

English Language Arts Grades 3-5

PBGR

The English Language Arts (ELA) literate individual can engage with complex texts and communicate effectively with diverse audiences for a variety of purposes, clearly articulating their own point of view or message while considering its potential impact, and listening to the perspectives of others.

Critical Proficiency

Reading

Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Critical Proficiency

Writing

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Critical Proficiency

Speaking and Listening

Participate effectively in a range of discussions, collaborations, and presentations.

Critical Proficiency

Language

Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

Priority Performance Indicators

Foundational Skills

Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

Textual Evidence

Read closely to determine what the text says explicitly and to make logical inferences from it; use quotes accurately when explaining what the text says explicitly and when drawing inferences from the text. (R.1) (R.2, 3, 9) (W.9)

Summary and Analysis

Summarize a text; use details from the text to determine and explain its central idea or theme; and use details from a text to discuss the connections between individuals, events, and/or ideas. (R.2, 3) (R.9)

Craft and Structure

Explain how specific parts of a text contribute to the overall structure; explain how point of view or purpose shapes the content and style of a text. (R.5, 6) (R.4)

Priority Performance Indicators

Production

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)

Writing Process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5) (W.1-4, 6) (L.1, 2)

Research

Gather relevant information from experiences and/or research to build knowledge on a topic; summarize or paraphrase information, draw evidence from literary or informational texts, and provide a list of sources. (W.7-9) (R.1, 6, 7, 8, 9) (W.1-6) (SL.2) (L.1, 2)

Priority Performance Indicators

Collaboration

Prepare for and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)

Comprehension and Evaluation

Summarize a text read aloud or information presented in diverse media and formats; summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ((SL.2, 3) (R.6-8) (W.8, 9)

Presentation

Report on a topic or text, present an opinion, or tell a story, sequencing ideas or events logically, and using facts and details to support main ideas; speak clearly at an understandable pace; add audio or visuals when appropriate; and adapt speech to task and situation. (SL.4-6) (R.1) (W.4-6, 9) (L.1)

Priority Performance Indicators

Conventions

Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate awareness of different varieties of English; and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5) (R.4)

Vocabulary

Use a range of strategies to acquire and correctly use grade-appropriate general academic and domain-specific words and phrases. (L.4, 6) (R.4) (L.5)