in (X) out of 10 opportunities as measured by program data.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EE.W.7.2 Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. d. Select domain-specific vocabulary to use in writing about the topic.

Possible goal: When given the opportunity to share information in writing, student will introduce the topic and provide facts, details or other information related to the topic (using complete sentences/ paragraph form) improving writing skills from introducing a topic in writing and providing facts, details or other information related to the topic (using complete sentence/ paragraph form) in (X) out of 5 opportunities to introducing a topic in writing and providing facts, details or other information related to the topic (using complete sentence/ paragraph form) in (X) out of 5 opportunities as measured by program data.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EE.W.7.3 Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more

events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative.

Possible goal: When given an event or personal experience, student will write a narrative about a real or imagined experience by introducing the experience, and including at least one character and (X) events, using temporal words (first, then, next) and describing feelings of characters improving writing skills from writing a narrative in (X) out of 5 opportunities to writing a narrative in (X) out of 5 opportunities as measured by program data.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.

Possible goal: When given a prompt or self selected topic, student will produce writing that is appropriate for the task, purpose and audience improving writing skills from producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities to producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities as measured by program data.

W.7.5 With some guidance and support from peers and adults, 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.

EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.

Possible goal: When given a graphic organizer, student will plan before writing and revise their own writing with the support of adults and peers improving writing skills from planning and revising their writing in (X) out of 10 opportunities to planning and revising their writing in (X) out of 10 opportunities as measured by program data.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.

Possible goal: When given the opportunity to interact and collaborate with peers, student will use technology to produce writing improving writing skills from using technology to produce writing in (X) out of 10 opportunities to using technology to produce writing in (X) out of 10 opportunities.

## Eighth

### Reading (Literature)

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RL.8.1 Cite text to support inferences from stories and poems.

Possible goal: When given stories and poems, student will cite text to support inferences improving reading comprehension skills from citing text to support inferences in (X) out of 10

opportunities to citing text to support inferences in (X) out of 10 opportunities as measured by program data.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.

Possible goal: When given text at student's reading level, student will recount an event related to the theme or central idea and include details about character and setting improving reading comprehension skills from recounting an event including details about character and setting in (X) out of 10 opportunities to recounting an event including details about character and setting in (X) out of 10 opportunities as measured by program data.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.

Possible goal: When given a story or drama, student will identify which incidents in the story or drama lead to subsequent action improving reading comprehension skills from identifying which incidents lead to subsequent action in (X) out of 10 opportunities to identifying which incidents lead to subsequent action in (X) out of 10 opportunities as measured by program data.

RL.8.4 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 on meaning and tone, including analogies or allusions to other texts.

EE.RL.8.4 Determine connotative meanings of words and phrases in a text.

Possible goal: When given a text at the student's reading level, student will determine connotative meanings of words and phrases improving reading comprehension skills from determining connotative meanings with (X)% accuracy to determining connotative meanings with (X)% accuracy as measured by program data.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

EE.RL.8.5 Compare and contrast the structure of two or more texts.

Possible goal: When given two texts at the student's reading level, student will compare and contrast the structure of the texts improving reading skills from comparing and contrasting the structure of two texts in (X) out of 10 opportunities to comparing and contrasting the structure of two texts in (X) out of 10 opportunities as measured by program data.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

EE.RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

Possible goal: When given a text with suspense or humor, student will determine the difference in the points of view of the characters and the audience or reader improving reading comprehension skills from determining the difference in the points of view of the characters and the audience or reader in (X) out of 10 opportunities to determining the difference in the points of view of the characters and the audience or reader in (X) out of 10 opportunities as measured by program data.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

EE.RL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.

Possible goal: When given a story, drama or poem, student will compare and contrast a text version to an audio, video or live version of the same text improving reading comprehension skills from comparing and contrasting a text version to an audio, video or live version of the same text in (X) out of 10 opportunities to comparing and contrasting a text version to an audio, video or live version of the same text in (X) out of 10 opportunities as measured by program data.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

EE.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.

Possible goal: When given two stories or dramas, student will compare and contrast themes, patterns of events or characters improving reading comprehension skills from comparing and contrasting themes, patterns of events or characters in (X) out of 10 opportunities to comparing and contrasting themes, patterns of events or characters in (X) out of 10 opportunities as measured by program data.

RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

EE.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

Possible goal: When given stories, dramas or poetry, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Reading (Informational Text)

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RI.8.1 Cite text to support inferences from informational text.

Possible goal: When given informational text, student will cite text to support inferences improving reading comprehension skills from citing text to support inferences in (X) out of 10

opportunities to citing text to support inferences in (X) out of 10 opportunities as measured by program data.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

EE.RI.8.2 Provide a summary of a familiar informational text.

Possible goal: When given a familiar informational text, student will provide a (oral/written/typed) summary improving reading comprehension skills from providing a (oral/written/typed) summary in chronological order in (X) out of 10 opportunities to providing a (oral/written/typed) summary in chronological order in (X) out of 10 opportunities as measured by program data.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

EE.RI.8.3 Recount events in the order they were presented in the text.

Possible goal: When given a text at the student's reading level, student will recount events in the order they were presented improving reading comprehension skills from recounting events in order in (X) out of 10 opportunities to recounting events in order in (X) out of 10 opportunities as measured by program data.

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

EE.RI.8.4 Determine connotative meanings of words and phrases in a text.

Same as RL 8.4

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

EE.RI.8.5 Locate the topic sentence and supporting details in a paragraph.

Possible goal: When given a paragraph, student will locate the topic sentence and supporting details improving reading comprehension skills from locating the topic sentence and supporting details with (X)% accuracy to locating the topic sentence and supporting details with (X)% accuracy as measured by program data.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

EE.RI.8.6 Determine an author's purpose or point of view and identify examples from text to that describe or support it.

Possible goal: When given a text at the student's reading level, student will determine the author's purpose or point of view and identify examples that describe or support it improving reading comprehension skills from determining the author's purpose or point of view and identify examples that describe or support it in (X) out of 10 opportunities to determining the author's purpose or point of view and identify examples that describe or support it in (X) out of 10 opportunities as measured by program data.



RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

EE.RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.

Possible goal: When given a topic, student will determine whether it is best presented as audio, video, multimedia or text improving reading skills from determining whether it is best to present a topic as audio, video, multimedia or text in (X) out of 5 opportunities to determining whether it is best to present a topic as audio, video, multimedia or text in (X) out of 5 opportunities as measured by program data.

RI.8.8 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 when irrelevant evidence is introduced.

EE.RI.8.8 Determine the argument made by an author in an informational text.

Possible goal: When given an informational text, student will determine the argument made by an author improving reading skills from determining the argument made by an author in (X) out of 10 opportunities to determining the argument made by an author in (X) out of 10 opportunities as measured by program data.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

EE.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.

Possible goal: When given two different texts on the same topic, student will identify where the two texts differ in their interpretation of the details improving reading comprehension skills from identifying where two texts differ in their interpretation of the details in (X) out of 10 opportunities to identifying where two texts differ in their interpretation of the details in (X) out of 10 opportunities as measured by program data.

RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

EE.RI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

Possible goal: When given literary nonfiction, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Writing

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

EE.W.8.1 Write claims about topics or texts. a. Introduce the claim and provide reasons or pieces of evidence to support it. b. Write reasons to support a claim about a topic or text.

Possible goal: When given a topic or text, student will write a claim about the topic or text and support the claim with (X) reasons or pieces of evidence to support it using temporal words (first, next, also) to create cohesion improving writing skills from writing and supporting a claim (in complete sentences?) using temporal words in (X) out of 10 opportunities to writing and

supporting a claim (in complete sentences?) using temporal words in (X) out of 10 opportunities as measured by program data.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EE.W.8.2 Write to share information supported by details. a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Write one or more facts or details related to the topic. c. Write complete thoughts as appropriate. d. Use domain specific vocabulary related to the topic. e. Not applicable f. Provide a closing.

Possible goal: When given the opportunity to share information, student will introduce the topic and provide facts or details related to the topic, write in complete thoughts, use specific vocabulary and provide a closing improving writing skills from introducing the topic and providing facts or details related to the topic, writing in complete thoughts, using specific vocabulary and providing a closing in (X) out of 5 opportunities to introducing the topic and providing facts or details related to the topic, writing in complete thoughts, using specific vocabulary and providing a closing in (X) out of 5 opportunities as measured by program data.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

E.W.8.3 Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.

Possible goal: When given an event or personal experience, student will write a narrative about a real or imagined experience by introducing the experience, including at least one character and (X) events, using temporal words (first, then, next) and describing feelings of characters and provide a closing improving writing skills from writing a narrative in (X) out of 5 opportunities to writing a narrative in (X) out of 5 opportunities as measured by program data.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EE.W.8.4 Produce writing that is appropriate for the task, purpose, or audience.

Possible goal: When given a prompt or self selected topic, student will produce writing that is appropriate for the task, purpose and audience improving writing skills from producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities to producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities as measured by program data.

W.8.5 With some guidance and support from peers and adults, 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.

EE.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.

Possible goal: When given a graphic organizer, student will plan before writing and revise their own writing with the support of adults and peers improving writing skills from planning and revising their writing in (X) out of 10 opportunities to planning and revising their writing in (X) out of 10 opportunities as measured by program data.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

EE.W.8.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.

Possible goal: When given the opportunity to interact and collaborate with peers, student will use technology to produce writing improving writing skills from using technology to produce writing in (X) out of 10 opportunities to using technology to produce writing in (X) out of 10 opportunities.

### **Ninth/Tenth Grade**

#### **Reading (Literature)**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

Possible goal: When given a text at the student's reading level, student will determine which citations demonstrate what it says explicitly and what inferences are drawn from the text improving reading comprehension skills from determining which citations demonstrate what it says explicitly and what inferences are drawn from the text in (X) out of 10 opportunities to determining which citations demonstrate what it says explicitly and what inferences are drawn from the text in (X) out of 10 opportunities as measured by program data.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

Possible goal: When given a text at the student's reading level, student will recount events related to the theme or central idea, including details about character and setting improving reading comprehension skills from recounting events related to the theme or central idea in (X) out of 10 opportunities to recounting events related to the theme or central idea in (X) out of 10 opportunities as measured by program data.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

EE.RL.9-10.3 Determine how characters change or develop over the course of a text.

Possible goal: When given a text at the student's reading level, student will determine how characters change or develop over the course of the text improving reading comprehension skills from determining how characters change or develop over the course of a text in (X) out of 10 opportunities to determining how characters change or develop over the course of a text in (X) out of 10 opportunities as measured by program data.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

Possible goal: When given a text at the student's reading level, students will determine the meaning of words and phrases as they are used, including idioms, analogies and figures of speech improving reading comprehension skills from determining the meaning of words and phrases in context with (X)% accuracy to determining the meaning of words and phrases in context with (X)% accuracy as measured by program data.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

Possible goal: When given a text at the student's reading level, student will identify where a text deviates from a chronological presentation of events improving reading comprehension skills from identifying where a text deviates from a chronological presentation of events in (X) out of 5 opportunities to identifying where a text deviates from a chronological presentation of events in (X) out of 5 opportunities as measured by program data.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

EE.RL.9-10.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.

Possible goal: When given a work of literature from outside the U.S., student will determine a point of view of cultural experience in the work and compare it with their own point of view or experience improving reading comprehension skills from determining a point of view or cultural experience in a work of literature from outside the U.S, and compare it with their own point of view or experience in (X) out of 5 opportunities to determining a point of view or cultural experience in a work of literature from outside the U.S, and compare it with their own point of view or experience in (X) out of 5 opportunities as measured by program data.

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

EE.RL.9-10.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).

Possible goal: When given two different artistic mediums such as poetry and illustration, student will compare the representation of a subject or topic improving reading comprehension skills from comparing the representation of a subject or topic in two mediums in (X) out of 10 opportunities to comparing the representation of a subject or topic in two mediums in (X) out of 10 opportunities as measured by program data.

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work

EE.RL.9-10.9 Identify when an author draws upon or references a different text.

Possible goal: When given a text at the student's reading level, student will identify when the author draws upon or references a different text improving reading comprehension skills from identifying when the author draws upon or references a different text in (X) out of 10 opportunities to identifying when the author draws upon or references a different text in (X) out of 10 opportunities as measured by program data.

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

EE.RL.9-10.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

Possible goal: When given stories, dramas or poetry, student will demonstrate understanding of text while actively reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Reading (Informational text)

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

Possible goal: When given a text at the student's reading level, student will determine which citations demonstrate what the text says explicitly as well as inferentially improving reading comprehension skills from determining which citations demonstrate what the text says explicitly and inferentially with (X)% accuracy to determining which citations demonstrate what the text says explicitly and inferentially with (X)% accuracy as measured by program data.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

EE.RI.9-10.2 Determine the central idea of the text and select details to support it.

Possible goal: When given a text at the student's reading level, student will determine the central idea and select details to support it improving reading comprehension skills from determining the central idea and selecting details to support it in (X) out of 10 opportunities to determining the central idea and selecting details to support it in (X) out of 10 opportunities as measured by program data.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.

Possible goal: When given a text at the student's reading level, student will determine logical connections between individuals, ideas or events improving reading comprehension skills from determining logical connections between individuals, ideas or events in (X) out of 10 opportunities to determining logical connections between individuals, ideas or events in (X) out of 10 opportunities as measured by program data.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

EE.RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.

Same as RL 9-10.4

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.

Possible goal: When given a text at the student's reading level, student will locate sentences that support the author's central idea or claim improving reading comprehension skills from locating sentences that support an author's central idea or claim in (X) out of 10 opportunities to locating sentences that support an author's central idea or claim in (X) out of 10 opportunities as measured by program data.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

EE.RI.9-10.6 Determine author's point of view and compare with own point of view.

Possible goal: When given a text at the student's reading level, student will determine the author's point of view and compare it with their own point of view improving reading comprehension skills from determining an author's point of view and comparing it with their own point of view in (X) out of 10 opportunities to determining an author's point of view and comparing it with their own point of view in (X) out of 10 opportunities as measured by program data.



RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

EE.RI.9-10.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.

Possible goal: When given two accounts of a subject told in different mediums, student will analyze the two accounts to determine how they are the same and different improving reading comprehension skills from analyzing the two accounts and determining how they are the same and different in (X) out of 5 opportunities to analyzing the two accounts and determining how they are the same and different in (X) out of 5 opportunities as measured by program data.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

Possible goal: When given an informational text, student will determine how the specific claims support the argument made improving reading comprehension skills from determining how a specific claim support the argument made with (X)% accuracy to determining how a specific claim support the argument made with (X)% accuracy as measured by program data.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance

EE.RI.9-10.9 Make connections between texts with related themes and concepts.

Possible goal: When given two texts with related themes and concepts, student will make connections between the two texts improving reading comprehension skills from making connections between two texts in (X) out of 10 opportunities to making connections between two texts in (X) out of 10 opportunities as measured by program data.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

Possible goal: When given literary nonfiction, student will demonstrate understanding of text while actively engaged in reading or listening by answering questions presented throughout the text improving reading comprehension skills from answering questions with (X)% accuracy to answering questions with (X)% accuracy as measured by program data.

### Writing

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

EE.W.9-10.1 Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it.

Possible goal: When given a topic or text, student will introduce the topic or text and write one claim and one counterclaim about it improving writing skills from writing one claim and one counterclaim about a topic or text in (X) out of 5 opportunities to writing one claim and one counterclaim about a topic or text in (X) out of 5 opportunities as measured by program data.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EE.W.9-10.2 Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, factual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Providing a closing or concluding statement.

Possible goal: When given the opportunity to share information, student will introduce the topic and provide facts or details related to the topic, write in complete sentences, use specific vocabulary and provide a closing improving writing skills from introducing the topic and providing facts or details related to the topic, writing in complete sentences, using specific vocabulary and providing a closing in (X) out of 5 opportunities to introducing the topic and providing facts or details related to the topic, writing in complete sentences, using specific vocabulary and providing a closing in (X) out of 5 opportunities as measured by program data.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

EE.W.9-10.3 Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.

Possible goal: When given an event or personal experience, student will write a narrative about a problem, situation or observation, including at least one character and (X) details clearly sequenced, using temporal words (first, then, next) and using descriptive words and phrases and provide a closing improving writing skills from writing a narrative in (X) out of 5 opportunities to writing a narrative in (X) out of 5 opportunities as measured by program data.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EE.W.9-10.4 Produce writing that is appropriate for the task, purpose, and audience.

Possible goal: When given a prompt or self selected topic, student will produce writing that is appropriate for the task, purpose and audience improving writing skills from producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities to producing writing that is appropriate for the task, purpose and audience in (X) out of 10 opportunities as measured by program data.

W.9-10.5 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.

EE.W.9-10.5 Develop writing by planning and revising own writing.

Possible goal: When given a graphic organizer, student will plan before writing and revise their own writing with the support of adults and peers improving writing skills from planning and revising their writing in (X) out of 10 opportunities to planning and revising their writing in (X) out of 10 opportunities as measured by program data.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

Possible goal: When given an individual or shared writing product, student will use technology to produce, publish and update product improving writing skills from using technology to produce, publish and update writing in (X) out of 10 opportunities to using technology to produce, publish and update writing in (X) out of 10 opportunities as measured by program data.

### Eleventh/Twelfth

#### Reading (Literature)

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

Possible goal: When given a text at the student's reading level, student will analyze the text to determine its meaning and cite textual evidence to support explicit and implicit understanding improving reading comprehension skills from analyzing text and determining meaning in (X) out of 5 opportunities to analyzing text and determining meaning in (X) out of 5 opportunities as measured by program data.

RL.11-12.2 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.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

Same as 9th/10th grade

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

Possible goal: When given a story or drama, student will determine how characters, settings or events change over the course of the text improving reading comprehension skills from determining how characters, settings or events change in (X) out of 10 opportunities to determining how characters, settings or events change in (X) out of 10 opportunities as measured by program data.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

Possible goal: When given a text at the student's reading level, student will determine how words or phrases impact meaning (to include multiple meaning words and figurative language) improving reading skills from determining how words or phrases impact meaning in (X) out of 10 opportunities to determining how words or phrases impact meaning in (X) out of 10 opportunities as measured by program data.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

Possible goal: When given a story at the student's reading level, student will determine how the author's choice of where to end the story contributes to the meaning improving reading comprehension skills from determining how the ending contributes to the meaning in (X) out of 10 opportunities to determining how the ending contributes to the meaning in (X) out of 10 opportunities as measured by program data.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant

EE.RL.11-12.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.

Possible goal: When given a text at the student's reading level, student will determine the point of view when there is a difference between the author's actual language and the intended meaning improving reading comprehension skills from determining the point of view in (X) out of 10 opportunities to determining the point of view in (X) out of 10 opportunities as measured by program data.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

EE.RL.11-12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.

Possible goal: When given a two interpretations of a story, drama or poem, student will compare the two improving reading skills from comparing two interpretations in (X) out of 5 opportunities to comparing two interpretations in (X) out of 5 opportunities as measured by program data.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

EE.RL.11-12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.

Possible goal: When given recounted versions of foundational works of American Literature, student will demonstrate explicit understanding by answering questions improving reading comprehension skills from demonstrating explicit understanding by answering questions with (X)% accuracy to demonstrating explicit understanding by answering questions with (X)% accuracy as measured by program data.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RL.11-12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Same as RL.9-10.10

### Reading (Informational Text)

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

Same as RL 11-12.1

RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

Possible goal: When given a text at the student's reading level, student will determine the central idea of the text and recount the text improving reading comprehension skills from determining the central idea and recounting the text in (X) out of 10 opportunities to determining the central idea and recounting the text in (X) out of 10 opportunities as measured by program data.

RI.11-12.3 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.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

Possible goal: When given a text at the student's reading level, student will determine how characters, settings or events change over the course of the text improving reading comprehension skills from determining how characters, settings or events change in (X) out of 10 opportunities to determining how characters, settings or events change in (X) out of 10 opportunities as measured by program data.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

Same as RL 11-12.4

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

Possible goal: When given an author's claim, student will determine whether the structure of the text enhances the claim improving reading comprehension skills from determining whether the structure of a text enhances an author's claim in (X) out of 10 opportunities to determining whether the structure of a text enhances an author's claim in (X) out of 10 opportunities as measured by program data.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

EE.RI.11-12.6 Determine author's point of view and compare and contrast it with own point of view

Possible goal: When given a text at the student's reading level, student will determine the author's point of view then compare and contrast it with their own point of view improving reading skills from comparing and contrasting an author's point of view with their own point of view in (X) out of 10 opportunities to comparing and contrasting an author's point of view with their own point of view in (X) out of 10 opportunities as measured by program data.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

EE.RI.11-12.7 Analyze information presented in different media on related topics to answer questions or solve problems.

Possible goal: When given information presented in different media on related topics, student will analyze the information to answer questions or solve problems improving reading skills from analyzing information to answer questions or solve problems in (X) out of 10 opportunities to analyzing information to answer questions or solve problems in (X) out of 10 opportunities as measured by program data.



RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

Possible goal: When given an informational text, student will determine whether or not the claims and reasoning enhance the author's argument improving reading skills from determining whether or not claims and reasoning enhance the author's argument in (X) out of 10 opportunities to determining whether or not claims and reasoning enhance the author's argument in (X) out of 10 opportunities as measured by program data.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

Possible goal: When given two different texts on the same topic, student will compare and contrast arguments made by the texts improving reading comprehension skills from comparing and contrasting arguments made by two texts on the same topic in (X) out of 10 opportunities to comparing and contrasting arguments made by two texts on the same topic in (X) out of 10 opportunities as measured by program data.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

EE.RI.11-12.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Same as RI.9-10.10

### Writing

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EE.W.11-12.1 Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text.

Possible goal: When given a topic to study or reading a text, student will write an argument to support a claim with reasons and evidence drawn from text improving writing skills from writing an argument to support a claim with reasons and evidence in (X) out of 10 opportunities to writing an argument to support a claim with reasons and evidence in (X) out of 10 opportunities as measured by program data.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EE.W.11-12.2 Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including

visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Provide a closing or concluding statement.

Possible goal: When given the opportunity to share information, student will introduce the topic and write an informative or explanatory text, write in complete sentences, use specific vocabulary and provide a closing improving writing skills from introducing the topic and writing an informative or explanatory text, writing in complete sentences, using specific vocabulary and providing a closing in (X) out of 5 opportunities to introducing the topic and writing an informative or explanatory text, writing in complete sentences, using specific vocabulary and providing a closing in (X) out of 5 opportunities as measured by program data.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

EE.W.11-12.3 Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.

Possible goal: When given an event or personal experience, student will write a narrative about a problem, situation or observation, including at least one character and (X) details clearly sequenced, using temporal words (first, then, next) and using descriptive words and phrases and provide a closing improving writing skills from writing a narrative in (X) out of 5 opportunities to writing a narrative in (X) out of 5 opportunities as measured by program data.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.  
Same as EE.W.9-10.4

W.11-12.5 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.

EE.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Possible goal: When given a graphic organizer, student will plan, revise, edit and rewrite to develop and strengthen their writing improving writing skills from planning, revising, editing and rewriting their writing in (X) out of 10 opportunities to planning, revising, editing and rewriting their writing in (X) out of 10 opportunities as measured by program data.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## Access Point to 6-12 ELA Standards



EE.W.11-12.6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

Possible goal: When given an individual or shared writing project, student will use technology to produce, publish and update project improving writing skills from using technology to produce, publish and update writing in (X) out of 10 opportunities to using technology to produce, publish and update writing in (X) out of 10 opportunities as measured by program data.