



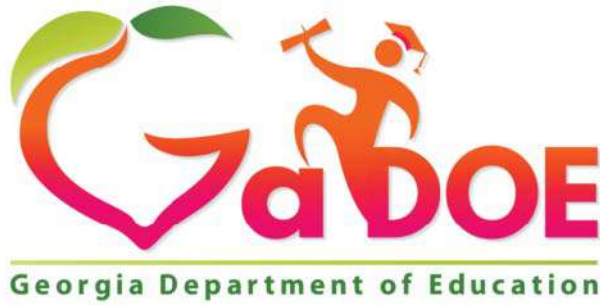
Georgia Department of Education

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

# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE)

### Kindergarten – Grade 12



Richard Woods, Georgia's School Superintendent  
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# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE)

### ELEMENTARY

### Kindergarten – Grade 5

Some skills were marked with an asterisk (\*) and are included on the Language Progressive Skills Chart for English Language Arts Georgia Standards of Excellence (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.

## ELEMENTARY (K – 5)

### KINDERGARTEN (K)

#### Reading Literary

RL

##### Key Ideas and Details

- |            |   |
|------------|---|
| ELAGSEKRL1 | With prompting and support, ask and answer questions about key details in a text.       |
| ELAGSEKRL2 | With prompting and support, retell familiar stories, including key details.             |
| ELAGSEKRL3 | With prompting and support, identify characters, settings, and major events in a story. |

##### Craft and Structure

- |            |  |
|------------|--|
| ELAGSEKRL4 | With prompting and support, ask and answer questions about unknown words in a text.                                      |
| ELAGSEKRL5 | Recognize common types of texts (e.g., storybooks, poems).   |
| ELAGSEKRL6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |

##### Integration of Knowledge and Ideas

- |            |   |
|------------|---|
| ELAGSEKRL7 | With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). |
| ELAGSEKRL8 | (Not applicable to literature).   |
| ELAGSEKRL9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.              |

##### Range of Reading and Level of Text Complexity

- |             |   |
|-------------|---|
| ELAGSEKRL10 | Actively engage in group reading activities with purpose and understanding. |
|-------------|---|

#### Reading Informational

RI

##### Key Ideas and Details

- |            |  |
|------------|--|
| ELAGSEKRI1 | With prompting and support, ask and answer questions about key details in a text.                                      |
| ELAGSEKRI2 | With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). |

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.

ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.

ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.

## **Reading Foundational**

**RF**

### **Print Concepts**

- ELAGSEKRF1 Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page-by-page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

- ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

- ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
  - b. Demonstrate basic knowledge of long and short sounds for the given major vowels.
  - c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

- ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Production and Distribution of Writing**

- ELAGSEKW4 (*Begins in grade 3*).
- ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

### **Research to Build and Present Knowledge**

ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).

ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSEKW9 *(Begins in grade 4).*

### **Range of Writing**

ELAGSEKW10 *(Begins in grade 3).*

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSEKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.

## **Language (L)**

### **Conventions of Standard English**

- ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*) when speaking.
  - Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).
  - Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).
  - Produce and expand complete sentences in shared language activities.
- ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Knowledge of Language**

- ELAGSEKL3 (*begins in grade 2*).

### **Vocabulary Acquisition and Use**

- ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
  - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- ELAGSEKL5 With guidance and support, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).\*
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

ELAGSEKL6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



## ELEMENTARY (K – 5)

### GRADE 1

#### Reading Literary

RL

##### Key Ideas and Details

- |            |  |
|------------|--|
| ELAGSE1RL1 | Ask and answer questions about key details in a text.  |
| ELAGSE1RL2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| ELAGSE1RL3 | Describe characters, settings, and major events in a story, using key details.                           |

##### Craft and Structure

- |            |   |
|------------|---|
| ELAGSE1RL4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| ELAGSE1RL5 | Explain major difference between texts that tell stories and texts that give information.     |
| ELAGSE1RL6 | Identify who is telling the story at various points in a text.                                |

##### Integration of Knowledge and Ideas

- |            |  |
|------------|--|
| ELAGSE1RL7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| ELAGSE1RL8 | (Not applicable to literature).  |
| ELAGSE1RL9 | Compare and contrast the adventures and experiences of characters in stories.            |

##### Range of Reading and Level of Text Complexity

- |             |  |
|-------------|--|
| ELAGSE1RL10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
|-------------|--|

#### Reading Informational

RI

##### Key Ideas and Details

- |            |   |
|------------|---|
| ELAGSE1RI1 | Ask and answer questions about key details in a text.   |
| ELAGSE1RI2 | Identify the main topic and retell key details of a text.   |
| ELAGSE1RI3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |



### **Craft and Structure**

- |            |   |
|------------|---|
| ELAGSE1RI4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   |
| ELAGSE1RI5 | Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| ELAGSE1RI6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                              |

### **Integration of Knowledge and Ideas**

- |            |   |
|------------|---|
| ELAGSE1RI7 | Use illustrations and details in a text to describe its key ideas.  |
| ELAGSE1RI8 | Identify the reasons an author gives to support points in a text.   |
| ELAGSE1RI9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

### **Range of Reading and Level of Text Complexity**

- |             |   |
|-------------|---|
| ELAGSE1RI10 | With prompting and support, read informational texts appropriately complex for grade 1. |
|-------------|---|

## **Reading Foundational**

**RF**

### **Print Concepts**

- |            |   |
|------------|---|
| ELAGSE1RF1 | Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"><li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ul> |
|------------|---|

### **Phonological Awareness**

- |            |   |
|------------|---|
| ELAGSE1RF2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"><li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li></ul> |
|------------|---|

## **Phonics and Word Recognition**

- ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by breaking the words into syllables.
  - Read words with inflectional endings.

## **Fluency**

- ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled words.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE1W1 Write opinion pieces that introduce a topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- ELAGSE1W4 (*Begins in grade 3*).

- ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- a. May include oral or written prewriting (graphic organizers).
- ELAGSE1W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

### **Research to Build and Present Knowledge**

- ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- ELAGSE1W9 *(Begins in grade 4).*

### **Range of Writing**

- ELAGSE1W10 *(Begins in grade 3).*

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to comments through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## **Presentation of Knowledge and Ideas**

- |            |  |
|------------|--|
| ELAGSE1SL4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                              |
| ELAGSE1SL5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                       |
| ELAGSE1SL6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) |

## **Language**

**L**

## **Conventions of Standard English**

- |           |  |
|-----------|--|
| ELAGSE1L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>a. Print all upper- and lowercase letters.</li><li>b. Use common, proper, and possessive nouns.</li><li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>).</li><li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, <i>my</i>; <i>they</i>, <i>them</i>, <i>their</i>, <i>anyone</i>, <i>everything</i>).</li><li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i>; <i>Today I walk home</i>; <i>Tomorrow I will walk home</i>).</li><li>f. Use frequently occurring adjectives.</li><li>g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</li><li>h. Use determiners (e.g., articles, demonstratives).</li><li>i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</li><li>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</li><li>k. Print with appropriate spacing between words and sentences.</li></ul> |
| ELAGSE1L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Capitalize dates and names of people.</li><li>b. Use end punctuation for sentences.</li><li>c. Use commas in dates and to separate single words in a series.</li><li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ul>  |

## **Knowledge of Language**

ELAGSE1L3 (begins in grade 2).

## **Vocabulary Acquisition and Use**

- ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Include frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

## **ELEMENTARY (K – 5)**

### **GRADE 2**

#### **Reading Literary**

**RL**

##### **Key Ideas and Details**

- |            |   |
|------------|---|
| ELAGSE2RL1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  |
| ELAGSE2RL2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| ELAGSE2RL3 | Describe how characters in a story respond to major events and challenges.  |

##### **Craft and Structure**

- |            |  |
|------------|--|
| ELAGSE2RL4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |
| ELAGSE2RL5 | Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. |
| ELAGSE2RL6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                                      |

##### **Integration of Knowledge and Ideas**

- |            |  |
|------------|--|
| ELAGSE2RL7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| ELAGSE2RL8 | (Not applicable to literature).  |
| ELAGSE2RL9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.              |

##### **Range of Reading and Level of Text Complexity**

- |             |   |
|-------------|---|
| ELAGSE2RL10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|-------------|---|



**Key Ideas and Details**

- ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

- ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
- ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

- ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.
- ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity**

- ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Print Concepts**

Kindergarten and 1st grade only.

**Phonological Awareness**

Kindergarten and 1st grade only.

## **Phonics and Word Recognition**

- ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.

## **Fluency**

- ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled words.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Production and Distribution of Writing**

- ELAGSE2W4 *(Begins in grade 3).*
- ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- a. May include prewriting.

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

### **Research to Build and Present Knowledge**

ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2W9 (*Begins in grade 4*).

### **Range of Writing**

ELAGSE2W10 (*Begins in grade 3*).

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL5 With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

ELAGSE2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
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## Language

L

### Conventions of Standard English

ELAGSE2L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> <li>Create documents with legible handwriting.</li> </ol>
ELAGSE2L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>

### Knowledge of Language

ELAGSE2L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ol>
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### Vocabulary Acquisition and Use

ELAGSE2L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
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- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

ELAGSE2L6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## **ELEMENTARY (K – 5)**

### **GRADE 3**

#### **Reading Literary**

**RL**

##### **Key Ideas and Details**

- |            |  |
|------------|--|
| ELAGSE3RL1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| ELAGSE3RL2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| ELAGSE3RL3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  |

##### **Craft and Structure**

- |            |   |
|------------|---|
| ELAGSE3RL4 | Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.  |
| ELAGSE3RL5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| ELAGSE3RL6 | Distinguish their own point of view from that of the narrator or those of the characters.   |

##### **Integration of Knowledge and Ideas**

- |            |   |
|------------|---|
| ELAGSE3RL7 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| ELAGSE3RL8 | (Not applicable to literature).   |
| ELAGSE3RL9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                 |

##### **Range of Reading and Level of Text Complexity**

- |             |   |
|-------------|---|
| ELAGSE3RL10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
|-------------|---|

**Key Ideas and Details**

- ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

- ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- ELAGSE3RI5 Use text features and search tools (e.g., *key words*, *sidebars*, *hyperlinks*) to locate information relevant to a given topic quickly and efficiently.
- ELAGSE3RI6 Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

- ELAGSE3RI7 Use information gained from illustrations (e.g., *maps*, *photographs*) and the words in a text to demonstrate understanding of the text (e.g., *where*, *when*, *why*, and *how key events occur*).
- ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., *comparison*, *cause/effect*, *first/second/third in a sequence*).
- ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity**

- ELAGSE3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Print Concepts**

Kindergarten and 1st grade only.



**Phonological Awareness** Kindergarten and 1st grade only.

## **Phonics and Word Recognition**

- ELAGSE3RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes.
  - Decode words with common Latin suffixes.
  - Decode multi-syllable words.

## **Fluency**

- ELAGSE3RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled words.

## **Writing**

**W**

## **Text Types and Purpose**

- ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide a concluding statement or section.
- ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - Provide a concluding statement or section.

- ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - Provide a sense of closure.

### **Production and Distribution of Writing**

- ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)
- ELAGSE3W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)
- ELAGSE3W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- ELAGSE3W7 Conduct short research projects that build knowledge about a topic.
- ELAGSE3W8 Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- ELAGSE3W9 *(Begins in grade 4).*

### **Range of Writing**

- ELAGSE3W10 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.

**Comprehension and Collaboration**

- ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion.
- ELAGSE3SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELAGSE3SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

- ELAGSE3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ELAGSE3SL5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- ELAGSE3SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

**Conventions of Standard English**

- ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. \*
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.\*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.\*
- i. Produce simple, compound, and complex sentences.
- j. Write legibly in cursive.

ELAGSE3L2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

ELAGSE3L3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.\*
- b. Recognize and observe differences between the conventions of spoken and written Standard English.

### **Vocabulary Acquisition and Use**

ELAGSE3L4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELAGSE3L5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

ELAGSE3L6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## ELEMENTARY (K – 5)

### GRADE 4

#### Reading Literary

RL

##### Key Ideas and Details

- |            |  |
|------------|--|
| ELAGSE4RL1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| ELAGSE4RL2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text.   |
| ELAGSE4RL3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., <i>a character's thoughts, words, or actions</i> ). |

##### Craft and Structure

- |            |  |
|------------|--|
| ELAGSE4RL4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).   |
| ELAGSE4RL5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <i>verse, rhythm, meter</i> ) and drama (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i> ) when writing or speaking about a text. |
| ELAGSE4RL6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |

##### Integration of Knowledge and Ideas

- |            |   |
|------------|---|
| ELAGSE4RL7 | Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.   |
| ELAGSE4RL8 | (Not applicable to literature).   |
| ELAGSE4RL9 | Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i> ) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |

##### Range of Reading and Level of Text Complexity

- |             |  |
|-------------|--|
| ELAGSE4RL10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|-------------|--|

**Key Ideas and Details**

- ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

- ELAGSE4RI4 Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- ELAGSE4RI5 Describe the overall structure (e.g., *chronology, comparison, cause/effect, problem/solution*) of events, ideas, concepts, or information in a text or part of a text.
- ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas**

- ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., *in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages*) and explain how the information contributes to an understanding of the text in which it appears.
- ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.
- ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

- ELAGSE4RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



## Reading Foundational

RF

### Print Concepts

Kindergarten and 1st grade only.

### Phonological Awareness

Kindergarten and 1st grade only.

### Phonics and Word Recognition

ELAGSE4RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context and out of context.

### Fluency

ELAGSE4RF4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

W

### Text Types and Purpose

ELAGSE4W1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

ELAGSE4W2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELAGSE4W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

ELAGSE4W4

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

ELAGSE4W5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)

ELAGSE4W6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Build and Present Knowledge**

- ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ELAGSE4W8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
  - Apply grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing**

- ELAGSE4W10 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.

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE4SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

ELAGSE4SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELAGSE4SL6 Differentiate between contexts that call for formal English (e.g., *presenting ideas*) and situations where informal discourse is appropriate (e.g., *small-group discussion*); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

ELAGSE4L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.
- Use helping/linking verbs to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.\*
- Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.\*
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

ELAGSE4L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.

- d. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

- ELAGSE4L3      Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.\*
  - b. Choose punctuation for effect.\*
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

- ELAGSE4L4      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELAGSE4L5      Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- ELAGSE4L6      Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## ELEMENTARY (K – 5)

### GRADE 5

#### Reading Literary

RL

##### Key Ideas and Details

- |            |   |
|------------|---|
| ELAGSE5RL1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| ELAGSE5RL2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| ELAGSE5RL3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |

##### Craft and Structure

- |            |  |
|------------|--|
| ELAGSE5RL4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.        |
| ELAGSE5RL5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| ELAGSE5RL6 | Describe how a narrator's or speaker's point of view influences how events are described.  |

##### Integration of Knowledge and Ideas

- |            |  |
|------------|--|
| ELAGSE5RL7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| ELAGSE5RL8 | (Not applicable to literature).  |
| ELAGSE5RL9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.   |

##### Range of Reading and Level of Text Complexity

- |             |   |
|-------------|---|
| ELAGSE5RL10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
|-------------|---|

**Key Ideas and Details**

- ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Craft and Structure**

- ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- ELAGSE5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

- ELAGSE5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
- ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

- ELAGSE5RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Print Concepts**

Kindergarten and 1st grade only.

**Phonological Awareness** Kindergarten and 1st grade only.

**Phonics and Word Recognition**

- ELAGSE5RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**Fluency**

- ELAGSE5RF4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**W**

**Text Types and Purpose**

- ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a concluding statement or section related to the opinion presented.
- ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELAGSE5W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

ELAGSE5W4

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

ELAGSE5W5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

ELAGSE5W6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### **Research to Build and Present Knowledge**

ELAGSE5W7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- ELAGSE5W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - Apply grade 5 Reading standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].)

### **Range of Writing**

- ELAGSE5W10 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.

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- ELAGSE5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELAGSE5SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Presentation of Knowledge and Ideas**

- |            |   |
|------------|---|
| ELAGSE5SL4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| ELAGSE5SL5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   |
| ELAGSE5SL6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)                               |

## **Language**

**L**

## **Conventions of Standard English**

- |           |   |
|-----------|---|
| ELAGSE5L1 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb aspects.</li><li>c. Use verb tense and aspect to convey various times, sequences, states, and conditions.</li><li>d. Recognize and correct inappropriate shifts in verb tense and aspect.*</li><li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li></ul>   |
| ELAGSE5L2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Use punctuation to separate items in a series.*</li><li>b. Use a comma to separate an introductory element from the rest of the sentence.</li><li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li><li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li><li>e. Spell grade-appropriate words correctly, consulting references as needed.</li></ul> |

## **Knowledge of Language**

- ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## **Vocabulary Acquisition and Use**

- ELAGSE5L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELAGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- ELAGSE5L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).



Georgia Department of Education

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

# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE) MIDDLE SCHOOL Grade 6 – Grade 8

Some skills were marked with an asterisk (\*) and are included on the Language Progressive Skills Chart for English Language Arts Georgia Standards of Excellence (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.

## MIDDLE SCHOOL (6 – 8)

### GRADE 6

#### Reading Literary

RL

#### Key Ideas and Details

- |            |  |
|------------|--|
| ELAGSE6RL1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| ELAGSE6RL2 | Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| ELAGSE6RL3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.      |

#### Craft and Structure

- |            |   |
|------------|---|
| ELAGSE6RL4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| ELAGSE6RL5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               |
| ELAGSE6RL6 | Explain how an author develops the point of view of the narrator or speaker in a text.  |

#### Integration of Knowledge and Ideas

- |            |   |
|------------|---|
| ELAGSE6RL7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| ELAGSE6RL8 | (Not applicable to literature).   |
| ELAGSE6RL9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |

#### Range of Reading and Level of Text Complexity

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

## **Reading Informational**

**RI**

### **Key Ideas and Details**

- ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE6RI2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### **Craft and Structure**

- ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ELAGSE6RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### **Integration of Knowledge and Ideas**

- ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ELAGSE6RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ELAGSE6RI9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### **Range of Reading and Level of Text Complexity**

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



**Text Types and Purpose**

- ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.
- ELAGSE6W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.
- ELAGSE6W3 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

ELAGSE6W4	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.)
ELAGSE6W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)
ELAGSE6W6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

ELAGSE6W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELAGSE6W8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
ELAGSE6W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. <i>Apply grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>b. <i>Apply grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ol>

## **Range of Writing**

ELAGSE6W10

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

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSE6SL1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ELAGSE6SL2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELAGSE6SL3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

ELAGSE6SL4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELAGSE6SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
ELAGSE6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

ELAGSE6L1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul>
ELAGSE6L2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly.</li> </ul>

### **Knowledge of Language**

ELAGSE6L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul>
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### **Vocabulary Acquisition and Use**

ELAGSE6L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult 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 its 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).

ELAGSE6L5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).

ELAGSE6L6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## MIDDLE SCHOOL (6 – 8)

### GRADE 7

#### Reading Literary

RL

#### Key Ideas and Details

- |            |  |
|------------|--|
| ELAGSE7RL1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            |
| ELAGSE7RL2 | Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| ELAGSE7RL3 | Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).                                    |

#### Craft and Structure

- |            |   |
|------------|---|
| ELAGSE7RL4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| ELAGSE7RL5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |
| ELAGSE7RL6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |

#### Integration of Knowledge and Ideas

- |            |   |
|------------|---|
| ELAGSE7RL7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| ELAGSE7RL8 | (Not applicable to literature).   |
| ELAGSE7RL9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means for understanding how authors of fiction use or alter history.   |

#### Range of Reading and Level of Text Complexity

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

**Key Ideas and Details**

- |            |  |
|------------|--|
| ELAGSE7RI1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ELAGSE7RI2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ELAGSE7RI3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**Craft and Structure**

- |            |   |
|------------|---|
| ELAGSE7RI4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ELAGSE7RI5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |
| ELAGSE7RI6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  |

**Integration of Knowledge and Ideas**

- |            |   |
|------------|---|
| ELAGSE7RI7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| ELAGSE7RI8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                |
| ELAGSE7RI9 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.          |

**Range of Reading and Level of Text Complexity**

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

**Text Types and Purpose**

- ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELAGSE7W3 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, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 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.

### **Production and Distribution of Writing**

ELAGSE7W4	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.)
ELAGSE7W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade7.)
ELAGSE7W6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

ELAGSE7W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELAGSE7W8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELAGSE7W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>a. <i>Apply grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a</li> </ol>

historical account of the same period as a means of understanding how authors of fiction use or alter history”).

- b. *Apply grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

ELAGSE7W10

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.

### **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSE7SL1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

ELAGSE7SL2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELAGSE7SL3

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

ELAGSE7SL4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and

	examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELAGSE7SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELAGSE7SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

ELAGSE7L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ul>
ELAGSE7L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>

### **Knowledge of Language**

ELAGSE7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ul>
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### **Vocabulary Acquisition and Use**

ELAGSE7L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
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- 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., *belligerent*, *bellicose*, *rebel*).
- 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 its 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).

ELAGSE7L5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

ELAGSE7L6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## MIDDLE SCHOOL (6 – 8)

### GRADE 8

#### Reading Literary

RL

#### Key Ideas and Details

- |            |   |
|------------|---|
| 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.   |
| 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. |
| 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.  |

#### Craft and Structure

- |            |   |
|------------|---|
| ELAGSE8RL4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 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.  |
| 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.  |

#### Integration of Knowledge and Ideas

- |            |  |
|------------|--|
| 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.                                   |
| ELAGSE8RL8 | (Not applicable to literature).  |
| ELAGSE8RL9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |

## **Range of Reading and Level of Text Complexity**

ELAGSE8RL10 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.

## **Reading Informational**

**RI**

### **Key Ideas and Details**

ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **Craft and Structure**

ELAGSE8RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELAGSE8RI5 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.

ELAGSE8RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### **Integration of Knowledge and Ideas**

ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **Range of Reading and Level of Text Complexity**

ELAGSE8RI10

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.

## **Writing**

**W**

### **Text Types and Purpose**

ELAGSE8W1

Write arguments to support claims with clear reasons and relevant evidence.

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

ELAGSE8W2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.



- ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - 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.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

- ELAGSE8W4 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.)
- ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)
- ELAGSE8W6 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.

### **Research to Build and Present Knowledge**

- ELAGSE8W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ELAGSE8W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 8 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”).
  - Apply grade 8 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”).

### **Range of Writing**

- ELAGSE8W10 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.

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others’ ideas and expressing their own clearly.
- 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
- ELAGSE8SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELAGSE8SL3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
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### **Presentation of Knowledge and Ideas**

ELAGSE8SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELAGSE8SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELAGSE8SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

ELAGSE8L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>
ELAGSE8L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>

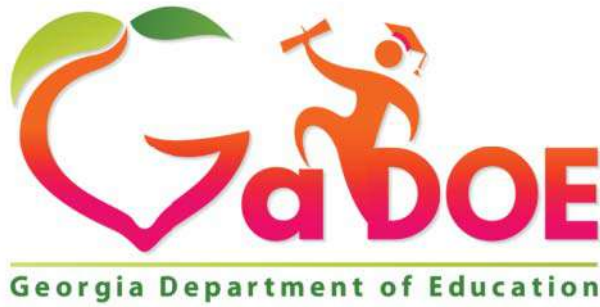
### **Knowledge of Language**

ELAGSE8L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>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).</li> </ul>
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## **Vocabulary Acquisition and Use**

- ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - 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 its part of speech.
  - 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).
- ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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

# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE) HIGH SCHOOL Grade 9 – Grade 12

Some skills were marked with an asterisk (\*) and are included on the Language Progressive Skills Chart for English Language Arts Georgia Standards of Excellence (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.

## HIGH SCHOOL (9 – 12)

### GRADE 9 - 10

#### Reading Literary

RL

##### Key Ideas and Details

- ELAGSE9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELAGSE9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

##### Craft and Structure

- ELAGSE9-10RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- ELAGSE9-10RL5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELAGSE9-10RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

##### Integration of Knowledge and Ideas

- ELAGSE9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.
- ELAGSE9-10RL8 (Not applicable to literature).
- ELAGSE9-10RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### **Range of Reading and Level of Text Complexity**

- ELAGSE9-10RL10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading Informational (RI)**

#### **Key Ideas and Details**

- ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE9-10RI2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELAGSE9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### **Craft and Structure**

- ELAGSE9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ELAGSE9-10RI5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELAGSE9-10RI6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### **Integration of Knowledge and Ideas**

- ELAGSE9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.
- ELAGSE9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.



- ELAGSE9-10RI9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

### **Range of Reading and Level of Text Complexity**

- ELAGSE9-10RI10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain an appropriate style and objective tone.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- ELAGSE9-10W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain an appropriate style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELAGSE9-10W3

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

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

ELAGSE9-10W4

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.)

ELAGSE9-10W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.)

ELAGSE9-10W6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of

technology's capacity to link to other information and to display information flexibly and dynamically.

## **Research to Build and Present Knowledge**

- ELAGSE9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELAGSE9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source, answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
- ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - Apply grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

## **Range of Writing**

- ELAGSE9-10W10 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 tasks, purposes, and audiences.

## **Speaking and Listening**

**SL**

## **Comprehension and Collaboration**

- ELAGSE9-10SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,

- presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- ELAGSE9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- ELAGSE9-10SL3 Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

- ELAGSE9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ELAGSE9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ELAGSE9-10SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

- ELAGSE9-10L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Use parallel structure.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELAGSE9-10L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.
- d. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

### **Knowledge of Language**

ELAGSE9-10L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *APA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

ELAGSE9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- 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 the precise meaning, part of speech, or etymology.
- 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).

ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

ELAGSE9-10L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



## HIGH SCHOOL (9 – 12)

### GRADE 11 - 12

#### Reading Literary

RL

#### Key Ideas and Details

- ELAGSE11-12RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11-12RL2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELAGSE11-12RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

- ELAGSE11-12RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- ELAGSE11-12RL5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas

- ELAGSE11-12RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
- ELAGSE11-12RL8 (Not applicable to literature).



- ELAGSE11-12RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.

### **Range of Reading and Level of Text Complexity**

ELAGSE11-12RL10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

### **Reading Informational**

**RI**

#### **Key Ideas and Details**

- ELAGSE11-12RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11-12RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELAGSE11-12RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Craft and Structure**

- ELAGSE11-12RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- ELAGSE11-12RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAGSE11-12RI6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.



## **Integration of Knowledge and Ideas**

- ELAGSE11-12RI7 Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELAGSE11-12RI8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses.)
- ELAGSE11-12RI9 Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.

## **Range of Reading and Level of Text Complexity**

- ELAGSE11-12RI10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE11-12W2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELAGSE11-12W3

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

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

- ELAGSE11-12W4 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.)
- ELAGSE11-12W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 11–12.)
- ELAGSE11-12W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge**

- ELAGSE11-12W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELAGSE11-12W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELAGSE11-12W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. *Apply grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - b. *Apply grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of

legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”).

### **Range of Writing**

ELAGSE11-12W10 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 tasks, purposes, and audiences.

### **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE11-12SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELAGSE11-12SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- ELAGSE11-12SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### **Presentation of Knowledge and Ideas**

- ELAGSE11-12SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELAGSE11-12SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ELAGSE11-12SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

- ELAGSE11-12L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.
- ELAGSE11-12L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
  - Spell correctly.
  - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

### **Knowledge of Language**

- ELAGSE11-12L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.

### **Vocabulary Acquisition and Use**

- ELAGSE11-12L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

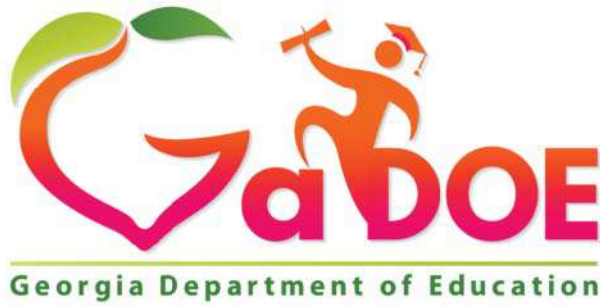
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- 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, its part of speech, or its etymology, or its standard usage.
- 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).

ELAGSE11-12L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

ELAGSE11-12L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





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

# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE)

### GLOSSARY

### Kindergarten – Grade 12



**The following alphabetical list of grammar terms was taken from the GSE Language Standards.**

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Absolute Phrase	A phrase that consists of a noun or pronoun and at least one other word. An absolute phrase modifies an entire sentence and not just a word. It can be found anywhere in the sentence. It is often separated by commas, but may be set apart from the sentence by other punctuation.	The dark mountain, massive head buried in foggy clouds, loomed over the hikers and filled them with trepidation. Massive head buried in foggy clouds, the dark mountain loomed over the hikers and filled them with trepidation.
Active Voice	When the subject is acting, the verb is in the active voice.	The mailman handed the mail to his customer.
Adjectival Phrase (adjective phrase)	A phrase, usually a prepositional phrase, that can modify a noun or pronoun.	The clock <b>with the copper face</b> never missed a beat.
Adjective	A word that describes a noun or pronoun.	<b>Pretty</b> cat, <b>wrinkled</b> face
Adverb	A word that describes a verb, adjective, or other adverb.	She <b>quickly</b> swam the <b>very</b> long distance across the pool.
Adverbial Clause	A dependent clause (includes a subject and a verb) that acts as an adverb in the sentence and begins with a subordinating conjunction	The clock ran incessantly <b>although the battery lost its charge.</b>
Adverbial Phrase	A phrase, usually a prepositional phrase, that modifies a verb, adjective, or another adverb	The clock in the tower ran <b>for fifteen years without stopping.</b>
Ambiguous Antecedent	Same as a vague pronoun. The antecedent for the pronoun is not clear.	When the glass ball hit the glass door, <b>it</b> broke. What broke, the ball or the door?
Apostrophe	A punctuation mark that is used to signify ownership, to join contractions, and to represent the omission of letters from a word in written dialect.	Bill's one regret is that he can't catch that 'possum.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Apostrophe to form Frequently Occurring Possessives	An apostrophe is used to form the possessive of a singular word by adding 's. Plural possessives are created by just adding an apostrophe.	Bill's hat. Jill's pail. The cats' mother fed all of them at once.
Appropriate Spacing	When writing, letters in the same word should be spaced closely together. Words should have a letter's width space between them, and sentences should have a space between them that is the width of two letters.	The team won the championship! We are going to celebrate.
Article	A part of speech used to identify a noun.	a, an, the
Capitalization	Process and rules that determine whether or not a letter is used in its uppercase or lowercase form.	- A,B,C,D,E,F - Earth, earth; Senior, senior; Mother, mother - Capitalize proper nouns, the first word in a sentence, and important words in a title.
Closely Related Independent Clauses	Sentences that deal with the same subject. A semicolon is used to connect the sentences to emphasize their relationship.	Baseball is an American sport; people love to watch their teams play.
Collective Noun	A singular noun that represents many members or parts as a whole.	Team, group, company
Colon to introduce a list/quotation	A colon ":" is used to introduce a longer list of items or a quotation that is more than four lines long.	The following teams made the playoffs: Braves, Mets, Yankees, Diamondbacks, Dodgers, Rockies.



Term	Definition	Example
Comparative Adjective	An adjective that tells the difference between two objects, people, ideas, or places. It can be formed by adding –er to a single syllable word or by using more or less.	My house is <b>wider</b> than the house my neighbors own.
Comparative Adverb	Most adverbs are formed by adding –ly to the word. Comparative adverbs use more and less to compare to what degree two object perform an action. Some irregular adverbs do use the – er ending to make their comparison.	She runs <b>more swiftly</b> around the bases than her sister runs around the bases. She runs <b>faster</b> than her sister.
Complete Sentences	A group of words consisting of at least one subject and at least one verb that express a complete thought.	I am a student. I want to be a good teacher. School is so much fun. John and Jackie both love hamburgers.
Complex Sentence	An independent clause (simple sentence) with a dependent clause coming before or after.	Since I was in town, I went to see my parents. I went to see my parents since I was in town. Because the kitten was tiny and sweet, I wanted it to sleep inside.
Complex Texts	Rhetorically sound essays, articles, novels, poems, short stories, or plays. Texts are said to be complex when they are at the proper level of difficulty to challenge the reader.	
Compound Complex Sentence	A sentence with at least two independent clauses and one dependent clause.	When I go to the store, I like to buy apples, but my little brother always wants to buy candy.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Compound Sentence	Two independent clauses (simple sentences) joined together with the correct punctuation (comma and coordinating conjunction or a semicolon.)	I went to the store, and I bought a drink. I moved to Alaska; I enjoy cool weather.  The elephant nudged the fence for the snack, and the giraffe danced over to the fence for peanuts.
Concisely  (See 7L3 and 9-10SL4)	Using as few words as necessary to convey the point the writer or speaker is trying to convey. The goal is not just to use fewer words but to use the exactly correct words to convey the point.	Not concise: There may some bad weather somewhere close by where you are, so you may want to find some place where you could safely hide away until it all over. Concise: The tornado is within five miles of your home. Seek shelter now.
Conditional	Conditional mood is used to speak of an event whose occurrence depends on another condition. It generally uses the verb – would and is found in the independent clause. The subjunctive mood occurs in the dependent clause.	I would be willing to sweep your driveway for you if you gave me both money and food.
Conditional Mood	Conditional mood is used to speak of an event whose occurrence depends on another condition. It generally uses the verb – would and is found in the independent clause. The subjunctive mood occurs in the dependent clause.	If you would call my mother, I can come to your house after school.
Conjunction	A part of speech used as connectors between words, clause, sentences, or phrases.	And, because, so, since, however, because
Conjunctive adverb	An adverb that is used to join two independent clauses. A semicolon or period must come before a conjunctive adverb and a comma is usually placed after the adverb.	I love to go to fishing; however, I get sea sick. Other common conjunctive adverbs are: therefore, in fact, as a result, otherwise

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Consonant Sound	A sound represented by the letters of the alphabet excluding the vowels (a, e, i, o, u) that is made by controlling air flow in order to make a specific sound.	Making the “b” sound with the lips or making the “m” sound through the nose are examples.
Contested Usage	How a word or part of speech can or should be used can be disagreed upon. When that is the situation, students must be able to justify why they used the word they did, or at the very least realize the way in which they used the word could be incorrect. Students should be able to look through the necessary reference materials and determine a word’s correct usage.	One contested usage of coordinating conjunctions is that they should never be used to start a sentence. Yet, for rhetorical emphasis and sometimes the flow of a sentence the writer is better served using a hard period instead of a comma.
Contraction	The joining of two words with an apostrophe being used to signify the dropping of a letter or letters.	Can not becomes can’t. Does not becomes doesn’t.
Convention	The universally agreed upon rules, methods, or processes.	The subject and verb must agree in number.
Conventional Spelling	Universally accepted rules in the correct spelling of words.	
Coordinating Conjunction	Any one of a set of words that along with a preceding comma is able to join two independent clauses.	For, and, nor, but, or, yet, so. (FANBOYS)  I am happy, and you are sweet.
Correlative Conjunction	Pair of words that are used to join two words or group of words. The second half of the pair is a coordinating conjunction.	Either...or, not only...but also, both...and, neither...nor.
Dangling Modifiers	A dependent clause that comes at the beginning of a sentence that does not modify the correct subject.	Shopping in the store, candy bars are plentiful. “Shopping in the store” is said to be dangling because it is incorrectly modifying “candy bars.” While shopping in the store, I can see that candy bars are plentiful.



<b>Term</b>	<b>Definition</b>	<b>Example</b>
Dash	A dash ( - ) is used to indicate a pause just as a comma does; however, the dash represents a longer pause. A dash can be used to place emphasis on what is about to be read or said.	I called my mother to tell her my news - but she already knew. She did not have to save my life - but she did.
Declarative Sentence	A sentence that states a fact and usually ends in a period.	People live on the Earth.
Demonstrative	A type of adjective that modifies the noun to show which object is being written or spoken about.	This hat, these shoes, that room, those houses
Dependent Clause	A group of words including a subject and a predicate that cannot stand alone as a simple sentence. It can also be called a subordinate clause. Some dependent clauses begin with a subordinating conjunction, such as -while or -though.	Though the battery lost its charge, the clock continued to run. While I was at the beach.
Determiner	A type of adjective that includes articles and demonstratives to modify a noun or noun phrase in order to classify or identify the noun.	A chair, the table, her pocketbook, his wallet, your hat
Dialect	Varieties in speech generally based on time, place, education, social circumstances and culture	Feedin' the hounds hushpuppies while a mess of fish cooks in the hot grease is a Friday night rite. Attending a show starring Broadway's most talented is the activity of preference.
Dialogue	The exact spoken words between two characters in a story or play. Dialogue is set off from the rest of the work by quotation marks.	Julie said, "I can't believe we won!" "I know the game was so close," answered Sam.
Direct Speech Quotation	A word or words that are repeated exactly as they were spoken or written by the source.	Pittman describes the "deep swamps of Georgia" as being places where life is "challenging and beautiful."
Document	A sample of writing that has a purpose or theme.	A paragraph or group of sentences designed to convey a meaning.

Term	Definition	Example
Drama	Compositions written in verse or prose and in the form of a play involving action and dialogue for the purpose of presentation on stage.	“A Raisin in the Sun” is drama at its most socially aware and personally relevant.
Ellipsis	Ellipsis is represented by three dots. “...” They are used to show words from a quote have been omitted.	John Doe the politician said, “America is a nation that needs a strong English education program..., and I am willing to make it happen!”
End Punctuation	Punctuation that signals the end of a sentence and signifies the type of sentence	Period (.) Question mark (?) Exclamation mark (!)
Exclamatory Sentence	A sentence that conveys the excitement of the remark being made. These sentences almost always end in an exclamation mark.	The team won the championship!
Formal English	Writing and speaking that follows all of the conventions of standard English grammar and usage.	<b>Rules for Formal Writing</b> Keep a serious tone with literal meaning. Use vocabulary acceptable to topic. Use complex sentences that add specific meaning. Use standard spelling and punctuation. Avoid contractions. Cite references. Write in third person perspective (usually).
Formal English Situations	Times at which a speaker or writer should follow all of the standard usage and grammar rules.	Making a presentation in front of a large audience. Writing an essay that is to be evaluated by a teacher or magazine editor. Interviewing for a job as a writer for a prestigious journal.
Frequently Confused Words	Words that when spoken sound the same or very similar.	To, two, too. Their, they’re, there Then, than Whether, weather
Function of Clauses	Independent clauses can function as a sentence. Dependent or subordinate clauses function as nouns, adjectives or adverbs in sentences.	I am happy about summer vacation. Because I am happy about summer vacation, I decided to be nice to my teacher. As a teacher of thirty years, I am also happy about summer vacation, but I will be ready to return to school in August.

Term	Definition	Example
Function of Phrases	Phrases can function to add information to a sentence or to shape it. Phrases can serve as nouns, verbs, adjectives, or adverbs.	Seeing my mother in parking lot was lucky for me. Nearing the edge was frightening and unwise. She wanted to draw, and becoming an artist was her ambition.
Gerund	A gerund is an -ing form of a verb, and it functions as a noun in a sentence.	Calling on the volunteers to help in the disaster was the only choice the town officials had.
High Frequency Words	Words that appear most often in printed materials	a, and, the, I, with...
Imperative	The mood for giving commands or making requests. The unstated or understood you is often the subject of the sentence.	Take this money and buy some groceries.
Imperative Sentence	A sentence that gives a command or order and can end in either an exclamation mark or a period.	Get out of my room!
Inappropriate Shift	A negative shift in writing is one that creates inconsistency because of an abrupt change. Shifts can occur in tense, number, voice, mood, person, number, pronoun, diction, tone, direct and indirect discourse.	Example of inappropriate shift: The puppy ran across the grass to grab the toy. <u>He</u> is happy to grab the toy because <u>he</u> wanted to play. <u>Her</u> happy bark rang through the neighborhood. The toy gave <u>him</u> a focus for all of his energy.
Inappropriate Shift in Pronoun Usage	Pronouns must agree in number and person. An inappropriate shift occurs when the writer changes number from either singular to plural or when the writer changes person from first (1 <sup>st</sup> ) to second (2 <sup>nd</sup> ), or third (3 <sup>rd</sup> ).	Examples of inappropriate use: Everyone knows their role. I like scary movies that frighten you.
Inappropriate Shifts in Verb Tense and Aspect	Shifts in verb tense and aspect that create inconsistency in tense without explainable cause.	She walks to the store and bought some food. She will be eating her sandwich.
Indefinite Pronoun	A pronoun that is not referring to a specific defined object or objects.	One, many, some, anybody

Term	Definition	Example
Independent Clause	A group of word including a subject and a predicate that can stand alone as a simple sentence.	I am happy. The fish swam gleefully away.
Indicative	The mood used for stating facts, asking questions, or stating opinions is the indicative mood.	The election will be a time of great excitement. Do you believe that all citizens should vote? I believe that voting is an honor.
Infinitive	An infinitive is the <i>to</i> form of a verb; in a sentence it functions as a noun, an adjective or an adverb.	<b>To see</b> his child is the soldier's dream. He had a lot of time <b>to plan</b> his reunion. His wife was bringing his child <b>to attend</b> his ceremony of dismissal.
Informal English	Writing and speaking that incorporates slang, clichés, and nonstandard spelling.	Ain't, fixing to, bro
Informal English Situations	Times at which a speaker or writer may incorporate a more relaxed tone and may for effect ignore some standard grammar and usage rules.	Small, casual group meetings Casual conversation with a peer
Intensive Pronoun	A reflexive pronoun and an intensive pronoun are both defined as a pronoun in which the antecedent is referenced and combined with the –self ending to form the pronoun (myself, himself, herself). The difference is that an intensive pronoun can be omitted from the sentence and not change the sentence's meaning.	I will contact our representative <b>myself</b> . The children played by <b>themselves</b> on the rocks near the river.
Interjection	Words that express emotion, which are usually found at the beginning of the sentence.	Oh! Wow!
Interrogative	Words that are used to start a question.	Who ate my Lunch? When did you arrive?
Interrogative Mood	Interrogative mood is used to ask questions. Specifically, it is an epistemic mood where the speaker wishes to garner information about what he or she has said from the listener.	Will you explain in depth to me your understanding of the causes of World War II after listening to my presentation of the facts?

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Interrogative Sentence	A sentence that asks a question and usually ends in a question mark.	How many people are on the Earth?
Irregular Plural Noun	A noun that does not follow the conventional rules to becoming plural. The plural of these nouns is not formed by adding –s or –es.	Mouse becomes mice. Goose becomes geese.
Irregular Words for Spelling	Words that are not spelled as they are pronounced.	Height, circuit, unique
Italics	Function in the same way underlining functions. The titles of larger works are <i>italicized</i> .	<i>Novels, albums, books, television shows, movies</i>
Items in a Series	A list of three or more items that are separated by a comma.	I went to the beach, to the store, to the movies, and to the house.
Language	A system of spoken or written communication	
Legible Handwriting	Handwriting is the form in which a student forms his or her letters and words. For handwriting to be legible, the handwriting must be formed in a way that it can be easily read. Not only should the handwriting be readable, but it should follow most of the accepted standard English usage and grammar conventions.	
Legible Work	Work that is formatted correctly, able to be read, and follows the conventions of spelling and punctuation.	

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Legibly In Cursive	Cursive writing is the form in which a student writes his or her letters in connected script fashion. For cursive to be legible, the letters must be formed in the standard accepted way that can also be easily read. Not only should the letters be legible, but the writing sample should follow most of the accepted standard English usage and grammar conventions.	
Lowercase Letter	Standard form of a letter. This form is the smaller of the two types and is used in most instances.	a,b,c,d,e,f
Misplaced Modifiers	A clause that is incorrectly placed in the sentence so that what it modifies is incorrect or unclear.	I saw a fish scuba diving in the reef. (Fish do not scuba dive.)  I bought a car from a man with a large motor. (Men do not have motors.)
Modal Auxiliaries	Helping verbs that are used to place a condition on a main verb.	You may sit in that chair. She must appear by 8:15am to be counted present.
Modified	When the meaning of a word is changed by the words describing it.	A blue car. The car has been “modified” to show that is blue.
Nonrestrictive/Parenthetical Elements	Elements such as appositives, clauses, or phrases that do not limit the meanings of modified words. They are set off with commas.	The builders, who both graduated from Georgia Southern University, won the contract to build the new veterinary office.
Noun	A person, place, thing, or idea	Democracy, state, fence
Noun Clause	A noun clause is a group of words with a subject and a verb that is dependent and functions as a noun in a sentence (as the subject, object, or complement). It is also called a nominal clause.	That hatred causes unhappiness is a fact that will not often be disputed.

Term	Definition	Example
Objective Pronoun	Pronouns that can be the direct or indirect object of the verb, object of the preposition, or any other instance where an object is needed.	Me, you, him, her, it, us, you, them. Call the ambulance for me. Our parents can be contacted by you. This situation will not upset them. Once the doctor sees her, all will be fine.
Parallel Structure	Parallel structure is a form of syntax in which word forms, sentences, clauses, or paragraphs are constructed in the same way.	When I get older, I want to make money, to spend time with my family, and to go to Europe. The infinitives “to make”, “to spend”, and “to go” are all parallel in structure.
Parentheses	Parentheses ( ) can be used around numbers and letters in a list or to add clarifying information to that which precedes.	The young father (a medical student with less than ten hours of sleep in two days) crawled out of bed and rocked his lonely infant for a little more than a long hour. Smith (1997) declared that winning was “not appreciated as much as it should be.”
Participial Phrase	A phrase, usually acting as an adjective, that includes a present participle (-ing), a past participle (-ed) and any modifiers, complements or objects. It generally is found at either the beginning or the end of a sentence and is generally set apart from the rest of the sentence by a comma.	Watching the replay on the big screen, the football player waited to see if he had really scored a touchdown. He held his breath as he watched, scared to hope.
Participle	The present participle is the <i>ing</i> form of a verb that functions as an adjective in a sentence. The past participle is usually the <i>ed</i> form of a verb, but it can be form irregularly. The past participle also serves as an adjective in a sentence.	The child was pretending to be a fighting soldier in Afghanistan. The risen dough seemed to be a promise that the rolls would be delicious.
Passive Voice	When the subject is being acted upon, the verb is in the passive voice.	The mail was handed to the customer by the mailman.
Past Tense of Irregular Verbs	With irregular verbs instead of adding <i>ed</i> to form the past tense the whole word changes.	Today I sit; yesterday I sat. The present tense “I tell” does not become “I telled,” but it becomes “I told”.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Personal Pronoun	Subjective or objective pronoun that identifies who is speaking, who is spoken to, or who or what is being spoken about.	I like to talk to her when it is quiet in the room.
Phonemes	A small unit of sound used in spoken words.	/d/ in dog /b/ in bag.
Phonemic Awareness	A skill in which a student is able to hear, identify, and manipulate the parts of a word.	The student could hear the word “tab” and identify the “t” sound at the beginning of the word, the short vowel “a”, and the “b” sound at the end.
Phonetically Spelling Untaught Words	Being able to “sound out” words and spell them by comparing what is heard with what the student knows about the sounds of consonants and vowels.	When the student is not taught to spell the specific word, it is important that he or she is able to identify consonant and vowel sounds.
Phrases for effect	Phrases that more powerfully, purely, or connotatively contribute to the author’s intended tone/or purpose	The long slide down the barbaric slope chilled the courage of the young skier.
Poem	A composition written in verse	My favorite poem is any poem by Dickinson or Whitman. “The Soul Selects her own Society...” “When Lilacs Last in the Dooryard Bloom’d”
Position Based Spellings	Teaching predictable spellings of sounds based on where they are located in a word	Cow (ow likely at the end of the word) South (ou likely in the beginning of the word)
Possessive	The possessive form of a noun. Possessives are formed by adding an apostrophe s or in some cases just an apostrophe. Possessives also include the possessive form of pronouns.	John’s boat Thomas’ home her hair
Possessive Noun	A noun that shows ownership. The ownership is usually indicated by adding apostrophe “s.”	Bill’s the dog’s



Term	Definition	Example
Possessive Pronoun	A pronoun that shows ownership. A possessive pronoun does not use apostrophes.	My, your, yours, his, hers, its, our, their The dog is <b>my</b> pet. He likes to play in <b>your</b> flower garden. I try to tell him that <b>your</b> yard is not his playpen, but he does not like to stay in <b>our</b> fence.
Precisely	Using words that mean exactly what is meant to be said.	A basic example would be to use the word Example: “Mustang” instead of “automobile”
Preposition	A word used to express a special, temporal, or other relationship between two elements in a sentence.	Of, to, around, in, beside, into, through,  The pen is <b>on</b> the desk. She went <b>through</b> the door.
Preposition	A word used to express a special, temporal, or other relationship between two elements in a sentence.	The apple is in the bowl. She slipped after the storm.
Prepositional Phrases	A group of words beginning with a preposition and ending with the object of a preposition.	I sat <b>on a chair</b> . I ate <b>by a river</b> .
Progressive Verb Aspects	Verb forms that show continuing action at a certain point in time.	He is working. He was working. He will be working.
Prompt	A more detailed and thought provoking exam question or writing assignment. Prompts may be more than just a question, and they may seek to frame the exam taker’s thinking in a certain way before giving the assigned writing topic.	After reading the selection, write a complete essay in which you describe the author’s use of tone, personal examples, and figurative language.
Pronoun	A word that stands for or represents a noun.	I, my, me, you, your, he, his, him, she, her, hers, it, its, we, our, us, you, your, they, their, them.
Pronoun Antecedent Agreement	Pronouns must agree with their antecedent in number and person. For the third person singular pronoun “she” to be used, the antecedent would have to be a singular female who is not the speaker or who is being directly spoken to.	Julie is a great friend. <b>She</b> always listens to my troubles.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Pronoun Number	Pronouns are either singular or plural.	Everyone knows their role. This is incorrect because -everyone is singular and -their is plural.
Pronoun Person	Pronouns have three different persons or points of view: First person contains the singular “I” and the plural “we”; Second person contains the singular “you” and the plural “you”; Third person contains the singular “he,” “she,” and “it.” The third person plural is “they.”	I like scary movies that frighten you. This is incorrect because the writer shifted from First person to Second person, and this shift changed the meaning of the sentence.
Proper Noun	A noun that is naming a specific person, place, thing, or idea.	George Washington, Barack Obama, Washington, D.C.
Punctuation	The system of symbols or marks used to make writing or printing understandable.	Periods, commas, apostrophes, semicolons, dashes, etc.
Punctuation for effect	When meaning needs to be clarified or enhanced through the placement of or choice of punctuation	<p>I found success in cooking with spices like my mother.</p> <p>Like my mother, I found success in cooking with spices.</p> <p>My mother, a meticulous cook, is happy to have me in the kitchen.</p> <p>I love my mother; my mother loves my brother. The peach banana or blueberry yogurt is good. The peach, banana, or blueberry yogurt is good. I am happy to see you.</p> <p>I am happy to see you! I am happy to see you?</p>
Quotation Mark	Marks of punctuation used to set off the exact spoken words of character or to set off the exact words taken from a text.	<p>According to Sam’s novel, “blue is a sad color.”</p> <p>According to the speaker, “children in groups do not always make smart decisions.”</p> <p>Poems, chapters, scenes, episodes, articles, plays less than five acts should be enclosed in quotation marks</p>

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Redundancy	Using words that mean the same thing to convey meaning. Redundancy can be used for rhetorical emphasis, but is not considered a standard usage strategy.	An ATM machine is redundant because the “M” in ATM represents machine. Others include: SAT test
Reference Material	Any one of many types of books, web pages, or other research utilities that can be used by a student to find factual answers.	Dictionary, encyclopedia, articles, essays, MLA handbooks, dictionaries, websites
Reflexive Pronoun	Pronoun in which the antecedent is referenced and combined with the –self ending to form the pronoun (myself, himself, herself).	When I look into the lake’s smooth surface, I see a reflection of myself. He hit himself on the head with the bat.
Regular Plural Noun	To make a regular or standard noun plural, an –s or –es is added to the end of the noun.	Plates, toys, pens, benches
Relative Adverb	One of three main adverbs that begin a subordinate clause.	Where, when, and why. Sweetwater Park is the ball field <b>where</b> I hit my first homerun.
Relative Clause	A dependent clause (includes a subject and a verb) that modifies a noun or a noun phrase and is introduced by a relative pronoun (which, that, who, whom, whose), a relative adverb (when, where, why), or a zero relative. It is also known as an adjective clause. Omitting the relative pronoun or relative adverb is using the zero relative and is acceptable as long as the first word of the phrase is not a verb.	The truck driver who swerved to avoid the accident probably saved our lives. I was told (that) I would be graduating in May. In this case, omitting the word –that is using the zero relative.
Relative Pronoun	Pronoun that starts a subordinate clause that acts as an adjective clause.	who, whom, whose, whoever, whosoever, which

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Rhetorically Poor Fragment	A word group that is missing at least a subject or a verb and does not express a complete thought. A fragment may be okay if the writer intends to write the fragment for a specific rhetorical reason. A rhetorically poor fragment does not accomplish any rhetorical goal and is a mistake.	When I was younger.
Rhetorically Poor Run-on	A word group that contains at least two independent clauses that are joined with a conjunction but without punctuation.	My dog is my friend and I think he is wonderful.
Semicolon	A semicolon “;” can be used to join two independent clauses and also to separate items in a series where commas are already being used to define the items.	I love to go to baseball games; batting practice is my favorite part of the night. I have been to Atlanta, Georgia; Houston, Texas; and New York, New York.
Sentence Patterns	Sentence patterns can be determined in a variety of ways. They may be classified according to verb by verbs of being, linking verb, and action verb. They may be classified by the order of the subject, verb, direct object, indirect object or objective complement in the sentence. They may be classified by how independent clauses are joined and the placement of dependent clauses.	I am a runner. I am running in the gym. I run in the gym every day. I collapsed. I caught the ball. I tossed Megan the ball. I am sick. I am tired. I am sick, and I am tired. I am sick; I am tired.
Short Vowel Sound	The five vowels a, e, i, o, and u make either short or long sounds. The short vowel sound is the same as a soft vowel sound.	Bat, let, bit, lot, up

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Simple Sentence	A group of words consisting of one subject and one verb that express a complete thought.	I went to the store.
Simple Verb Tense	The three verb tenses of present, past, and future.	I love you today. I loved you yesterday. I will love you tomorrow.
Singular Noun	A noun that is preceded by the articles “a” or “an” that is only one in number.	A dog, a girl, an apple, an event
Spell Phonetically	Being able to “sound out” words and spell them by comparing what is heard with what the student knows about the sounds of consonants and vowels.	The student could hear the word “bat” and identify the “b” sound at the beginning of the word, the short vowel “a”, and the “t” sound at the end.
Spelling Conventions	The accepted and universally used spelling rules and methods.	
Spelling Pattern	Certain sounds can be made in many different ways in the English language. Spelling patterns are used when there is not a hard and fast rule to explain why a word is spelled a certain way.	Great, bait, fate, weight
Standard English Grammar	The accepted way in which words are properly arranged. One rule is that a comma is used to set off introductory material from the independent clause.	Because I am hungry, I bought a sandwich.
Standard English Usage	The accepted way in which words are implemented to convey meaning.	
Style	The distinctive manner in which a writer crafts his work, including diction, syntax, and figurative language	The boy lived. The joy of finding young Joshua permeated every cell in the mother’s distraught body, bringing with it a release of tension so great that she collapsed to her knees, sobbing his name and wringing her hands in thanksgiving.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
Style Manual	A book of grammar and formatting rules that helps the student research answers to questions about English Language grammar and usage conventions.	MLA Handbook
Subject Verb Agreement	Subjects and Verbs must agree in number. If the subject is singular, the verb must also be in its singular form. If the subject is plural, the verb must be in its plural form.	Julie hits the ball. Her teammates cheer her on.
Subjective Pronoun	Pronouns that can be the subject in a sentence.	I, you, he, she, it, we, you, they. I will call the ambulance. You can call our parents. They will not be upset. She is going to be fine when she sees a doctor.
Subjunctive Mood	The subjunctive mood may express conditions or wishes that are contradictory to facts, demands, or requests. The present form of the subjunctive is the same as the past form of the indicative, unless the verb -be is used. The subjunctive uses -were for all subjects when using the verb -be.	If I were going to the movie, I could not watch the parts that are scary.
Subordinating Conjunction	Any one of a set of words that can connect a dependent clause to an independent clause. Most of the time the dependent or subordinate clause is dependent because of the subordinating conjunction.	Because, since, if, though...  If you come to visit me in Hartwell, we will go to the lake to fish. We will go to the lake to fish if you come to visit me.
Suffixes	A group of letters added to the end of the root of a word	Encouragement, friendless

Term	Definition	Example
Superlative Adjective	An adjective that tells the difference between three or more objects, people, ideas, or places. It can be formed by adding –est to a single syllable word or by using most or least.	She is the skinniest girl I have ever seen.
Superlative Adverb	Tells to what degree in relation to three or more objects an action is being performed.	She is the fastest runner on her team.
Syllable Patterns	Words have different syllable patterns. Three common patterns are CVC (consonant, vowel, consonant), CVVC (consonant, vowel, vowel, consonant) and CVCe (consonant, vowel, consonant, letter e). The vowels have somewhat predictable sounds within each pattern.	CVC (short vowel sound) cat, top, sit CVVC (long sound of first vowel) meat, leap, CVCe (long vowel sound, silent e) hike, tone, bane
Syntax	The rules governing the formal construction of sentences. Syntax is the way in which words are grammatically placed together to form sentences.	I want to graduate from high school. Graduating from high school is a personal goal of mine. Graduation will be a happy experience for me because I will have reached an important personal goal.
Temporal words	Temporal words are transition words that alert readers to shifts in ideas. Temporal words usually indicate the sequence/order (elementary).  Temporal transition words can also indicate addition, exception, contrast, comparison, location, cause and effect, emphasis summary and conclusion (middle/high).	Rosie asked what the surprise was. <b>First</b> , the teacher was quiet. <b>Next</b> , she stopped to tell us that the second grade class would be getting a treat today – ice cream. Wow!

Term	Definition	Example
Tone	Tone is the way an author expresses his or her opinion about himself or herself, the content or subject, and the audience.	The author's tone was condescending; I felt as though he viewed himself as being far superior to the mere students who studied his work.
Underlining	A title of a major work is underlined. Usually the larger work is underlined and what is contained in that work is placed in quotation marks.	Novels, albums, books, television shows, movies
Uppercase Letter	A capital letter is the larger form of a letter. Used with proper nouns, first letter at the beginning of sentence, the pronoun "I," and in other special instances.	A,B,C,D,E,F
Usage as a Matter of Convention	The English language is always evolving and word meanings change over time. Slang and clichés change the meaning of a word and the accepted usage of that word changes.	Geek has come to mean someone who is technologically sound maybe even at the expense of his or her social status; whereas, originally it was the name for a performer who bit the live head off of a bird.
Vague Pronoun	A pronoun with an antecedent that is not clear.	When the glass ball hit the glass door, it broke. Did the ball or the door break?
Verb	A word that expresses an action or a state of being.	She <b>threw</b> the ball. He <b>is</b> happy about his grade.
Verb Mood	Verbs are generally indicative, subjunctive, or imperative in mood. They should be written consistently when possible.	Be sure to hang up the clothes in the laundry room, and will you move the clothes from the dryer? If you were to help me, I would appreciate the effort, and fold the clothes as well. (Inconsistent) Please help me by working in the laundry room. You can take the clothes from the dryer and either fold them or put them on hangers.



Term	Definition	Example
Verb Phrase	A verb that is made up of more than one word and still functions as the simple predicate of the sentence.	Ben is running in the marathon.
Verb Voice	Verbs are active or passive in voice. Generally, but not always, one would want to keep the voice consistent. Active voice is also generally preferred.	I hugged my mother, picked up my keys, and opened the door. My mother was hugged by me, and then my keys were picked up as I walked through the door that had been opened.
Verbals	Verb forms that do not function as verbs in the sentence are verbals. Verbals function in a sentence as noun adjectives and adverbs. Infinitives, participles, and gerunds are verbals.	<b>Hoping</b> for the best is a way of life. (gerund) <b>To hope</b> is to live. (infinitive) The woman <b>hoping</b> to hear from her son is Mrs. Green. (participle)
Word Families	Sets of words that are closely related to each other, generally in form or in meaning, can create a word family.	Interested, interesting, uninteresting, disinterested
Wordiness	Adding words to a writing sample or speech with the intent of sounding more sophisticated than the writer or speaker really is.	Wordy: The officer of the law delayed my excursion, for he did not appreciate at all the manner in which I was driving. He had the audacity to arrogantly issue to me a citation for excessive speeding. Not as wordy: I am late because the police officer gave me a speeding ticket.
Words for effect	Words that more powerfully, purely, or connotatively contribute to the author's intended tone and/or purpose	The putrid smell of dead fish A lavender monogram on cuffed shirt The wheezing of the aged ladies who had laughed together all afternoon

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