

English Language Arts Grades 6-8

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

Textual Evidence

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research (R.1) (R.2, 3, 9) (W.9)

Summary and Analysis

Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas. (R.2, 3) (R.9)

Craft and Structure

Analyze the structure of texts, including how specific parts relate to each other and the whole; assess 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, organization, and style are appropriate to task, purpose, and audience (i.e., arguments, 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 or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism. (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 with diverse partners on grade-appropriate topics, texts, and issues, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)

Comprehension and Evaluation

Analyze information presented in diverse media and formats, including the main ideas, supporting details, and purpose behind the method of presentation; evaluate a speaker's argument, reasoning, and/or use of evidence. (SL.2, 3) (R.6-8) (W.8, 9)

Presentation

Present information, findings, and supporting evidence in such a way that the development, organization, register, and media are appropriate to task, purpose, and audience; use appropriate eye contact, adequate volume, and clear pronunciation. (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 understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5) (R.4)

Vocabulary

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.4, 6) (R.4) (L.5)