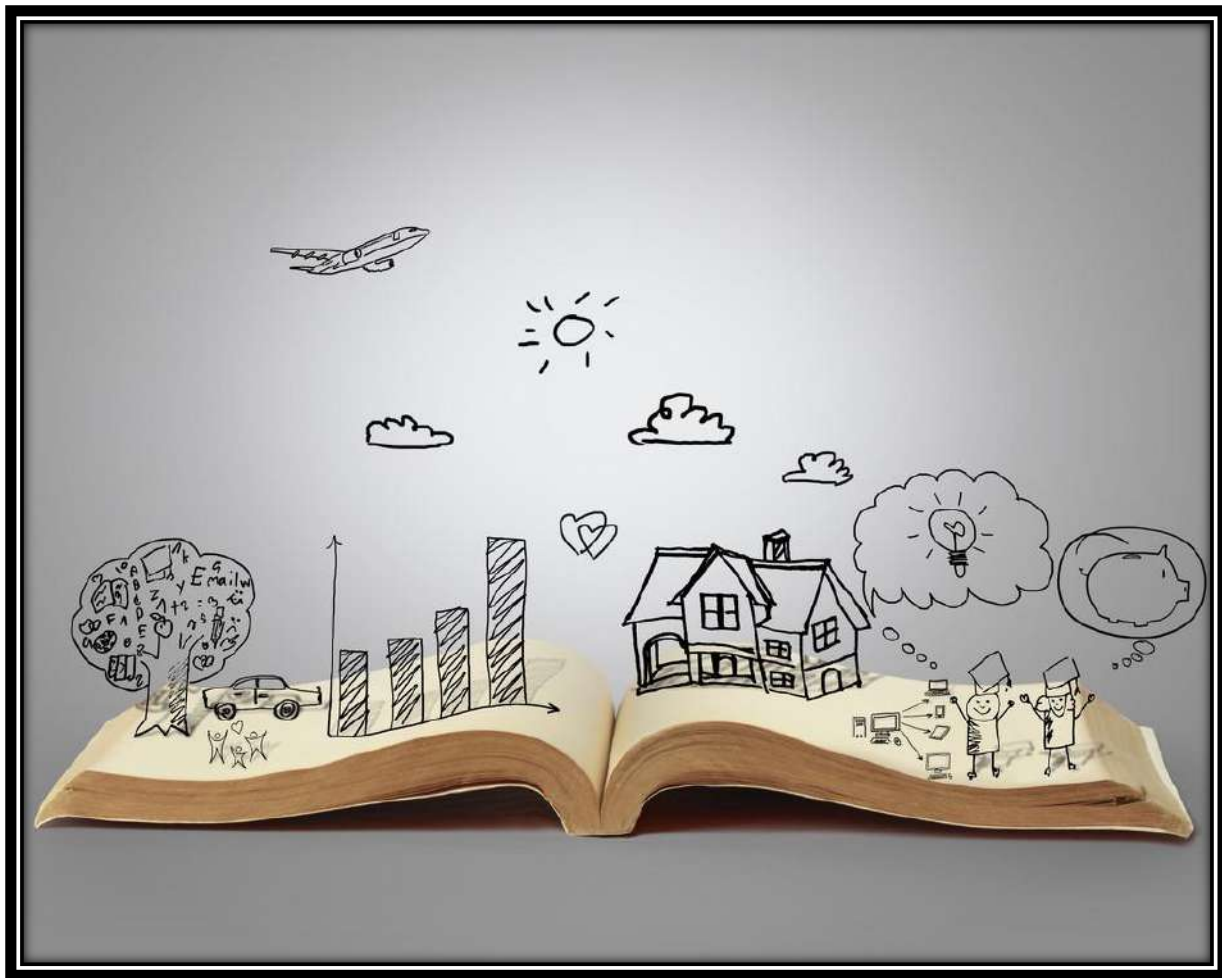


English/Language Arts Middle Grades Competency Crosswalk Document



"The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes."

Dr. Robert Mendenhall, President, Western Governor's University

English/Language Arts Middle Grades Graduation Competencies

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Graduation Competency 1: Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Middle Grades Performance Indicators (6-8)

- a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.
- d. 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 of a text, including analogies or allusions to other texts.
- e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- f. 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.
- g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation.

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> | |
|--|---|---|
| | <i>Reading Literary</i> | <i>Reading Informational</i> |
| a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting | ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from | ELAGSE6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or |

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| ideas; provide an objective summary of the text. | personal opinions or judgments. ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. | judgments. |
| c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events. | | ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| d. 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 of a text, including analogies or allusions to other texts. | ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | ELAGSE6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| f. 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. | ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text. | ELAGSE6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
| g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | ELAGSE6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

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| h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation. | ELAGSE6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | ELAGSE6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

ELAGSE6RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE6RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> | |
|---|--|---|
| | <i>Reading Literary</i> | <i>Reading Informational</i> |
| a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | ELAGSE7RL2: Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text. | ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events. | | |
| d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative | ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative | ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and |

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| meanings; analyze the impact of specific word choices on meaning and tone of a text, including analogies or allusions to other texts. | meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ELAGSE7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| f. 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. | ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | ELAGSE7RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | ELAGSE7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | ELAGSE7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | ELAGSE7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation. | ELAGSE7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means for understanding how authors of fiction use or alter history. | ELAGSE7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts. |

ELAGSE7RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE7RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> | |
|---|---|---|
| | <i>Reading Literary</i> | <i>Reading Informational</i> |
| a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ELAGSE8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | ELAGSE8RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events. | | |
| d. 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 of a text, including analogies or allusions to other texts. | ELAGSE8RL4: 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, including analogies or allusions to other texts. | ELAGSE8RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ELAGSE8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and | ELAGSE8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ELAGSE8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing |

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| | style. | and refining a key concept. |
| f. 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. | ELAGSE8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | ELAGSE8RI6: 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. |
| g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | ELAGSE8RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | ELAGSE8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | ELAGSE8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation. | ELAGSE8RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | ELAGSE8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |

Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

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| Middle Grades Performance Indicators (6-8) | |
| a. | Write effective arguments to support claims with clear reasons and relevant evidence. |
| b. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| c. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| d. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience. |
| e. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others. |

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|---|
| | <i>Writing</i> |
| a. Write effective arguments to support claims with clear reasons and relevant evidence. | ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence. |
| b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience. | ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| | <p>ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>ELAGSE6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> |
| <p>e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others.</p> | <p>ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |

ELAGSE6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|--|
| | <i>Writing</i> |
| a. Write effective arguments to support claims with clear reasons and relevant evidence. | ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence. |
| b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience. | ELAGSE7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others. | ELAGSE7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|--|
| | <i>Writing</i> |
| a. Write effective arguments to support claims with clear reasons and relevant evidence. | ELAGSE8W1: Write arguments to support claims with clear reasons and relevant evidence. |
| b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | ELAGSE8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | ELAGSE8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience. | ELAGSE8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others. | ELAGSE8W6: Use technology, including the Internet, to produce and publish writing and present the relationships between info and ideas efficiently as well as to interact and collaborate with others. |

Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Middle Grades Performance Indicators (6-8)

- a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.
- b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|---|
| | <i>Writing</i> |
| a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source. | ELAGSE6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| c. Draw evidence from literary or informational texts to support analysis, reflection, and research. | ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|---|
| | <i>Writing</i> |
| a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source. | ELAGSE7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| c. Draw evidence from literary or informational texts to support analysis, | ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

reflection, and research.

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|---|
| | <i>Writing</i> |
| a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source. | ELAGSE8W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | ELAGSE8W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| c. Draw evidence from literary or informational texts to support analysis, reflection, and research. | ELAGSE8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

Middle Grades Performance Indicators (6-8)

- a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.
- b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.
- c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.
- d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence.

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Speaking & Listening</i> |
| a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion. | ELAGSE6SL1: a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea. | ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation. | ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence. | ELAGSE6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Speaking & Listening</i> |
| a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion. | ELAGSE7SL1: a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea. | ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation. | ELAGSE7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence. | ELAGSE7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|---|
| | <i>Speaking & Listening</i> |
| a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion. | ELAGSE8SL1: a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea. | ELAGSE8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. |
| c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation. | ELAGSE8SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence. | ELAGSE8SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Middle Grades Performance Indicators (6-8)

- a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively.
- b. Integrate multimedia and visual displays effectively into presentations when appropriate.
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Speaking & Listening</i> |
| a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively. | ELAGSE6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| b. Integrate multimedia and visual displays effectively into presentations when appropriate. | ELAGSE6SL5: Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. |
| c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Speaking & Listening</i> |
| a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively. | ELAGSE7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| b. Integrate multimedia and visual displays effectively into presentations when appropriate. | ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|---|---|
| | <i>Speaking & Listening</i> |
| a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively. | ELAGSE8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| b. Integrate multimedia and visual displays effectively into presentations when appropriate. | ELAGSE8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | ELAGSE8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Middle Grades Performance Indicators (6-8)

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies.
- e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- f. Accurately use Grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary.

Sixth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Language</i> |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ELAGSE6L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ELAGSE6L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |
| c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies. | ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| f. Accurately use grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary. | ELAGSE6L6: 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. |

Seventh Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Language</i> |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ELAGSE7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ELAGSE7L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |
| c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ELAGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies. | ELAGSE7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | ELAGSE7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| f. Accurately use grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary. | ELAGSE7L6: 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. |

Eighth Grade Standards Alignment

| <u>Performance Indicator</u> | <u>GA Standards of Excellence</u> |
|--|--|
| | <i>Language</i> |
| a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | ELAGSE8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ELAGSE8L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |
| c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | ELAGSE8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies. | ELAGSE8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | ELAGSE8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| f. Accurately use grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary. | ELAGSE8L6: 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. |