

ELA

Grades 6, 7, & 8 Essential Standards

Essential Standards: What we expect students to learn...

Grade:	6-8	Subject:	ELA	Semester:		Team Members:	Heather Alexander Lindsey James	Erin Roy		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Targeted Learning Lab Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		When will this standard be targeted and reinforced by Learning Lab support?
RL1 & RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (6-8) NOTE: This standard is always paired with one of the other standards. It is not taught in isolation.		<ul style="list-style-type: none"> • Student writes an accurate claim • Student provides a minimum of two pieces of evidence (6th: At least one; 7th: Identify two; 8th: Two strongest pieces) • Student provides reasoning to support the claim 				Springboard Assessments		<ul style="list-style-type: none"> • 6th-SB Unit 1-4 • 7th- SB Unit 1-4 • 8th- SB Unit 1-4 		7th and 8th - Q1 6th - Q2
RL2 & RI2: 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 (6-8)		<ul style="list-style-type: none"> • Student correctly identifies theme/central idea as part of claim • Student provides a minimum of two pieces of evidence to support theme/central idea • Student provides reasoning to support theme/central idea • Student provides objective summary with a topic sentence and supporting details from the beginning, middle, and end 				Springboard Assessments		<ul style="list-style-type: none"> • 6th- SB Unit 1-4 • 7th- SB Unit 1(Literature) • 8th- SB Unit 1-4 		All grades - Q1

<p>RL3: Analyze how particular elements of a story or drama interact (how setting shapes the characters or plot)</p>	<ul style="list-style-type: none"> • Student describes how plot unfolds and how a character changes (6th) • Student analyzes how story elements interact using evidence from the text (7th) • Student analyzes how dialogue or incidents propel the action, reveal aspects of a character, or provoke a decision within a story using evidence from the text (8th) 		<p>Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit 1-4 • 7th- SB Unit 3 • 8th- SB 1-4 	<p>6th grade - Q1 7th and 8th - Q2</p>
<p>RI4 & RI4: 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 (6-8)</p>	<ul style="list-style-type: none"> • Student correctly identifies different types of figurative language and incorporates into writing • Student understands the difference between denotative and connotative meanings of words 		<p>Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit1-4 • 7th- SB Unit 1, 4 (Literature) • 8th- SB Unit 1,2,4 	<p>All grades - Q3</p>
<p>RI6: 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 (6-8)</p>	<ul style="list-style-type: none"> • Student identifies author’s perspective and is able to use evidence to support claim about the author’s purpose 		<p>Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit 3 • 8th- SB Unit 2,4 • 7th- SB Unit 1, 2 	<p>All grades - Q3</p>
<p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<ul style="list-style-type: none"> • Student shows appropriate application of spelling, capitalization, and punctuation 		<p>Springboard Assessments</p>	<ul style="list-style-type: none"> • All Year 	
<p>W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (6-8)</p>	<ul style="list-style-type: none"> • Student identifies a thesis • Student writes claims to support thesis • Student reinforces claims with supporting details and text-based evidence in body paragraphs • Student incorporates hook, bridge, thesis in intro paragraph • Student writes a concluding paragraph 		<p>Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit 2 (Embedded assessment 1,2 -explanatory essay) • 6th-SB Unit 3 (Embedded assessment 1-research) • 7th- SB Unit 2 (Embedded Assessment 1-Explanatory Essay) • 7th- SB Unit 3 • 8th- SB Unit 1-4, 	

<p>W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (6-8)</p>	<ul style="list-style-type: none"> • Student introduces character(s), setting, conflict • Student uses a variety of techniques: dialogue, description, pacing... • Student develops plot • Student provides a conclusion (resolution) 		<p style="text-align: center;">Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit1(Embedded assessment 1,2 - narrative) • 7th- Unit 1 • 7th- Unit 4 (EA #1) • 8th- SB Unit 1,3,4 	
<p>W1: Write arguments to support claims with clear reasons and relevant evidence</p>	<ul style="list-style-type: none"> • State a claim (6th) • Introduce and acknowledge opposing or alternate (7th) • Introduce claim, acknowledge and distinguish opposing claims (8th) 		<p style="text-align: center;">Springboard Assessments</p>	<ul style="list-style-type: none"> • 6th- SB Unit 3 (Embedded assessment 3) • 7th - SB Unit 2 (Embedded Assessment 2- Argumentative Essay) • 8th - Unit 2, 3 	