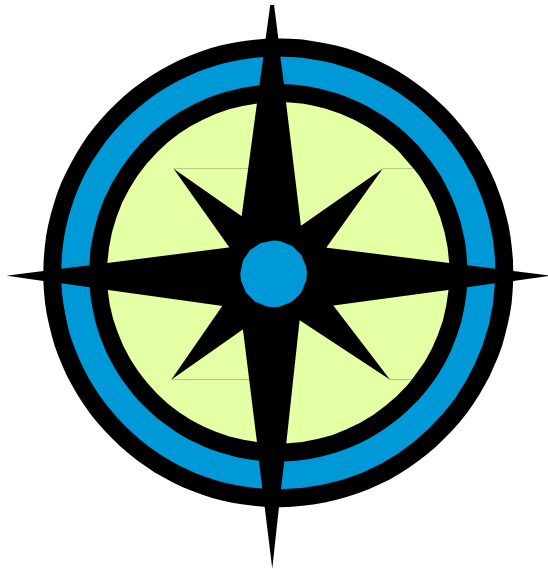


TEACHER GUIDANCE

*For teaching the Georgia Standards
of Excellence (GSE)*



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



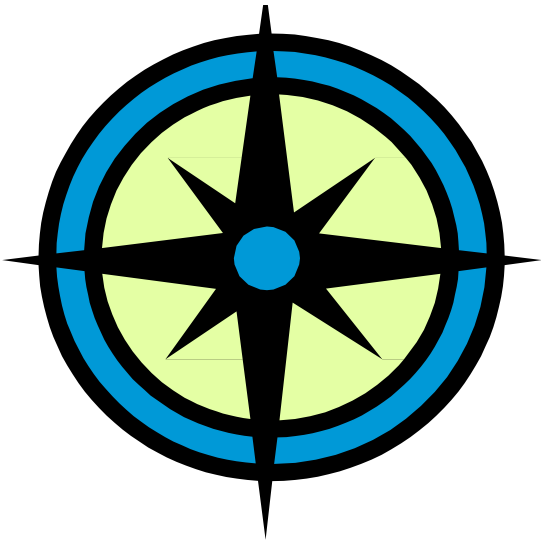
Grade Eight

Introduction

The purpose of this document is to provide strategies and understanding for the Georgia Standards of Excellence (GSE).


About Grades Six through Eight

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades six through eight addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of Eighth Grade of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students' own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices including logical fallacies, and tailoring their own prose for maximum influence. While continuing with a variety of literary non-fiction, students in grades six through eight will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.



GSE TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks, and suggested
key terms*

	Eighth Grade GSE
	Reading Literary (RL)
	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.

Skills/Concepts for Students:

- Practice careful and attentive reading by using annotations and identifying literary components of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to “summary,” “paraphrase,” or “argument from opinion” – analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the literary elements (e.g., tone, diction, syntax, imagery, figurative language, plot construction, characterization)
- Annotate texts (both formally and informally) as you read in order to gather text evidence for claims and for analyses
- Practice reading texts within the prescribed time limit for grade-level expectations (for example, completing a 300 page book within the number of days delineated by your assignment)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide frequent opportunities to examine individual literary and rhetorical elements within texts to uncover the author’s meaning
- Require students to employ a formal annotation style and a formal note-taking style when appropriate (such as Cornell Notes)
- Familiarize students with the concept and structure of précis writing, and allow them to use a précis as the foundation or outline for a more extended analysis
- Assign reading at a level of rigor (including complexity and length), so that students continue to develop text endurance
- Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example, if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text) by showing students examples and non-examples
- Include the work of Georgia authors, as appropriate
- Examine genre characteristics
- Explicitly distinguish between analysis, summary, paraphrasing, evaluation, and description

Sample Performance-based/Standards-based Task(s):

Because standard RL1 is concerned with discerning which evidence most strongly supports a claim or inference about the text, tasks supporting this standard should focus not simply on gathering evidence but on making determinations about the quality of that evidence. Using a literary text under consideration by the class, provide students with a list of analytical claims on four literary concepts within the text (this task can be repeated at intervals to scaffold learning of those concepts and terms). For example, for students examining *Hatchet* by Gary Paulsen: Group One – determine how Paulsen’s diction in chapter one creates a sharp, tense atmosphere that mimics Brian’s inner turmoil and foreshadows the crash. Group Two – Provide several examples of nature imagery from Chapter 2; what can be inferred about Paulsen’s feelings about nature from this imagery? Students will jigsaw to compare findings that have supported the analytical claim, determining which evidence was best and why.

Suggested Key Terms:

Diction	Syntax	Tone	Mood	Figurative Language
Imagery	Genre	Literary period	Style	Voice
Characterization	Plot	Explicit	Inferred	Evidence
Analysis	Rhetorical Elements			



Eighth Grade GSE

Reading Literary (RL)

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.

Skills/Concepts for Students:

- Understand the difference between theme and central idea; some texts are concrete in nature and deal literally with a topic, such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice summarizing a text in a way that makes it absolutely impossible to determine your personal feelings about the text
- Make predictions about developing themes within your annotations and class notes, citing evidence that influences your evolving opinion
- Make determinations regarding the theme or central idea, and allow it to change as you connect with the author and with other readers/lenses
- Incorporate all literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)
- Identify how authors develop and support theme over time in the text

Instructional Strategies for Teacher

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example, what were the recurring themes in American fiction during the Great Depression?) or in the works of a particular writer (Hemingway? Twain?)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole
- Teach multiple lenses of interpretation (e.g., Feminist, Marxism, Economist, Political, etc.)

Sample Performance-based/Standards-based Task(s):

Identifying the theme or central idea of a literary text can sometimes be challenging, but identifying the development of that theme or idea through literary elements is even more difficult. Upon completion of a literary text under consideration by the class, use the reverse side of a roll of wrapping paper or some butcher paper to create a long plot line on the wall of the classroom (the line might go all the way around all four sides). Using markers and with the text at hand, students will cite text evidence along the timeline that creates a visual representation of the development of the theme or central idea of the text. For example, students reading *Little Women* by Louisa May Alcott may identify the theme of “the importance of family” or “duty and responsibility in life,” etc. After agreeing upon a theme, students will cite text evidence along the timeline that identifies dialogue, action, events, images, etc. that support their assertions about the overarching theme. The timeline should provide a strong picture of the ways in which the author slowly but surely crafted and supported the author’s theme and message.

Suggested Key Terms:

Characterization	Static	Dynamic	Protagonist	Antagonist
Plot Structure	Exposition	Rising Action	Climax	Falling Action
Organizational Structure	Tone	Mood	Setting	Central Idea
Resolution	Biased/Unbiased	Objective	Subjective	Theme
Voice				



Eighth Grade GSE

Reading Literary (RL)

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.

Skills/Concepts for Students:

- Identify and analyze elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure, including parallel or sub-plots, understanding the way in which conflict drives the action in a story
- Identify and analyze the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.), understanding the ways in which an author creates a multi-dimensional and changing character (or a flat and unchanging one) by building contextual information around that character
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Provide texts illustrating a number of narrative structures (i.e., a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Allow students to explore the ways in which we are “characterized” in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom (e.g., comic strip)
- Point out the ways in which conflict drives plot action, addressing the “turning point” or “shift” in many narrative structures (it is often the resolution of the primary conflict that is identified as the climax that begins the falling action)

Sample Performance-based/Standards-based Task(s):

Using a short text that describes a character and a major life event (such as a Sandra Cisneros, Gary Paulsen, or Gary Soto essay or excerpt), read the selection together as a class, having students (either independently or in groups) keep a running list of every element in the story that could go toward characterization (for example, in “Eleven,” students will note that Rachel seems to be shy because she doesn’t speak up clearly when saddled with the sweater, that she is skinny because she explicitly says so, that she may not be well-liked because she is being bullied by Sylvia and even by the teacher, etc.). Keeping the turning point or end of the story unknown, stop and ask the students to make a prediction about what action the protagonist will take in the situation. Students must be prepared to argue the validity of their prediction based on facts and credible inferences they can make about the character based on the text.

Suggested Key Terms:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Foreshadowing	Conflict	First Person narrative
Second Person Narrative	Third Person Narrative	Omniscient	Objective	Subjective
Flashback				



Eighth Grade GSE

Reading Literary (RL)

ELACCR4: 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.

Skills/Concepts for Students:

- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example, the alliterative “p” in “the pitter patter of plopping droplets” evoking the sensory experience of rain)
- Readily identify and understand the impact of major types of figurative language as they are used in the text (for Eighth Grade: metaphor, simile, hyperbole, personification, and idioms)
- Understand the difference between analogy and allusion: an analogy uses one concrete example to make a point about another concept (for example, being on the internet is like driving a race car - it is fast and fun, but can be dangerous if used incorrectly), while an allusion is an indirect reference to another literary work or well-known concept (for example, Randy was running for the office of mayor, and considered that little office in city hall to be Camelot)
- Review and understand the basics of poetic structure and language appropriate to Eighth Grade (lyric and narrative forms, including ballad, sonnet, ode, free verse, etc.)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz, but the tree doesn’t actually wave hello)
- Use poetry in addition to extended and shorter texts to replace tone words with words indicating another tone in order to show the impact tone words can have on meaning.

Sample Performance-based/Standards-based Task(s):

Choose poems that rely heavily on figurative and other nuanced or especially connotative language for their beauty and power (such as Dylan Thomas’ “Do Not Go Gentle Into that Good Night,” Emily Dickinson’s “Because I Could Not Stop for Death,” or Langston Hughes’ “A Dream Deferred”). Give each student or group of students a different poem and have students write a brief analysis describing the audience, purpose, tone, and mood of the poem. The second step will be to rewrite the poem, replacing any language that is figurative in the poem with concrete language that is synonymous with the figurative terms. Students will trade poems so that they are exposed only to the literal version of the second poem. Students will then write a second brief analysis describing the audience, purpose, tone, and mood of the edited poem. In teams, allow students to compare the analyses of the poems before and after the changes in order to appreciate the ways in which the figurative and connotative language created the artistic merit of the poem.

Suggested Key Terms:

Diction	Metaphor	Simile	Personification	Alliteration
Allusion	Idiom	Hyperbole	Onomatopoeia	Symbolism
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Meter	Nuance
Connotative	Denotative	Analyze		



Eighth Grade GSE

Reading Literary (RL)

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 style.

Skills/Concepts for Students:

- Analyze and evaluate common organizational structures (e.g., chronological/logical order, cause and effect relationships, comparison and contrast, and problem and solution)
- Understand and apply knowledge of voice/point of view, author’s purpose, genre expectations, audience, length, and format requirements
- Recognize and understand the practical and literary merits of traditional structures such as similarity and difference, posing and answering a question, chronological order, etc.
- Apply knowledge of plot structure devices such as frame narrative, epistolary novel, *in medias res*, flashback, and foreshadowing
- Analyze and evaluate the impact of narrative voice on the structure of a novel (first person narration versus dialogue-heavy text, for example)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Use graphic organizers to identify and illustrate the organizational structure of various texts and describe how the text structure uncovers text meaning.
- Purposely provide examples of texts with varying plot structures, such as those told in frame or flashback, pointing out the structural elements
- Provide students with opportunities to “shadow write” in the organizational style of a favorite author or genre; for example, require a routine writing narrative sample to be written in flashback
- Integrate film clips on texts under consideration by the class to illustrate the concepts of flashback, frame, or *in medias res* (films tend to employ these devices more regularly than written texts because they are film-friendly), and compare to the original text
- Provide examples and non-examples of texts with various structures and style to uncover text meaning

Sample Performance-based/Standards-based Task(s):

Compare and contrast two texts about the same period or event (for example, *Number the Stars*, a story of a young girl’s experience in the holocaust, which is written in third person but employs some flashback, and *Anne Frank, the Diary of a Young Girl*, which is about the same subject but written in an epistolary, diary-entry fashion). As an alternative to reading both full texts, choose one chapter from each book on which to concentrate. Students will rate the text through a rubric, giving subjective scores for reader engagement, overall interest, ease of comprehension, etc. Compile the scores for both texts, and discuss how the differences in structure contributed to overall higher or lower scores for each text.

Suggested Key Terms:

Compare	Contrast	Organizational Structure	Foreshadowing	Logical order
Chronological order	Pose/answer	Similarity/difference	Frame narrative	Epistolary novel
Graphic organizer	Cause/effect	Dialogue	Flashback	In Medias Res
Parallelism				



Eighth Grade GSE

Reading Literary (RL)

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.

Skills/Concepts for Students:

- Review and apply knowledge of the concept of dramatic irony, from which most suspense and comedy derives (dramatic irony exists when one or more characters in a text knows something crucial that the other character or characters do not know; for example, when the protagonist is about to step into a trap, but she doesn't know it)
- Be aware of this construction and try to identify examples in text and film where withheld knowledge creates suspense or humor
- Apply the concept of dramatic irony in your own writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Use illustrative examples from movies and television of various types of comedy that derive from incomplete knowledge among the characters (such as farce, comedy of errors, or situational comedy)
- Use illustrative examples from text and film where suspense is created by incomplete knowledge among the characters (for example, in *Romeo and Juliet* when the audience knows that Juliet is not really dead, but Romeo does not)
- Provide opportunities for students to experiment with dramatic irony in focused writing assignments

Sample Performance-based/Standards-based Task(s):

Examine a movie that provides an easy-to-understand example of dramatic irony, such as *The Sixth Sense*, where the boy Cole knows that the doctor played by Bruce Willis is dead, but the doctor does not realize it; or *Star Wars*, where Luke Skywalker does not know that Darth Vader is his father, but the audience does. Choose a clip or clips from the movie that illustrate the content of the irony (climatic points near the end of each film would be appropriate, where the “big reveal” takes place). Do not introduce the concept of dramatic irony before viewing the clip(s). Have students discuss who knew what when, and how this knowing contributed to making the movie humorous or suspenseful. After students have defined the concept through experience, introduce them to the term. An exit slip for this activity could require students to identify another movie, TV show, or book that used dramatic irony to create comedy or suspense.

Suggested Key Terms:

Suspense	Comedy	Irony	Situational Irony	Dramatic Irony
Point of View	Audience	Humor	Context	Verbal Irony



Eighth Grade GSE
Reading Literary (RL)
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.

Skills/Concepts for Students:

- Critically view films or live productions based on books in order to evaluate the choices made by the director or actors
- Identify motivating factors that drive director and actor decisions
- Identify essential and non-essential aspects of plot when transferring a story to a different medium

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Explore choices made by authors in creating live or film versions of text as they relate to audience and purpose; identify whether the audience and/or purpose has shifted from its original intent in the text (for example, the movie “*O*” with Julia Stiles is intended as a story of love and betrayal that would appeal to a date-night audience of young American consumers, while Shakespeare’s original *Othello*, on which it is based, was written to appeal to adults with a different education level and cultural experience)
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (for example, that a love story between older people would not be as appealing as a love story between young people, or that audiences do not have the intellectual stamina for a certain subplot or structure)?
- Provide a text of a movie script for visual and point-by-point comparison between texts if possible

Sample Performance-based/Standards-based Task(s):

Students will probably have many opportunities to compare written texts to film versions as this standard is addressed in the classroom. An alternative task that would further cement students’ ability to discern some of the changes we find between books and films/plays would be to require students to create a treatment for a film version of a book under consideration by the class. In teams or pairs, have students study the original text and create a storyboard of the major characters and events in the book. Model and lead them in conducting a meaningful collaborative discussion about which elements would translate well to film or the stage and why, as well as identifying ones that would not (extended internal monologue, for example, a scene that would be too costly or complicated to realistically depict, or a subplot that creates too much drag on the pacing). Each team should submit a list of 3 elements to be changed or removed for translation to film, with a text-based rationale explaining why.

Suggested Key Terms:

Script	Abridge	Visual Rhetoric	Drama	Cinema
Stage Direction	Dialogue	Pace	Plot Structure	



Eighth Grade GSE

Reading Literary (RL)

ELACCR8L8: (Not applicable to literature)

ELACCR8L9: 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.

Skills/Concepts for Students:

- Work to construct background knowledge of major foundational works from which modern literature draws (the Bible, the Quran, Homer, Ovid, Shakespeare, mythology from various cultures, etc.)
- Understand and apply the concepts of allusion and allegory
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example “villain” or “dark and stormy night”)
- Acquire or review basic knowledge of literary periods and major works

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Expose students to referential examples of the major works from which many later works derive
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of well-known literary treatments (*West Side Story* from *Romeo and Juliet*, or *Oh Brother, Where Art Thou* from *The Odyssey*) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible)
- Provide examples of allusion to foundational texts (such as “you’ve really opened a Pandora’s box”) as a mini-example of a larger literary transformation
- Provide explicit instruction on archetypes and archetypal characters, such as The Hero and The Hero’s Journey

Sample Performance-based/Standards-based Task(s):

Acquaint students with various archetypal characters, engaging in a collaborative discussion about why the enduring elements of human nature have made such archetypes recognizable to us. Using well-known archetypes such as The Reluctant Hero (such as Bilbo Baggins), The Anti-Hero (such as Hans Solo), the Shape-shifter (transforming between bad and good, such as Snape), The Fool, or The Villain, guide students in identifying characters that fit archetypal molds from various texts under consideration, or from books and films in their experience. Each example will be accompanied by a minimum of 5 citations from the text that support the student’s assertion.

Suggested Key Terms:

Allusion	Allegory	Myth	Traditional	Classical
Archetype	Homer	Ovid	Shakespeare	Theme
Pattern	Greek Myth	Roman Myth	Coyote Trickster	Anansi Spider
				Religious Works



Eighth Grade GSE

Reading Literary (RL)

ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation and note-taking
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Instructional Strategies for Teachers:


- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations, as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Include the work of Georgia authors, as appropriate

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook which includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review, and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally, by the end of the year, each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles, and from which to draw recommendations for continued independent reading

Suggested Key Terms:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody

	Eighth Grade GSE
	Reading Informational (RI)
	ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice close reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to “summary,” “paraphrase,” or “argument from opinion”
- Produce evidence from the text for all claims and inferences, both in formal academic work and collaborative discussion
- Annotate texts as you read, both formally for analytical reference and informally to cement comprehension
- Distinguish between evidence which strongly supports a claim or position and details which may be irrelevant or extraneous

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RII (see above)
- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis (for example, in making decisions about a class party or field trip)
- Provide instruction on how to make inferences incorporating in-text citations
- Require annotation of texts both formally and informally, and institute a note-taking system such as Cornell notes (review and evaluate notes periodically)
- In Eighth Grade, require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)
- Include the work of Georgia authors, as appropriate
- Analyze speeches or advertisements for rhetorical elements
- Encourage questioning of themselves, the authors, others, and the world

Sample Performance-based/Standards-based Task(s):

Integrate a real-world application of informational texts in completing a process. This activity can be conducted as a race, naming those students who negotiate the technical instructions most efficiently as the winners. Provide students with an object to be assembled or a procedure to be completed (this can be anything from assembling a Lego model to following a recipe to installing a piece of software). Purposefully place elements within the instructions to challenge students’ ability to negotiate complex informational texts, such as footnotes, asterisks, domain-specific language, etc. After the activity, conduct a debriefing where students can refer to the instructional text to specifically identify the elements that caused them the most confusion, or cost them the most time, addressing those elements as necessary.

Suggested Key Terms:

Pathos	Logos	Ethos	Parallelism	Logical Fallacy
Antithesis	Allegory	Annotation	Explicit	Implicit
Inferred	Analysis	Strategy	Rhetoric	Bias
Abstract	Journalism	Fact/Opinion	Diction	Analysis



Eighth Grade GSE

Reading Informational (RI)

ELACC8RI2: 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.

Skills/Concepts for Students:

- Understand a central idea
- Practice constructing objective summaries that are completely free of editorial bias (your opinion)
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims

Instructional Strategies for Teachers:

- Examine various organizational structures of academic and technical writing to identify central idea; for example, in a scientific article, the main idea will be identified and described in the abstract
- Have students construct “reverse graphic organizers” from technical texts (e.g., creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose
- After having students keep a record of supporting evidence, tell them to assign each piece of evidence a number from 1-10 to indicate the strength of the evidence

Sample Performance-based/Standards-based Task(s):

In pairs, have students examine an informational text in order to identify the structure used to convey ideas. Students will annotate the topic of each paragraph as well as the ideas, evidence, and diction in the text. When students have completed their analyses, place the central ideas identified on chart paper, then narrow the list to determine the central ideas that can be identified within the text. Students then construct a brief written analysis of how the author develops the central idea. Within the analysis, students must explain how supporting ideas develop the central idea.

Suggested Key Terms:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting Ideas
Extraneous	Objective	Theme	Analyze	Relationship
Technical Text				



Eighth Grade GSE

Reading Informational (RI)

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Skills/Concepts for Students:

- Read closely to determine how authors develop key individuals, ideas, or events in a text
- Include examination of author’s purpose, intended audience, and possible biases when analyzing text
- Notice structure and connections/distinctions in everyday informational texts, and form opinions about the appropriateness of a given structure for a given purpose (for example, notice the logical connections between things like the placement of items within a grocery store, or the grouping of texts in a library)
- Analyze the significance of key individuals, events, or ideas in a text
- Practice a variety of communication strategies for conveying information (whether an analogy is more effective than a direct description, for instance)

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Have students use multiple communications strategies for an informational process (for example: anecdote, analogy, categorization)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams)
- Provide explicit instruction for this standard on technical text structures (such as in-text citations, formal manuscript styles, glossaries, indexes, footnotes, running headers, etc.)
- Engage students in an author’s study to analyze, compare, and document how each text handles the same topic

Sample Performance-based/Standards-based Task(s):

Working with an extended text that attempts to explain a complicated phenomenon such as the Great Depression, the Vietnam War, or global warming, have students create a connection web. Using index cards and yarn, students will make cards depicting isolated people, events, or facts in the text, and will connect them with various colors of yarn (red for direct causation, blue for unsupported claim, black for invention or discovery, etc.) While the creation of this web will be an inexact science and somewhat subjective, it will serve to illustrate the dynamic interconnectedness of the text and the general outline as well as the quality of the evidence it presents. Students may be required to write a brief analysis based on the exercise regarding their perceptions of the level of interconnection between concepts within the text before the activity and after the activity.

Suggested Key Terms:

Comparison	Analogy	Categories	Abstract	Body
Conclusion	In-text citation	Glossary	Index	Footnote
Similarity/Difference	Category	Bias	Interconnection	Distinction
Analysis				

	Eighth Grade GSE
	Reading Informational (RI)
	ELACC8RI4: 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.

Skills/Concepts for Students:

- Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech, and graphics to aid in comprehension of complex informational text
- Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially tiered, academic, and domain specific vocabulary, such as context, roots and suffixes, and reference materials; teach students how to chunk vocabulary by discipline
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summarizing and paraphrasing of complex informational texts using discipline-specific terminology
- Provide opportunities for close reading of excerpts from complex informational texts

Sample Performance-based/Standards-based Task(s):

To scaffold and reinforce strategies for decoding complex technical documents, provide students with a variety of texts to paraphrase. In a class of 25 students, try giving 5 different texts so that students have a variety of works for comparison (each student will paraphrase only one, but he or she will have 4 peers with which to work in a group afterward for comparison). Students will use a legal contract, scientific procedure, or other unfamiliar informational document and will attempt to provide an element-for-element translation/paraphrase into layman’s terms (non-technical language) of the document’s content. Students will then have collaborative discussions with their peers who paraphrased the same document to compare their understandings. Students will work together to provide one final, comprehensive “translation” that they agree is the best possible one. (This activity should be conducted without the use of reference materials, at least for the first draft.) Citing evidence from their document, students may trade their final translations and original documents with other groups to solicit feedback.

Suggested Key Terms:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Analogy	Allusion
Diction	Tone	Root	Etymology	Discipline

	Eighth Grade GSE
	Reading Informational (RI)
	ELACC8RI5: 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.

Skills/Concepts for Students:

- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, footnotes, index, bibliography)
- Analyze and evaluate common organizational structures (e.g. chronological/logical order, cause and effect relationships, comparison and contrast, problem and solution, order of importance, question and answer)
- Review and apply knowledge of varying sentence structures, noting those that are most effective in a given text (beginning with a subordinate clause, for example, or the effective placement of phrases and modifiers)
- Recognize the effective placement of topic sentences in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to “reverse engineer” technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share effective examples of the integration of quotes within texts, the integration of in-text citations, the placement of anecdotal evidence, etc.; compare to determine most appropriate use for each
- Share effective student writing samples with annotations pointing out effective structure and support
- Provide opportunities to write sentences in multiple ways to determine the most effective structure

Sample Performance-based/Standards-based Task(s):

In pairs, have students examine an informational text under consideration in order to identify the structure of the paragraphs. Students will choose or be assigned a passage from the text that is 5-10 paragraphs long. Students will note items such as whether the topic sentence is the first sentence or whether it is preceded by a transitional sentence, the use of transitional words/phrases, the average number of sentences per paragraph, how many paragraphs tend to develop a single topic, how many discrete pieces of evidence or support for each topic sentence are included in a paragraph, and the type of diction (technical, figurative, colloquial, analogous, etc.). The final step will be to construct a brief, written analysis of the author’s paragraph-construction strategies to be shared with the class. Students working on the same passages may be interested to compare results.

Suggested Key Terms:

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote
In-text Citation	Develop	Role	Text Structure	Bibliography



Eighth Grade GSE

Reading Informational (RI)

ELACC8RI6: 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.

Skills/Concepts for Students:

- Recognize and trace the development of an author’s argument, point of view, or perspective in text
- Recognize author bias both when it is overt and when it subtle; subtle bias is often expressed through diction (think, for example, of the difference in connotation between a newscaster describing someone as a radical and another describing him or her as an activist)
- Understand and apply knowledge of exploration of counter-claims within an argument or opinion piece
- Practice summarizing works without editorial bias, and be alert for unintended bias in your own work
- Identify strengths and weaknesses of rhetorical devices (pathos, ethos, logos) used by the author to respond to conflicting viewpoints or evidence

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Explore foundational background knowledge about current topics and political platforms to provide students with an understanding of some of the major debates in current American society
- Use advertisements, both print and televised, to identify and deconstruct author’s point of view, bias, and treatment of counterclaims, if any
- Use political essays and Op/Ed pieces from the local newspaper to examine author’s point of view and purpose in an argument; use competing points of view on similar subjects to allow students to identify and examine how the author reveals or successfully refuses to reveal his or her stance on an issue
- Use a video clip to facilitate discussion about how participants in a debate acknowledge and address conflicting issues

Sample Performance-based/Standards-based Task(s):

Have students examine excerpts from several Op/Ed pieces from the local newspaper. Delete the author’s name and any context that would alert the student to the author’s stand on any given issue (for example, students might easily deduce the stand Michael Moore or Rush Limbaugh might take on a given issue). Have the students attempt to ascertain the bias or point of view of the author of the piece depending solely on the diction, tone, and spin the author has used in his treatment of an issue. Students will assign an assumed point of view to each piece, citing text evidence to support their assertions. At the end of the activity, the authors will be revealed to see whether the students accurately guessed their affiliations and stance.

Suggested Key Terms:

Bias	Audience	Purpose	Point of View	Editorial
Spin	Political Platform	Party Affiliation	Journalism	Propaganda
Logical Fallacy	Counter-claim	Analyze		



Eighth Grade GSE

Reading Informational (RI)

ELACCR17: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in cutting-edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media, for example)
- Determine preferred media based upon the appropriateness and effectiveness of certain tools for particular types of communication (for example, instructions for a walk-through of a difficult video game often benefit from a visual platform, such as YouTube, while print platform such as a blog or wiki may be the best medium for an interactive discussion)
- Become a more sophisticated and analytical consumer of media, evaluating texts that you consume in all formats for their effectiveness

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive (for example, how are teenagers impacted by the visual images of perfect hair/teeth/bodies on movie and film stars, and are they more likely to be impacted by a visual advertisement than a print advertisement?)
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets
- Provide interactions with different mediums and creative anchor charts for the classroom to show the advantages and disadvantages of each medium

Sample Performance-based/Standards-based Task(s):

Have students conduct a short research project on the Kennedy-Nixon debate of 1960. While this event may seem like ancient history to students, it stands as an unequalled example of the power of media in its infancy in the United States, and is an enlightening indicator of the power media would have on us as a society in the coming decades. Students working individually or in pairs or teams will investigate the history of the 1960 election and the expected outcome prior to the televised debate. Students should examine the now famous choices of lighting, make-up, shirt, suit, and tie of each candidate, as well as the social and political commentary about the incredible impact of the competing visual images of Kennedy and Nixon within that short debate on the outcome of the election and the future of the country. Can one man’s necktie change the history of the free world? Students will use extensive evidence from video clips, commentary, magazine articles, news footage, etc., to document their findings. Finally, students will discuss or write about how they think visual presence affects the political climate in the United States today.

Suggested Key Terms:

Media/Medium	Digital	Film	Print	Journalism
Cyber	Multimodal	Multimedia	Embedded	Platform
Blog	Wiki	PowerPoint	Prezi	Film
Evaluate	Disadvantage	Advantage		



Eighth Grade GSE
Reading Informational (RI)
ELACC8RI8: 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.

Skills/Concepts for Students:

- Apply knowledge of common organizational structures for arguments (cause and effect, for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge of syllogisms, inductive reasoning, and deductive reasoning
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others
- Extract extraneous information from an argument

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts, such as commercials or debates
- Require students to explore and understand the basic and most-frequently used types of fallacy, identifying them in debates, ads, and other texts, and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Performance-based/Standards-based Task(s):

As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as <http://nd.edu/~sheridan/DebateElements.pdf>). This will be a multi-step, academically rigorous process, subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as *The Great Debaters* or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.

Suggested Key Terms:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Pathos	Logos	Ethos
Bandwagon	Hasty Generalization	Induction	Deduction	Syllogism
Argument	Premise	Rebuttal	Delineate	Evaluate
Extraneous				



Eighth Grade GSE

Reading Informational (RI)

ELACC8RI9: 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.

Skills/Concepts for Students:

- Employ knowledge of organizational structures relevant to multiple or competing information or points of view (e.g., similarities/differences, compare/contrast, cause/effect)
- Read a wide variety of texts across genres, historical periods, styles, and points of view, but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view
- Make it a practice to construct your own assessment of the validity of a claim or assertion without relying on the “experts” – or even the newscasters or journalists – but relying instead on your own ability to identify fallacies and unsupported claims versus solid arguments

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom
- Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively, in order to understand that the power of an argument does not always lie in the argument’s validity but in the skill of the rhetorician
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students’ knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event (such as primary source documents depicting unrest among colonists in America from the colonists’ point of view and from newspapers in England) to gain historical perspective on the concept

Sample Performance-based/Standards-based Task(s):

Assign students to conduct a close examination of the visual text of a newscast as a homework assignment. Alternatively, students may watch recorded news programming within the classroom. Students will annotate the visual text by notating each major topic presented and a brief summary of what was reported. If done for homework, students should be assigned various news networks to view, especially those with a reputation for politically biased reporting (for example, many cable news networks, both left- and right-leaning). Students will come to class prepared to provide a summary of the news report, including which stories led, which adjectives and other modifiers were used to describe events and individuals, and a summary of what the viewer perceived to be the “truth” or main idea of the story. Students will compare their notes on similar stories from different news networks (for example, the perceived winner of a presidential debate). An extension of this activity might include a fact-checking assignment to vet the facts as reported in conflicting reports.

Suggested Key Terms:

Compare/contrast	Spin	Bias	Venn Diagram	Interpretation
Conflict	Point of view	Validity	Rhetoric	Analyze
Case	Fact			



Eighth Grade GSE

Reading Informational (RI)

ELACC8RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation and note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Instructional Strategies for Teachers:


- Choose texts of appropriate complexity, using all three prongs of text complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as Motor Sports magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. Create a handbook to show which texts fit certain interests, personalities, and learning styles.

Suggested Key Terms:

Literary	Fiction	Informational	Non-fiction	Genre
Claim	Argument	Rhetoric	Summary	Analysis
Annotation	Evidence	Inference	Citation	Journal
Memoir	Periodical	Biography	Autobiography	Literary Non-fiction

	Eighth Grade GSE
	Writing (W)
	<p>ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of rhetorical strategies and structural strategies, such as parallel structure or purposeful repetition
- Use sophisticated strategies for closure (such as a call to action), and avoid reiterating the points of your argument
- Use sophisticated strategies for introduction, such as a powerful anecdotal story, and avoid listing the points you will make in your argument
- Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate, as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Allow students to use the infrastructure of famous arguments (for example, Patrick Henry’s “Give Me Liberty or Give Me Death” speech) to write their own “shadow argument” using the same rhetorical strategies as the famous original
- Share great student examples, real world examples, and non-examples
- Practice co-writing with students
- Teach peer editing

Sample Performance-based/Standards-based Task(s):

Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. To scaffold and support the latter, have students practice writing argument-based analysis essays on a text under consideration by the class. Students will carefully read a text and construct an arguable claim based on the author’s use of literary and rhetorical strategies in the piece. For example, one student may argue that Stephen Crane was a very pessimistic author whose dark view of the human cost of war was oppressive, while another may argue that Stephen Crane was a visionary who believed a world without war was possible and that the human capacity to appreciate beauty is undimmed even by the most horrific experiences. Students will use text evidence of the author’s use of elements such as diction, imagery, syntax, and figurative language to support their claim, but will also be required to synthesize the information and form considered opinions about author’s purpose, audience, and bias.

Suggested Key Terms:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Formal Style (APA, MLA)	Introduction	Body	Conclusion	Rhetoric
Bias	Cohesion	Acknowledge	Distinguish	

	Eighth Grade GSE
	Writing (W)
	<p>ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Use sophisticated strategies for closure (such as a call to action), and avoid reiterating the points of your exposition
- Use sophisticated strategies for introduction, such as a powerful anecdotal story, and avoid listing the facts you will cover in your exposition
- Be alert to the need to exclude personal opinions and biases from your informative/explanatory writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism
- Allow students to attempt constructing informational documents according to real-world parameters (for example, an actual contract meeting legal specifications, or a scientific procedure meeting APA format requirements, or a military briefing or press release)
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples, real world examples, and non-examples
- Practice co-writing with students
- Give students examples of relevant evidence and have them select the best option for conveying an idea or concept

Sample Performance-based/Standards-based Task(s):

To practice producing informational writing that is completely free of personal opinions, have students practice informative and explanatory writing on a polarized subject. Reporting the elements of an emotionally-charged topic in a non-biased manner is a skill that requires practice and support. Students can engage in a peer-review process that involves offering suggestions for strengthening evidence within papers.

Suggested Key Terms:

Informative	Expository	Explanatory	Topic	Relevant
Pre-write	Graphics	Multimedia	Multimodal	Transition
Relationship	Domain-specific	Formal Style (APA, MLA)	Cohesion	Extraneous
Format	Concrete	Literal	Denotation	Connotation



Eighth Grade GSE

Writing (W)

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Skills/Concepts for Students:

- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Use all the steps of the writing process
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Engage students by having them write in unusual or experimental narrative styles
- Include poetry writing in creative writing explorations, including free verse and structured verse using specific meter
- Include narrative writing in routine writing, whenever possible

Sample Performance-based/Standards-based Task(s):

Have students read a passage, literary or informational, and write a narrative from the perspective of a key figure from the passage. Students will be responsible for providing context in their narrative that supports what they have read. Students must have the character reflect on past events throughout their narrative, and should incorporate the relationships among experiences and events.

Suggested Key Terms:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing
Time Frame	Context	Point of View	Narrator	Sequence
Transition	Reflection	Precise		



Eighth Grade GSE

Writing (W)

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style, as recommended
- Cite appropriately, and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements, as appropriate in your writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Performance-based/Standards-based Task(s):

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Suggested Key Terms:

Organizational Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format



Eighth Grade GSE

Writing (W)

ELACC8W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Eighth Grade.)

Skills/Concepts for Students:

- Practice using multiple steps of the writing process in your writing as often as possible, with special focus on the evolution of your piece between the first and second drafts
- Emulate the styles of writers you admire in order to broaden your scope and skill set
- Note the admonition in standard W5 to “try a new approach,” and be aware that sometimes it is best to make a new start when editing is not yielding the desired results
- Review and maintain your knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English; sometimes, these can become rusty as a student progresses past the elementary grades

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like Microsoft Word tools for word count and sentence structure)
- Consider implementing a “most improved” designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example, checking sentences for varied fluency)

Sample Performance-based/Standards-based Task(s):

In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check when editing. Students can use text-based evidence to create the worksheet, including commentary from previous essays from their portfolio that delineate common errors and elements from the rubrics. Peer- or self- review worksheets should be constructed so as to avoid “yes” or “no” questions such as “Does the student adequately develop his or her topic?” Instead, items should focus on constructed responses, such as “list evidence for claim provided in paragraph 1” or “how many non-simple sentences appear in paragraph two?” A separate checklist can and should be developed for each genre of writing.

Suggested Key Terms:

Writing Process	Development	Strategy	Fluency	Diction
Organization	Planning	Revising	Editing	Drafting
Peer	Grammar	Conventions	Brainstorm	



Eighth Grade GSE

Writing (W)

ELACC8W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Cite appropriately and avoid plagiarism
- Publish your work both to your classmates and digitally to the general public on a variety of platforms
- Peruse sites for other classes and students across the country to see the writing of others

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity, including maintaining a class website, if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies, whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom, whenever possible and appropriate

Sample Performance-based/Standards-based Task(s):

Develop a project wherein your class will establish a learning relationship with another class in another part of the country or the world. Possibilities for interaction include a shared reading experience, co-written narratives or analyses, and even dramatic interpretations. Students can employ a variety of technologies in the collaboration, such as co-writing or editing a document on a Cloud-type platform such as Sky Drive, presenting a dramatic interpretation via Skype, or co-creating a website. In all cases, a strong and specific connection to texts under consideration should be shared by students in both locations.

Suggested Key Terms:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	Eighth Grade GSE
	Writing (W)
	ELACC8W7: 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.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Apply knowledge of informational texts and other content areas (such as how to generate an arguable thesis or scientific hypothesis) when constructing self-generated topics for inquiry
- Use appropriate parameters of focus in inquiries (neither too broad nor too narrow for adequate inquiry)
- Think critically, making sophisticated and unusual connections among ideas when developing multiple avenues of exploration

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Require formal manuscript style in construction and citation of research as appropriate
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make unusual and cognitively sophisticated connections between and among seemingly disparate ideas (for example an inquiry on “Ideas that Changed the World” might include the polio vaccine or silicon chip, but might also include stream-of consciousness post-modern writing as practiced by James Joyce or William Faulkner, or Cubist painting)
- Ensure that students understand that they may encounter multiple manuscript styles in the future (not just APA and MLA)
- Encourage students to investigate and research using more than internet resources (e.g., conduct an interview, watch a documentary, survey your peers)

Sample Performance-based/Standards-based Task(s):

Students will create a WebQuest: an inquiry-oriented learning experience that links together engaging mini-explorations that integrate together to create a meaningful inquiry into a specific topic. Students can construct the WebQuest with any text-based focus that they choose, but one possible choice would be a whole text inquiry. Beginning with an extended text under consideration – for example, *Alas Babylon* by Pat Frank – students could create links to a biography of Frank, create a map of the geographic area, create character portraits of each character, explore themes and motifs from the book, etc. Not only will students be required to conduct multiple mini-research projects, but the aggregate of all of their research will effectively culminate into an overarching research project on the book itself.

Suggested Key Terms:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style (APA, MLA)	Navigate	Website	



Eighth Grade GSE

Writing (W)

ELACC8W8: 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.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Accurately summarize without bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism, and reiterate the accepted rules for gathering and sharing academic information in the public domain
- Require formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Performance-based/Standards-based Task(s):

Students are becoming ever more skilled at accessing digital sources of information (although they sometimes fail to vet sites for reliability or prepare appropriate citations). A more difficult skill for students today is navigating the print resources in the library. To strengthen students’ abilities, locate and effectively use print resources, design a research inquiry that must be conducted within one class period with print resources only (no smart phones!). Students should have different text-based topics of inquiry so that they are not all competing for the same limited resources on the shelves of the library. Within a one hour class period, it would be reasonable to expect students to find, for example, 2 informational texts, 1 encyclopedia or almanac entry, 1 graphic, and 1 journal article on a topic; alternatively, students could collect fewer resources but create a formal annotation from each of 2 or 3. When students write responses to the research, ensure that they employ in-text citations with appropriate formatting.

Recommended Vocabulary for Teaching and Learning

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style
Credible	Gather	Relevant	Accurate	

	Eighth Grade GSE
	Writing (W)
	<p>ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Eighth Grade Reading standards to literature (e.g., “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”).</p> <p>b. Apply Eighth Grade Reading standards to literary nonfiction (e.g., “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”).</p>

Skills/Concepts for Students:

- Incorporate warranted commentary on how and why the author employs specific strategies (e.g., literary elements, rhetorical strategies, organizational plays) to achieve desired effects
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form
- Maintain a focus on audience and purpose throughout

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Follow suggested curriculum guidelines for the production of text-based analysis essays with both an argumentative and an informational focus
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of *what* the text was about
- Require students to create formal annotations and citations, at least occasionally
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence (for example, “Jane Eyre was a brave and headstrong girl” cannot stand without specific evidence to prove both points)

Sample Performance-based/Standards-based Task(s):

Students may practice using basic précis writing in order to become adept at narrowing their focus to very specific literary or rhetorical elements of a text, and identifying audience and purpose (the building blocks of analysis). The Rhetorical Précis Format:

- a) In a single coherent sentence, give the following:
 - name of the author, title of the work, date in parenthesis;
 - a rhetorically accurate verb (such as "assert," "argue," "deny," "refute," "prove," "disprove," "explain," etc.);
 - a “that” clause containing the major claim (thesis statement) of the work.
- b) In a single coherent sentence, give an explanation of how the author develops and supports the major claim (thesis statement).
- c) In a single coherent sentence, give a statement of the author's purpose, followed by an "in order" phrase.
- d) In a single coherent sentence, give a description of the intended audience and/or the relationship the author establishes with the audience.

Suggested Key Terms:

Literary	Rhetorical	Summary	Paraphrase	Analysis
Précis	Diction	Syntax	Tone	Imagery
Figurative language	Delineate	Evaluate	Rhetoric	Claim



Eighth Grade GSE

Writing (W)

ELACC8W10: 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.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:


- Provide frequent writing opportunities of many types – both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Performance-based/Standards-based Task(s):

Provide students with writing prompts, formally and informally, to ensure that they are writing routinely in a variety of settings, on a variety of topics, in a variety of formats (e.g., journal prompts, timed essays, reflections, group writings).

Suggested Key Terms:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Eighth Grade GSE
	Speaking and Listening (SL)
	<p>ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Eighth Grade topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes, if necessary, to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Use your own judgment and ability to reason and analyze when evaluating the ideas and comments of others; become adept at listening carefully and employing your knowledge of evidence, rhetorical strategies, and logical fallacies when deciding what you will incorporate into your own accepted point of view
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Instructional Strategies for Teachers:

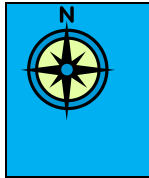
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Performance-based/Standards-based Task(s):

In teams large enough to require fairly extensive planning (e.g., 10 students), charge students with planning a multi-step process or project, such as the establishment of a class website, monthly news broadcast, etc. With no interference from adults if possible, allow students to find leaders, set goals, determine responsibilities, etc. Students will use their discussion as the oral text from which they will create their plan, citing evidence from the discussion in the form of parliamentary-style notes to provide support for the decisions they have made. Use National School Reform Initiative protocols to guide collegial conversations.

Suggested Key Terms:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative



Eighth Grade GSE

Speaking and Listening (SL)

ELACC8SL2: 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.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in cutting edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media, for example)
- Develop a personal aesthetic sensibility regarding preferred media based upon the appropriateness and effectiveness of certain tools for particular types of communication (for example, instructions for a walk-through of a difficult video game often benefit from a visual platform, such as YouTube, while print platform such as a blog or wiki may be the best medium for an interactive discussion)
- Become a more sophisticated and analytical consumer of media, evaluating texts that you consume in all formats for their effectiveness
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Employ knowledge of rhetorical strategies

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, teenagers are impacted by the visual images of perfect hair/teeth/bodies on movie and film stars, and whether they are more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often consumed media outlets

Sample Performance-based/Standards-based Task(s):

Focusing on a series of advertisements as short informational texts within a unit, have students critically analyze the difference in advertisements for a single product or service in different formats and different geographic areas (for example, a television advertisement for McDonalds as compared to a billboard, or billboard compared to a radio ad, etc.). Students will analyze the differences in diction, visual and graphic displays, foods focused upon, demographics of focus, etc. Are billboards geared more toward children than TV ads? Students will cite evidence from the texts (ads) to support their claims about the differences that exist and will posit reasons for those differences.

Suggested Key Terms:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	Motives

	Eighth Grade GSE
	Speaking and Listening (SL)
	ELACC8SL3: 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.

Skills/Concepts for Students:

- Use all of your academic knowledge about supporting claims with evidence and evaluate a speaker’s claims based on the quality and quantity of his or her evidence
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Instructional Strategies for Teachers:


- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion, and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Performance-based/Standards-based Task(s):

Conduct a “close reading” of a political speech (e.g., campaign speeches from the most recent presidential election cycle). Students, through multiple viewings of the speech, will create an outline listing each major claim made by the candidate. Beneath each claim, students will list the pieces of evidence offered and identify the type of evidence (a statistic, an anecdote, a quote, etc.). Next, the students will fact check the claims and evidence using reliable internet resources. Students will then be able to make a warranted judgment about the credibility of the candidate based on the number of supported versus the number of unsupported claims, and the quality of the evidence submitted (if any). Finally, students will attempt to identify the major rhetorical focus of the appeals (pathos, logos, or ethos). An interesting extension for this activity would be for students to conduct a reflective discussion about gaps that may have been discovered between their initial “gut” feeling about the candidate and his or her veracity and the statistical results of the veracity of the contents of the speech. Did they initially feel persuaded or feel positively toward a candidate and feel let down by the statistical results, or perhaps have an initial feeling that a candidate was deceptive or misinformed only to find that he or she was indeed being completely truthful and sincere?

Suggested Key Terms:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	Audience
Syllogism	Delineate	Evaluate	Soundness	Relevant

	Eighth Grade GSE
	Speaking and Listening (SL)
	ELACC8SL4: 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.

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information in order to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Performance-based/Standards-based Task(s):

One authentic presentation circumstance that nearly everyone will experience sooner or later is the job interview. Provide students with an imaginary scenario in which they are interviewing for a job that is thematically connected to a text under consideration by the class. In a unit focusing on informational text such as *An Inconvenient Truth* by Al Gore, students may pose as interviewees for a job lobbying for global warming issues in Washington. In the interview, students will be required to adopt a position on the issue and articulate it knowledgeably, supporting their claims with evidence. Their claims will include not only factual knowledge about the topic at hand, but facts about why they should be hired for the job (for example, “I am a hard worker” is not adequate because it is not supported, while “I am a hard worker. I was awarded employee of the month 3 times at the Target store where I work and consistently logged the most overtime on my team, never leaving until the job was done” would be acceptable). This activity allows students to orally present claims in a high-pressure situation, show knowledge of the text under consideration in the unit, and practice an authentic skill they will need in the future.

Suggested Key Terms:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic	Salient	Volume	Pronunciation



Eighth Grade GSE

Speaking and Listening (SL)

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Bring to bear knowledge (acquired from other standards) regarding the support of claims with evidence and the integration/synthesis of evidence into a coherent claim

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation (and to make clear the requirements and parameters for same)
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims – therefore, it may be useful to specify in some assignments what focus the visual display should take

Sample Performance-based/Standards-based Task(s):

In order to support students' continuing development in software literacy, require charts and/or graphs to be produced by the student from original data through Excel or another spreadsheet or statistical software product. In the context of a research project related to a text under consideration by the class, have students compile the findings of their research statistically using software. From their data, they will generate the most appropriate graphic to convey the essence of the information (pie chart, line graph, etc.). Students should be cognizant of all aspects of the visual, including clarity, font, color, increments of measurement, etc. The visual should be assessed not only on its own quality and validity, but also on the quality of its conveyance to an audience through oral presentation.

Suggested Key Terms:

Integration	Multimedia	Claim	Evidence	Digital
Skype	Prezi	Multimodal	Promethean/Smart Board	Podcast
Website	Wiki	Skype	Prezi	Flipchart



Eighth Grade GSE

Speaking and Listening (SL)

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
(See Eighth Grade Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Review and exhibit knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- Be able to employ a formal, academic tone when appropriate
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Proactively seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the “Language Progressive Skills Chart,” which delineates the course of instruction for common grammar and conventions principles

Sample Performance-based/Standards-based Task(s):

Have students perform short dramatic presentations in a variety of styles and speech patterns. Using a text under consideration by the class, provide students with a related context within which to hold a conversation with a partner (for example: a class reading *The Glass Menagerie* by Tennessee Williams, may perform a short skit depicting a conversation between Amanda Wingfield and her daughter, Laura, using the heavy southern accent and ladylike timbre employed by Williams’ characters. Another pair of students might perform a skit depicting two stuffy college professors discussing the merits of the play in technical, academic literary terms. Yet another pair might depict a middle school student describing the play and its plot casually to a friend of the same age). Students will engage in thoughtful reflection and discussion of the ways in which the language (including its grammatical constructions, sentence structure, diction, etc.) changed in each case and how those changes impacted their experiences as listeners.

Suggested Key Terms:

Context	Dialect	Colloquial	Idiom/idiomatic	Code-Switching
Grammatical	Adapt	Dialogue	Formal English	Standard English
Academic Tone				



Eighth Grade GSE

Language (L)

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.*

**Skills marked with an asterisk (*) are included on the Language Progressive Skills chart and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.*

Skills/Concepts for Students:

- Consistently review and maintain the aggregate of grammatical knowledge that you have been acquiring throughout your academic career; students tend to forget grammatical principles
- Review and reinforce your knowledge of active and passive voice, avoiding lengthy constructions in passive voice in your writing
- Be aware of the need for variety in your sentence construction, employing your knowledge of phrases and clauses to use compound, complex, and compound/complex sentences regularly

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to reinforce skills and concepts, such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade (for example, require students to use verbals in 3 instances within a given essay)
- Point out examples within texts under consideration of grammatical concepts focused on in your grade’s standards
- As necessary, provide focused instruction on concepts that may be new to students, such as subjunctive mood or shifts in verb aspect
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level
- Teach students to find, dissect, and mimic examples from a text

Sample Performance-based/Standards-based Task(s):

After direct instruction on verbals, have students practice identifying each type of verbal in sentences provided by the teacher. When students have demonstrated competency, have them identify examples from a text of their choosing. When your students demonstrate mastery, provide them options to display their knowledge. Encourage them to break into groups to create new lyrics (about verbals) or identify existing verbals within the song lyrics of familiar music. Another task could be to have students cut out examples of verb moods and voice from magazines and have them display their categories on chart paper.

Suggested Key Terms:

Verbal	Gerund	Participle	Infinitive	Active voice
Passive Voice	Indicative	Imperative	Interrogative	Conditional
Subjective	Standard English	Grammar	Conventions	



Eighth Grade GSE

Language (L)

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**
- b. Use an ellipsis to indicate an omission.**
- c. Spell correctly.**

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in standard English; correctly spell homophones
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand the rules of comma, ellipsis, and dash usage, and use them correctly
- In typing and when writing long hand, bring a mature consideration to the neatness and legibility of your work
- Develop a working knowledge of how sentences are built and how they work

Instructional Strategies for Teachers:


- Consult the Language Progressive Skills Chart to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma, ellipsis, and dash, in connection to a text under consideration
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas
- Teach students how to distinguish between a clause and phrase, coordinating and subordinating conjunctions, and dependent and independent clauses

Sample Performance-based/Standards-based Task(s):

Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner, who will grade that paper only on capitalization, punctuation, and spelling. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an “A” paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Suggested Key Terms:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Ellipsis	Dash	Hyphen
Omission	Grammar	Conventions	Abbreviation	Independent Clause
Clause	Phrase	Dependent Clause	Coordinating Conjunction	Subordinating Conjunction

	Eighth Grade GSE
	Language (L)
	ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Be able to identify and distinguish active from passive voice (active – “I love dogs”; passive – “Dogs are loved.”)
- Be able to identify and correctly use conditional verb mood (“If I had time, I would study.”)
- Be able to identify and correctly use subjunctive verb mood (“I wish it were summer.”)
- Apply knowledge of the stylistic and tonal reasons for employing conditional, passive, or subjective verbs in your writing or speaking

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of passages written in passive voice in texts under consideration within a unit; discuss with students the tone and mood created by passive voice, its strengths and weaknesses as a stylistic tool
- Similarly, provide examples of passages written in conditional and subjunctive mood within texts under consideration within a unit; discussing with students the tone and mood created by these constructions and how they are employed by authors
- Provide multiple opportunities for students to use active and passive voice and conditional and subjunctive mood to determine the impact on text.

Sample Performance-based/Standards-based Task(s):

Have students identify particularly strong or moving passages from a piece of rhetoric, such as Martin Luther King, Jr.’s “I Have a Dream” speech. Students will rewrite their chosen passage, substituting passive voice for originally-written active voice, and/or replacing regular verb constructions with conditional or subjunctive constructions (e.g., “I have a dream” becomes “A dream has been had by me,” or “If I had a dream, I would ...”) The weakening of the rhetorical power of the speech or essay becomes readily apparent. Engage students in a discussion of situations where these moods and voices would be appropriate, for example when attempting to shift blame (e.g., “I did it” is much more obvious than “It was done”).

Suggested Key Terms:

Active Voice Passive Voice Conditional Mood Subjunctive Mood Effect

	Eighth Grade GSE
	Language (L)
	ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Eighth Grade reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above) within the context of the text and/or the covered material
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices
- Review the construction of dictionary entries to ensure that students understand each part

Sample Performance-based/Standards-based Task(s):

Give students a list of words that all contain the same root. Ask students to find commonalities between the words, ultimately guiding them to see that each word is based on the root. Challenge students to find the “Roots in Action” in their environments. Create a contest in which students take pictures or cut out examples of the words used throughout the day.

Suggested Key Terms:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Context	Inference	

	Eighth Grade GSE
	Language (L)
	ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Skills/Concepts for Students:

- Identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms, etc.)
- Understand the impact on text of literary elements, such as imagery, diction, syntax, and sensory detail
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia, etc.)
- Consider the connotations of various words when determining the author’s purpose in employing specific diction

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Performance-based/Standards-based Task(s):

Choose a poem that is particularly rich in figurative and connotative language as one of the short literary texts to be considered by the class (for example, Emily Dickinson’s “Hope is the Thing with Feathers”). Have students perform several attentive readings of the text, determining meaning, author’s purpose, and audience. Students should deconstruct the poem, line by line, to determine the intent of each use of figurative or connotative language (e.g., the poem compares hope to a bird, but instead of saying “bird” she uses the synecdoche “feathers”). Why are feathers the part of the bird she wants readers to associate with? They are light, beautiful, associated with flight, etc. Dickinson might just as easily have said that hope is the thing with a beak, but that wouldn’t have had the same connotation! After thoroughly deconstructing and paraphrasing the poem, have students write a shadow poem using the same structure but imposing their own content (for example, “Fear is the Thing with Fangs”). Have students attempt to use figurative and connotative language to the same effect as the original. Discuss and compare results.

Suggested Key Terms:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Synecdoche
Juxtaposition	Nuance	Pun	Irony	



Eighth Grade GSE

Language (L)

ELACC8L6: 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.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Performance-based/Standards-based Task(s):

After providing direct instruction on academic and/or domain-specific words and phrases, work with students to put visual representations of the vocabulary on a class word wall. Frequently refer to the word wall for various activities. For example, use the word wall to complete a KWL (Know, Want to know, Learned) chart. Students can also sort these words into categories when appropriate. Ask students to continually assess and reflect on their understanding of the multiple uses of these words.

Suggested Key Terms:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author’s purpose	Domain-specific
Comprehension	Expression			



Revisions to GSE

A comparison of the previous standards and the revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

Summary of Changes for English Language Arts (ELA) Standards

Grade Eight

This document identifies **grade level changes for the 2015-2016 school year and beyond.**

Current Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond
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Reading Literary (L)

ELACC8RL2: Determine a theme 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.	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.
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Language (L)

ELACC8L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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.
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AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - GRADE EIGHT

These standards are revised for 8th grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 8th grade.

Grade Level	Strand	Standard
Eighth Grade	Reading Literary Text	CC8RL2
	Language	CC8L6

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES												
	K	1	2	3	4	5	6	7	8	9-10	11-12		
ELAGSEK15b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).													Subsumed by ELAGSE5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.													Subsumed by ELAGSE5L2a
ELACSE1L1i. Use frequently occurring prepositions.													Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).													
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.													
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.													
ELAGSE3L3a. Choose words and phrases for effect.													
ELAGSE4L1e. Form and use prepositional phrases.													
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.													
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).													
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.													Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.													
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.													
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).													
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.													
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.													
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).													
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.													
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).													
ELAGSE6L3b. Maintain consistency in style and tone.													
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.													
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.													
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.													
ELAGSE9–10L1a. Use parallel structure.													
ELAGSE11–12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.													

* Darkened boxes indicate grades in which the standard should be taught.