



Ellsworth School Department

MIDDLE LEVEL

English Language-Arts Teaching & Learning Benchmarks

LANGUAGE - Students will show understanding of the conventions of standard English, knowledge of language, and demonstrate use of grade level vocabulary.

Focus Standards	Grade 5	Grade 6-8
<p><i>Students will:</i></p>	<p>Recognize and correct inappropriate shifts in verb tense. (MLR.ELA.5.L1.d)</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (MLR.ELA.4.L1.f)</p> <p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (MLR.ELA.4.L1.g)</p> <p>Use commas in a variety of situations when writing. (MLR.ELA.5.L2.a, b)</p> <p>Use underlining, quotation marks, or italics to indicate titles of works. (MLR.ELA.5.L2.d)</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (MLR.ELA.5.L2.e)</p>	<p>Recognize and use pronouns correctly/appropriately. (MLR.ELA.6-8.L1.b, c, d)</p> <p>Recognize elements of sentence structure, including parts of speech, and phrases and clauses. (MLR.ELA.6-8.L1.a, e, f)</p> <p>Recognize and correct inappropriate shifts in verb tense. (MLR.6-8.L1.j, k l)</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (MLR.ELA.6-8.L2.a)</p> <p>Use punctuation (commas, parentheses, dashes and ellipsis) correctly. (MLR.ELA.6-8.L2.b, c, d)</p> <p>Vary sentence patterns for meaning, interest, style, and tone. (MLR.ELA.6-8.L3.a, b)</p>

	<p>Capitalize appropriate words in titles. (MLR.ELA.3.L2.a)</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (MLR.ELA.5.L3.a, b)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. (MLR.ELA.5.L4.a, b, c)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (MLR.ELA.5.L5.a, b, c)</p>	<p>Choose language that expresses ideas concisely, recognizing and eliminating wordiness and redundancy. (MLR.ELA.6-8.L3.c)</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (MLR.ELA.6-8.L4.b)</p> <p>Verify and/or determine the pronunciation and/or meaning of a word using context clues and/or reference materials. (MLR.ELA.6-8.L4.a, c)</p> <p>Interpret figures of speech in context. (MLR.ELA.6-8.L5.a)</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words. (MLR.ELA.6-8.L5.b)</p> <p>Distinguish among the connotations of words with similar denotations. (MLR.ELA.6-8.L5.c)</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (MLR.ELA.6-8.L6)</p>
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SPEAKING AND LISTENING - *Students will participate through active listening in conversations, comprehend and evaluate information, be able to present information appropriate to task, purpose and audience, and provide thoughtful responses.*

Focus Standards	Grade 5	Grade 6-8
<i>Students will:</i>	Engage effectively in a range of collaborative discussions one-on-one, in groups, student-led, and teacher-led, grade 5 topics and texts, building on	Engage effectively in a range of collaborative discussions on grade 6-8 topics, building on others' ideas and expressing their own clearly. (MLR.ELA.6-8.SL1.a)

	<p>others' ideas and expressing their own clearly. (MLR.ELA.5.SL1.a)</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (MLR.ELA.6-8.SL1.b)</p> <p>Summarize a written text read aloud or information presented in diverse formats. (MLR.ELA.6-8.SL2.a)</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (MLR.ELA.6-8.SL2.b)</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (MLR.ELA.5.SL3.a)</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (MLR.ELA.5.SL3.b)</p>	<p>Come to discussions prepared, having read or researched material. (MLR.ELA.6-8.SL1.b)</p> <p>Pose questions that elaborate, connect, and respond to others' questions and comments with relevant evidence, observations, and ideas. (MLR.ELA.6-8.SL1.d)</p> <p>Analyze the main ideas, supporting details, and the purpose/motive of information presented in diverse formats. (MLR.ELA.6-8.SL2.a)</p> <p>Delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning and sufficiency of the evidence, and identify when irrelevant evidence is introduced. (MLR.ELA.6-8.SL2.c)</p> <p>Present claims and findings, emphasizing key points in a sequenced, focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details. (MLR.ELA.6-8.SL3.a)</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation. (MLR.ELA.6-8.SL3.c)</p> <p>When appropriate, integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MLR.ELA.6-8.SL3.a, d)</p>
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READING - Students will demonstrate foundational reading skills as well as be able to analyze and summarize texts, identify key ideas and details, attend to craft and structure, and read grade-level texts fluently.

Focus Standards	Grade 5	Grade 6-8
<i>Students will:</i>	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences. (MLR.ELA.5.R4.a)	Cite several pieces of textual evidence that strongly supports what the text says explicitly as well as inferences drawn from the text. (MLR.ELA.6-8.R4)

	<p>Summarize texts, including theme and character development. (MLR.ELA.5.R5.a)</p> <p>Summarize texts, including how the key details support two or more central ideas. (MLR.ELA.5.R5.b)</p> <p>Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact). (MLR.ELA.5.R6.a)</p> <p>Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. (MLR.ELA.5.R6.b)</p> <p>Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. (MLR.ELA.5.R7.a)</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic. (MLR.ELA.5.R8.b)</p> <p>Draw on information presented in various texts in order to answer a question or to solve a problem. (MLR.ELA.5.R11.c)</p> <p>Read with sufficient accuracy and fluency to support comprehension. (MLR.ELA.5.R12.a)</p> <p>Read various on-level text with purpose and understanding. (MLR.ELA.5.R12.b)</p>	<p>Provide an accurate summary of various texts. (MLR.ELA.6-8.R5.a)</p> <p>Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. (MLR.ELA.6-8.R5.b)</p> <p>Analyze how an author develops individuals/characters, events, ideas, elements and/or techniques over the course of a text (or a series of texts). (MLR.ELA.6-8.R6)</p> <p>Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone. (MLR.ELA.6-8.R7)</p> <p>Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole. (MLR.ELA.6-8.R8)</p> <p>Assess how perspective or purpose shapes the content and style of various texts. (MLR.ELA.6-8.R9)</p> <p>Distinguish among fact, opinion, evidence, and reasoning in a text. (MLR.ELA.6-8.R10.a)</p> <p>Assess the validity, effectiveness and reasoning of the argument, considering if the argument is relevant and sufficient. (MLR.ELA.6-8.R10.c)</p> <p>Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic. (MLR.ELA.6-8.R11.a)</p> <p>Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. (MLR.ELA.6-8.R11.b)</p> <p>Read with sufficient accuracy and fluency to support comprehension. (MLR.ELA.6-8.R12.a)</p>
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Read various on-level texts with purpose and understanding. (MLR.ELA.6-8.R12.b)

Use context to confirm or self-correct word recognition. (MLR.ELA.6-8.R12.c)

WRITING - *Students will develop, strengthen, and polish their writing skills through studying a variety of different sources and routinely drafting their own writing pieces that are appropriate to task, audience, and purpose.*

Focus Standards	Grade 5	Grade 6-8
<i>Students will:</i>	<p>Investigate and generate questions by participating in research that builds varied knowledge about a topic. (MLR.ELA.5.W.1.a)</p> <p>Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. (MLR.ELA.5.W.1.b)</p> <p>Summarize or paraphrase notes on sources and sort information into provided categories. (MLR.ELA.5.W.1.c)</p> <p>Develop a reference list of sources. (MLR.ELA.5.W.1.d)</p> <p>Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach. (MLR.ELA.5.W2.a)</p> <p>Use technology to produce writing, as well as to interact and collaborate with others. (MLR.ELA.5.W2.b)</p> <p>Produce writing to communicate clearly and organize increasingly complex pieces with introductions and</p>	<p>Investigate self-generated questions by participating in inquiry. (MLR.ELA.6-8.W.1.a)</p> <p>Assess the credibility and accuracy of a variety of sources in order to gather relevant information. (MLR.ELA.6-8.W.1.b)</p> <p>Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism. (MLR.ELA.6-8.W.1.c)</p> <p>Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. (MLR.ELA.6-8.W.1.d)</p> <p>Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed. (MLR.ELA.6-8.W2.a)</p> <p>Use technology to produce writing of increasing length. (MLR.ELA.6-8.W2.b)</p> <p>Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose. (MLR.ELA.6-8.W3.a)</p>

	<p>bodies including details and conclusions. (MLR.ELA.5.W3.a)</p> <p>Develop the topic with relevant, logically ordered supporting details. (MLR.ELA.5.W3.b)</p> <p>Use precise vocabulary/word choice. Use developmentally appropriate linking words and phrases with increasing complexity. (MLR.ELA.5.W3.d)</p> <p>Provide a sense of closure that is related to the ideas presented. (MLR.ELA.5.W3.e)</p>	<p>Develop and support the topic with relevant information, logically ordered details, varied transitions, increasingly complex and precise language, and conclusions. (MLR.ELA.6-8.W3.b, c, d, e)</p>
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