

School District 8
Middle Level English Language Arts

Essential Learning Outcomes

SPEAKING & LISTENING

- ✓ I can ask and respond to questions, when I don't understand what I have heard.
- ✓ I can defend my opinion with evidence.
- ✓ I can ask questions for accuracy, relevancy, and validity and respond thoughtfully and appropriately.
- ✓ I can listen to and identify key points and judge if the supporting details are relevant to the main ideas.
- ✓ I can use effective words to convince my audience of my point of view.
- ✓ I can follow instructions and directions and answer questions.
- ✓ I can select the appropriate content, vocabulary, sentence structure, rate of speech, posture, volume, tone, and pitch for different audiences and purposes.
- ✓ I can hear examples of prejudice, stereotyping, or bias in spoken language. I can understand their negative effect on individuals and cultures. I can use bias-free language.
- ✓ I can make eye contact, reword when needed, explain comments, elaborate, narrow-down the topic, and summarize points made.
- ✓ I can recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) depending on the situation.

READING & VIEWING

- ✓ I can read different genres (literary: science fiction, mysteries, realistic/historical fiction, etc... and information: reports, biographies, content subject textbooks, etc...) written by many different authors.
- ✓ I can examine a text and predict, visualize, connect, and question to understand what I am reading. When I don't, I can use fix-up strategies (e.g., read-ahead, re-read, make connections, etc...) to help me understand.
- ✓ I can find, use, and understand a variety of information (e.g., Internet, documentaries, interviews, etc...).
- ✓ I can explain why a text I'm reading matters to me and how it reminds me of other texts I've read.
- ✓ I can give my point of view and support my opinion with examples in text.
- ✓ I can explain why an author used certain language (e.g., word choice) and chose a specific form (e.g., organization) and genre and I can explain how they could be improved.
- ✓ I can eliminate unnecessary or false information when answering questions about what I've read.

WRITING & REPRESENTING

- ✓ I can make good word choices based on what I am doing (e.g., writing a friendly letter, advertisement, etc...)
- ✓ I can choose text forms (e.g., persuasive, explanatory, narrative, etc...) words, and phrases to match the writing and audience.
- ✓ I can use varied and increasingly complex writings to: recognize other writing styles, to gather information for my purpose, to help me question, and form my own feelings and thoughts.
- ✓ I can create written and media text forms (e.g., narrative, persuasive, explanatory, etc...) using many ways to represent (e.g., cartoons, brochures, poems, etc...)
- ✓ I can decide when, how, and why to write a certain way (e.g., to entertain, inform, request, record, describe, and compare) based on my reason for writing.
- ✓ I can create a variety of effective writing by using the writing process (brainstorming/prewriting, drafting, revising, editing (sometimes with peers), proofreading, and presentation) and the "Write Traits."

"WRITE TRAITS" (end of grade 8)

Content: I can select a specific topic with a main idea that supports my purpose and audience. I can include thoughtful ideas and well-researched details that enhance the ideas.

Organization: I can clearly establish the purpose in the introduction. I can use a structure (e.g.: cause and effect) and transitions to show sequencing and connections. I can finish with an adequate conclusion.

Word Choice: I can include interesting words and/or technical/subject-specific language and figurative language (e.g. symbolism) to enhance meaning.

Voice: I can skilfully connect the audience to topic, showing care and commitment to the topic, which has generated strong feeling, energy and individuality.

Sentence Structure: I can include different kinds of sentences with a variety of complex structures. I can include a variety of sentence lengths and beginnings to create fluidity.

Conventions: I can include internal punctuation, paragraph dialogue, correctly spell almost all words, use homophones correctly, use standard grammatical structures (e.g., subject/verb agreement and verb tense), and use a range of text features to enhance the meaning.