



# ELA

## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS FOR RHODE ISLAND

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening



**RIDE** Rhode Island  
Department  
of Education

# ELA

## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #1:

## READING LITERATURE

Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

### PERFORMANCE INDICATORS:

*Students will...*

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening

	K-2	3-5	6-8	9-12
A	Identify key details in a text. (RL.K-2.1)	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1)	Cite relevant textual evidence to support analysis of the text. (RL.6-8.1)	Cite relevant textual evidence to support analysis of the text. (RL.9-12.1)
B	Recount stories. (RL.K-2.2)	Determine a theme from details in the text. (RL.3-5.2)	Analyze the development of a theme or central idea in the text. (RL.6-8.2)	Analyze the development of multiple themes or central ideas in a text. (RL.9-12.2)
C	Identify a central message or lesson in the text. (RL.K-2.2)	Provide a summary of the text. (RL.3-5.2)	Provide an objective summary of the text. (RL.6-8.2)	Provide an objective summary of the text. (RL.9-12.2)
D	Describe how characters in the text respond to major events and challenges. (RL.K-2.3)	Compare and contrast characters, settings, or events in the text. (RL.3-5.3)	Analyze particular lines of dialogue or text. (RL.6-8.3)	Analyze how the author's use of narrative technique(s) impact the text. (RL.9-12.3)
E	Describe the overall structure of a text. (RL.K-2.5)	Explain how components of the text fit together to provide the overall structure. (RL.3-5.5)	Analyze different structures across multiple texts. (RL.6-8.5)	Analyze how an author's choices contribute to the overall structure and meaning of the text. (RL.9-12.5)

# ELA

## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #1:

## READING LITERATURE

(CONTINUED)

	K-2	3-5	6-8	9-12
<b>F</b>	Identify the differences in the points of view of characters in the text. (RL.K-2.6)	Describe how a narrator's or speaker's point of view influences the text. (RL.3-5.6)	Analyze how differences in the points of view of the character(s) and the audience create a specific effect. (RL.6-8.6)	Analyze how point of view helps the reader discern what is explicitly stated in a text in contrast with what is inferred. (RL.9-12.6)
<b>G</b>	Compare and contrast multiple versions of the same story. (RL.K-2.9)	Compare and contrast texts in the same genre. (RL.3-5.9)	Analyze how a modern work of fiction draws on themes, and/or character types from myths or traditional stories. (RL.6-8.9)	Analyze how multiple texts address similar themes or topics. (RL.9-12.6)
<b>H</b>	Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)			
<b>I</b>	Read with accuracy and fluency to support comprehension. (RF.K-2.4)			



**GRADUATION PROFICIENCY #2:**

## READING INFORMATIONAL TEXT

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

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening

**PERFORMANCE INDICATORS:**

*Students will...*

	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>A</b>	Identify key details in a text. (RI.K-2.1)	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RI.3-5.1)	Cite relevant textual evidence to support analysis of the text. (RI.6-8.1)	Cite relevant textual evidence to support analysis of the text. (RI.9-12.1)
<b>B</b>	Identify the main topic and retell key details of the text. (RI.K-2.2)	Identify multiple main ideas in a text. (RI.3-5.2)	Analyze the development of a central idea over the course of the text. (RI.6-8.2)	Analyze the development of multiple central ideas over the course of the text. (RI.9-12.2)
<b>C</b>	Identify the connection between a series of events, ideas, concepts, or steps in a text. (RI.K-2.3)	Summarize the text. (RI.3-5.2)	Provide an objective summary of the text. (RI.6-8.2)	Provide an objective summary of the text. (RI.9-12.2)
<b>D</b>	Identify the main purpose of a text. (RI.K-2.6)	Explain the relationships or interactions between multiple individuals, events, ideas, or concepts in the text. (RI.3-5.3)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (RI.6-8.3)	Analyze the development and interaction of a complex set of ideas or sequence of events. (RI.9-12.3)



**GRADUATION PROFICIENCY #2:**

## **READING INFORMATIONAL TEXT**

*(CONTINUED)*

	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>E</b>	Describe how the author supports specific points in a text. (RI.K-2.8)	Compare and contrast the overall text structures presented in multiple texts. (RI.3-5.5)	Analyze the structure of a paragraph in the text. (RI.6-8.5)	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument. (RI.9-12.5)
<b>F</b>	Compare and contrast the most important points presented by two texts on the same topic. (RI.K-2.9)	Analyze multiple points of view of the same event or topic. (RI.3-5.6)	Analyze how an author's purpose acknowledges and responds to conflicting evidence or points of view. (RI.6-8.6)	Analyze how an author's point of view or purpose impacts the style and content of the text. (RI.9-12.6)
<b>G</b>		Explain how an author uses reasons and evidence to support particular points in a text. (RI.3-5.8)	Evaluate the argument and specific claims in a text. (RI.6-8.8)	Evaluate the reasoning presented within the text. (RI.9-12.8)
<b>H</b>		Integrate information across texts. (RI.3-5.9)	Analyze multiple texts that provide conflicting information on the same topic. (RI.6-8.9)	Analyze texts of historical and literary significance for their themes, purposes and rhetorical features. (RI.9-12.9)

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## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #2:

## READING INFORMATIONAL TEXT

(CONTINUED)

	K-2	3-5	6-8	9-12
<b>I</b>	Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)			
<b>J</b>	Read with accuracy and fluency to support comprehension. (RF.K-2.4)			

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## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #3:

## WRITING

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

### PERFORMANCE INDICATORS:

*Students will...*

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening

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

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## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #4:

## LANGUAGE

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

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening

### PERFORMANCE INDICATORS:

*Students will...*

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





### GRADUATION PROFICIENCY #5:

## SPEAKING & LISTENING

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

**Proficiency #1:** Reading Literature

**Proficiency #2:** Reading Informational Text

**Proficiency #3:** Writing

**Proficiency #4:** Language

**Proficiency #5:** Speaking & Listening

### PERFORMANCE INDICATORS:

*Students will...*

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

# ELA

## GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS



### GRADUATION PROFICIENCY #5:

## **SPEAKING & LISTENING**

(CONTINUED)

	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>D</b>	Recount an experience or story with appropriate facts and relevant details, speaking audibly in coherent sentences. (SL.K-2.4)	Report on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.3-5.4)	Orally present claims and information, in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details. (SL.6-8.4)	Orally present information, findings, and supporting evidence clearly, concisely; appropriate to purpose, audience, and task. (SL.9-12.4)